



Social Studies Department

Grade 5

Developed By: **Lora Dwyer, Carla Panicci**

Effective Date: Fall 2021/2

Scope and Sequence

Weeks	Unit Number	Unit Name
8-9	Unit 1 ** Unit 1, Lesson 1 is a 4th Grade review **	America's Geographic Setting
7-8	Unit 2	Colonial Times
7-8	Unit 3	The American Revolution
7-8	Unit 4	Civics and Economics in America

Unit 1

America's Geographic Setting

Summary and Rationale

During Unit 1/Lesson 1 students will use geographic skills to find places on Earth's surface during the fast-paced Geography Challenge A. Then they will create political and physical maps and then compete in Geography Challenge B. Following that, in Lesson 2 students will explore different environments and learn how the Inuits adapted their daily lives. Then during Lesson 3 students will match collections of photographs and artifacts to seven different Native American cultural regions. Next, they will examine objects from an explorer's ship. Then categorize artifacts as navigation tools, motives for exploration, or new products from the Americas in Lesson 4. Finally, in Lesson 5, students will assume the role of a European explorer and play an exciting educational game. They will try to gain riches, make new discoveries, and survive on the open sea!

Recommended Pacing

8-9 weeks

TCI Pacing Guide: [click here](#)

Standards

NJSLS

6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere
6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
6.2.8.HistoryCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the

	people living Asia, Africa (Islam), Europe and the Americas over time.
6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
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.
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.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.
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.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
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.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.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental

	modifications made by earlier civilizations on the current day environmental challenges.
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations 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.
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.8.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
CCSS-ELA - Reading	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from 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.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CCSS-ELA - Writing	

W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.E	Provide a concluding statement or section related to the information or explanation presented.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9.B	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
Social Justice Standards (As Applicable)	
DI.3-5.8	I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
DI.3-5.10	I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
Instructional Focus	
Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> • Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. • Regions form and change as a result of unique physical conditions, economies, and cultures. 	How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- Environmental and cultural characteristics influence where and how people live.
- Human activity affects the cultural and environmental characteristics of places and regions.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- Events may be viewed differently based on one's perspective.
- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
- Historians use evidence from multiple sources to support their claims and arguments about the past.

Unit Inquiry Question(s) → What does the 1507 Waldseemuller map reveal about the Age of Exploration?

Lesson 1: What can geography teach us about the United States?

Lesson 2: How did Native Americans adapt to different environments in North America?

Lesson 3: How and why did Native American cultural regions differ?

Lesson 4: What did explorers take to and from the Americas during the Age of Exploration?

Lesson 5: What were the effects of European exploration in the Americas?

Objectives (SLO)

Students will know:

- How to use and label a map
- How Native Americans adapted to different environments in North America
- How Native American cultural regions differed
- What explorers took to and from the Americas during the Age of Exploration
- The effects of European exploration in the Americas

Students will be able to:

- 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.
- Trace the migration routes of Native Americans into North America.
- Summarize key features of four environments.
- Identify ways in which the Inuits adapted to their Arctic environment.
- Identify, compare, and contrast seven Native American cultural regions.
- 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.
- Categorize eight objects of exploration as a navigation tool, a motive for exploration, or a newly introduced product from the Americas.
- 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.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions

- Student Presentations
- [TCI - Inquiry Project - Unit 1](#)
- [Lesson 1 Assessment](#)
- [Lesson 2 Assessment](#)
- [Lesson 3 Assessment](#)
- [Lesson 4 Assessment](#)
- [Lesson 5 Assessment](#)

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - America's Past
 - Lesson 1: [Geography of the United States](#)
 - Lesson 2: [Native Americans and Their Land](#)
 - Lesson 3: [Native American Cultural Regions](#)
 - Lesson 4: [How and Why Europeans Came to the Americas](#)
 - Lesson 5: [Routes of Exploration to the Americas](#)
- REFER TO FOURTH GRADE CURRICULUM WHEN PLANNING LESSON 1 OF THIS UNIT.

Technology Tools:

- Chromebooks
- LCD Projectors

UNIT 1, LESSON 1 This lesson is a review of materials covered in the Grade 4 curriculum. In the first year of implementation, it would be beneficial to have students complete the readings, but skip the hands-on activities until more background knowledge is established.

Modifications - [Sample](#)

**** See TCI Planning Guide for lesson *specific* suggestions on Differentiating Instruction, Enhancing Learning, and Blended Learning ****

Special Education - additional time, differentiated instruction/reading (A/B feature on TCI)

ELL - Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response. Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it. Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea (TCI allows you to highlight main idea) and offer help utilizing key words. Allow the use of Google Translate where appropriate.

Gifted and Talented - abstract and advanced higher-level thinking (specific information listed in planning guide of each lesson)

504 - additional time

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- 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.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at:

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2

Colonial Times

Summary and Rationale

During Unit 2/Lesson 6 students will view three pieces of European art depicting early life in Roanoke, Jamestown, and Plymouth. They will also compete against their peers to have their assigned piece of art be the star of the show in a museum exhibition. Next, in Lesson 7 students will compare and contrast six early English colonies using a graphic organizer, read about diverse historical perspectives from the 1600s, and then rank colonial belief statements and engage in respectful discussions. Students will then dive deeper into the history of slavery in the Americas by analyzing primary sources, images, and literature from different parts of the journey enslaved Africans experienced in Lesson 8. Finally, to close out the unit, in lesson 9 students will visit six exhibits representing sites in colonial Williamsburg to examine aspects of colonial life such as government, society, and religion, and they will collect memories to use to write a letter about your experience.

Recommended Pacing

7-8 weeks

TCI Pacing Guide: [click here](#)

Standards

NJSLS

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.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere
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.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.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.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.
6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in

	conflict and cooperation among European colonists and Native American resulting in changes to conditions.
6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.5.CivicsDP.3	Describe the role 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.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
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.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
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).
6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
2.8.GeoHP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
6.2.8.GeoGI.4.a	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
2.8.GeoHP.4.a	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of

	trade.
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.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.
6.1.8.EconNE.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
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).
6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
CCSS-ELA - Reading	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from 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.
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RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including

	history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CCSS-ELA - Writing (SEE HERE)	
W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.E	Provide a concluding statement or section related to the information or explanation presented.
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W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Social Justice Standards (As Applicable)	
DI.3-5.8	I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
DI.3-5.10	I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
Instructional Focus	
Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> • Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. • Regions form and change as a result of unique physical conditions, economies, and cultures. • Patterns of settlement differ markedly from region to region, place to place, and time to time. 	<ul style="list-style-type: none"> • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • How do physical geography, human geography, and the human environment interact to influence or determine the

- The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.
- Environmental and cultural characteristics influence where and how people live.
- Human activity affects the cultural and environmental characteristics of places and regions.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- The exchange of goods and services can have negative and positive effects.
- Chronological sequencing helps us track events over time.
- Interactions of people and events throughout history have shaped the world we experience today.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- Events may be viewed differently based on one's perspective.
- Historical records are shaped by the society that the creator lived in.
- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
- Historians use evidence from multiple sources to support their claims and arguments about the past.

development of cultures, societies, and nations?

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Unit Inquiry Question(s) → *How did geography affect the development of colonial America??*

Lesson 6: What challenges did the first English colonies face?

Lesson 7: How were the three colonial regions alike and different?

Lesson 8: What was the impact of slavery on African people?

Lesson 9: What were key parts of life for Southern colonists in the 1700s?

Objectives (SLO)

Students will know:

- The challenges the first English colonies faced.
- How the three colonial regions were alike and different
- The impact of slavery on African people
- The key parts of life for Southern colonists in the 1700s

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 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 the students' community.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project - Unit 2](#)
- [Lesson 6 Assessment](#)
- [Lesson 7 Assessment](#)
- [Lesson 8 Assessment](#)
- [Lesson 9 Assessment](#)

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - America's Past
 - Lesson 6: [Early English Settlements](#)
 - Lesson 7: [Comparing the Colonies](#)
 - Lesson 8: [Slavery in the Americas](#)
 - Lesson 9: [Life in Colonial Williamsburg](#)

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

**** See TCI Planning Guide for lesson *specific* suggestions on Differentiating Instruction, Enhancing Learning, and Blended Learning ****

Special Education - additional time, differentiated instruction/reading (A/B feature on TCI)

ELL - Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response. Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it. Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea (TCI allows you to highlight main ideas) and offer help utilizing key words. Allow the use of Google Translate where appropriate.

Gifted and Talented - abstract and advanced higher-level thinking (specific information listed in planning guide of each lesson)

504 - additional time

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.

- ❑ Attend to personal health and financial well being.
- ❑ Communicate clearly and effectively and with reason.
- ❑ Consider the environmental social and economics impacts of decisions.
- ❑ Demonstrate creativity and innovation.
- ❑ Employ valid and reliable research strategies.
- ❑ 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.
- ❑ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at:

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 3

The American Revolution

Summary and Rationale

During Unit 3 Lesson 10, students will analyze the causes and effects of events that caused tension to grow between the colonies and Great Britain by using an “Unrest-O-Meter.”

Then in Lesson 11 students will learn all about a Loyalist or a Patriot as they prepare for a panel debate. Then they will join a group to get an actor ready for the panel debate between Loyalists and Patriots.

Next, students will examine six unique copies of the Declaration of Independence and discover how each affected history. They will also, translate passages and answer questions about each primary source in Lesson 12. Finally, in Lesson 13, students will play a game of tug-of-war with their classmates, and then discover how the game of tug-of-war connects to historical events during the American Revolution.

Recommended Pacing

7-8 weeks

TCI Pacing Guide: [click here](#)

Standards

NJSLS

6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
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.CivicsDP.3	Describe the role 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.

6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
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.
6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
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.
6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.HistoryUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
CCSS-ELA - Reading	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from 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.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CCSS-ELA - Writing	
W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.E	Provide a concluding statement or section related to the information or explanation presented.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection,

	and research.
Social Justice Standards (As Applicable)	
DI.3-5.8	I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
DI.3-5.10	I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
Instructional Focus	
Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> • Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. • Regions form and change as a result of unique physical conditions, economies, and cultures. • Patterns of set • The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition. • Environmental and cultural characteristics influence where and how people live. • Human activity affects the cultural and environmental characteristics of places and regions. • Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. • The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. • Chronological sequencing helps us track events over time. 	<ul style="list-style-type: none"> • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? • How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

<ul style="list-style-type: none"> • Interactions of people and events throughout history have shaped the world we experience today. • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. • Events may be viewed differently based on one's perspective. • Historical records are shaped by the society that the creator lived in. • There are a variety of sources that help us understand the past. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources. • Historians use evidence from multiple sources to support their claims and arguments about the past. 	
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Unit Inquiry Question(s) → *How might a frayed rope be a metaphor for the relationship between Great Britain and the colonies?*

Lesson 10: What British actions angered the colonists in the 1700s?

Lesson 11: What were the arguments for and against colonial independence from Great Britain?

Lesson 12: What are the main ideas in the Declaration of Independence?

Lesson 13: How did the colonists win the American Revolution?

Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> • What British actions angered the colonists in the 1700s • The arguments for and against colonial independence from Great Britain • The main ideas in the Declaration of Independence • How the colonists won the American Revolution 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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.
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- 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.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project - Unit 3](#)
- [Lesson 10 Assessment](#)
- [Lesson 11 Assessment](#)
- [Lesson 12 Assessment](#)
- [Lesson 13 Assessment](#)

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - America's Past
 - Lesson 10: [Tension Grows Between the Colonies and Great Britain](#)
 - Lesson 11: [To Declare Independence or Not](#)
 - Lesson 12: [The Declaration of Independence](#)

- Lesson 13: [The American Revolution](#)

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

**** See TCI Planning Guide for lesson *specific* suggestions on Differentiating Instruction, Enhancing Learning, and Blended Learning ****

Special Education - additional time, differentiated instruction/reading (A/B feature on TCI)

ELL - Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response. Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it. Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea (TCI allows you to highlight main idea) and offer help utilizing key words. Allow the use of Google Translate where appropriate.

Gifted and Talented - abstract and advanced higher-level thinking (specific information listed in planning guide of each lesson)

504 - additional time

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- 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.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at:

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

Civics and Economics in America

Summary and Rationale

During Unit 4/Lesson 14 students will watch a video about the creation of the U.S. Constitution and create a graphic organizer to show how the U.S. government functions. Then they will watch six videos depicting checks and balances in action and decide which branch of government is checking another. Next in Lesson 15, they will work with a team to create and perform a mini drama that shows a citizen's right being violated. Then swoop in with their "Bill of Rights Shield" to protect the citizen against that violation. Students will also analyze how the words of early patriots still inspire civic values today. To express civic values, work with a group to create a plan to improve your community in Lesson 16. Finally in Lesson 17, students will complete puzzles about our free market economy and the Constitution as it relates to money, trade, and business.

Recommended Pacing

7-8 weeks

TCI Pacing Guide: [click here](#)

Standards

NJSLS

6.1.8.HistoryCC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.HistoryCC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
6.1.8.CivicsPI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

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.
6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
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.
6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.CivicsPI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
6.1.8.CivicsDP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
CCSS-ELA - Reading	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from 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.
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Social Justice Standards (As Applicable)	
DI.3-5.8	I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
DI.3-5.10	I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
Instructional Focus	
Theme (If Applicable) →	
Enduring Understandings:	Essential Question(s):
<ul style="list-style-type: none"> ● In a representative democracy, individuals play a role in how government functions. ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● Levels of government (i.e., local, state, and federal) have different powers and responsibilities. ● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). ● A major role of citizens in a representative democracy is to make responsible decisions about who should govern. ● There are different processes for establishing rules and laws. ● Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good. ● Certain dispositions help individuals contribute to the health of American democracy. ● Economic decision-making involves setting goals and identifying the resources available to achieve those goals. • An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources. 	<ul style="list-style-type: none"> ● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ● How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

<ul style="list-style-type: none"> • A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. • Interactions of people and events throughout history have shaped the world we experience today. • There are a variety of sources that help us understand the past. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources. • Historians use evidence from multiple sources to support their claims and arguments about the past. 	
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Unit Inquiry Question(s) → *How did the Constitution and Bill of Rights give Americans a foundation for political and economic success?*

Lesson 14: What are the key features of the U.S. Constitution?

Lesson 15: What are the basic rights and freedoms of the American people?

Lesson 16: What does it mean to be a citizen of the United States?

Lesson 17: How did the Founding Fathers create the economy we use today?

Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> • The key features of the U.S. Constitution • The basic rights and freedoms of the American people • What it means to be a citizen of the United States • How the Founding Fathers created the economy we use today 	<p>Students will be able to:</p> <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. • Use visual literacy skills to match illustrations to the freedoms protected in the Bill of Rights.
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- Identify key rights protected under the Bill of Rights.
- Prepare, present, and explain mini dramas that represent key amendments in the Bill of Rights..
- Explain the civic responsibilities of U.S. citizens.
- Analyze quotations from the Founders about civic values and discuss if they are still relevant today.
- Analyze options and take informed action to address a local or regional problem.
- Explain how the U.S. free market economy works.
- Understand how the Constitution influences our economic system.

Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- [TCI - Inquiry Project - Unit 4](#)
- [Lesson 14 Assessment](#)
- [Lesson 15 Assessment](#)
- [Lesson 16 Assessment](#)
- [Lesson 17 Assessment](#)

Suggested Documents, Resources, & Technology Tools

Documents & Resources:

- TCI Social Studies Alive - America's Past
 - Lesson 14: [The Constitution](#)
 - Lesson 15: [The Bill of Rights](#)
 - Lesson 16: [Our Role in Government](#)
 - Lesson 17: [Shaping America's Economy](#)

Technology Tools:

- Chromebooks
- LCD Projectors

Modifications

**** See TCI Planning Guide for lesson *specific* suggestions on Differentiating Instruction, Enhancing Learning, and Blended Learning ****

Special Education - additional time, differentiated instruction/reading (A/B feature on TCI)

ELL - Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response. Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it. Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea (TCI allows you to highlight main idea) and offer help utilizing key words. Allow the use of Google Translate where appropriate.

Gifted and Talented - abstract and advanced higher-level thinking (specific information listed in planning guide of each lesson)

504 - additional time

Active Citizenship in the 21st Century (By the end of Grade 12)

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- 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.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at:

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>