

Audubon Public Schools



Grade 5: Social Studies Curriculum Guide

Developed by:

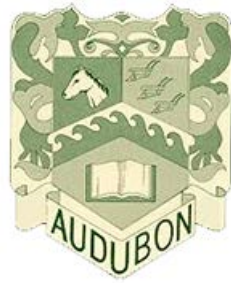
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Table of Contents

Cover Page	Page 1
Table of Contents	Page 2
Course Description	Page 3
Overview / Progressions	Page 4-6
Unit 1	Page 7-9
Unit 2	Page 10-12
Unit 3	Page 12-16
Unit 4	Page 16-18
Unit 5	Page 18-20
Appendix	Page 21-26



Course Description

Grade 5: Social Studies

This Social Studies course is designed to help develop students knowledge of American history. This course will also help prepare students to become actively engaged and participating citizens. It will provide the students with necessary knowledge of the past that will help them cope with the present and plan for the future. Specific topics to be examined are: Three Worlds meet, Colonization and Settlement, Revolution and the New Nation, Expansion and Reform, and the Civil War and Reconstruction.

Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1 Three Worlds Meet	6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.D.1.a 6.1.8.D.1.b 6.1.8.D.1.c	3.1.K.1.NJSLSA.R1 3.1.K.1.NJSLSA.R2 3.5.K.3.NJSLSA.W9 ST.6-8.2
Unit 2 Colonization and Settlement	6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.2.a 6.1.8.D.2.b	3.1.K.1.NJSLSA.R1 3.1.K.1.NJSLSA.R2 3.5.K.3.NJSLSA.W9 ST.6-8.2
Unit 3 Revolution and the New Nation	6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g	3.1.K.1.NJSLSA.R1 3.1.K.1.NJSLSA.R2 3.5.K.3.NJSLSA.W9 ST.6-8.2

	6.1.8.B.3.a 6.1.8.B.3.b 6.1.8.B.3.c 6.1.8.B.3.d 6.1.8.C.3.a 6.1.8.C.3.b 6.1.8.C.3.c 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.D.3.f 6.1.8.D.3.g	
Unit 4 Expansion and Reform	6.1.8.A.4.a 6.1.8.A.4.b 6.1.8.A.4.c 6.1.8.B.4.a 6.1.8.B.4.b 6.1.8.C.4.a 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.4.c	3.1.K.1.NJSLSA.R1 3.1.K.1.NJSLSA.R2 3.5.K.3.NJSLSA.W9 ST.6-8.2
Unit 5 Civil War and Reconstruction	6.1.8.A.5.a 6.1.8.A.5.b 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.C.5.b	3.1.K.1.NJSLSA.R1 3.1.K.1.NJSLSA.R2 3.5.K.3.NJSLSA.W9 ST.6-8.2

	6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c 6.1.8.D.5.d	
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Social Studies	Grade 5	Unit 1	17 Instructional Days
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Focus Indicator	
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1.8.D.1.c	Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
Companion Standards	
3.1.K.1.NJSLS A.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3.1.K.1.NJSLS A.R2	DETERMINE central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.

3.5.K.3.NJSLS A.W9	Draw evidence from literary or informational texts to SUPPORT analysis reflection and research.
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Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Interactive notebook ● Group Work ● Quick Writing ● Slate work 	<ul style="list-style-type: none"> ● Test ● Research Paper ● Common Assessment ● Essay ● Project
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Exploring the New World- Primary Source Readers 	<ul style="list-style-type: none"> ● BrainPop website ● Travels to Distant Lands- National Geographic Reading Expeditions ● Voyages to the Indies- National Geographic Reading Expeditions ● Columbus and the Americas- National Geographic Reading Expeditions
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Pedro’s Journal novel ● Consistent Academic Language ● Explorer research project ● ELA - Open ended math problems using language from ELA <ul style="list-style-type: none"> ○ McGraw-Hill Activity Cards Writing Extension Activities ○ McGraw-Hill Graphic Novels 	

- McGraw-Hill - Real-World Problem Solving Math and Social Studies “Life in Colonial America” (Fractions)
- McGraw-Hill Real-World Problem Solving Math and Science “ Nature’s Delicate Balance” and “ How Big is the Solar System (Measurement)

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The Americas were explored and then colonized by Europeans. The colonists combined their previous culture and values with the new character they developed while surviving in the wilderness ● Nations explore and expand in order to find and use needed natural resources and access to water or land routes. ● Colonists came to the New World by ship to pay off debts, find adventure, escape religious or criminal persecution or to work for a company. ● Technology and science provided new mapmaking, shipbuilding and navigation techniques for travel. ● Many settlements in the New World allowed for religious toleration. The wild environment and contact with the Indians changed some religious beliefs, while some religions stayed exactly the same. ● Mercantilism was based on colonists providing natural resources, like wood, which was shipped to England, where factories created products that were then sold to the colonies. ● Other goods, like Rum and spices, were shipped to the colonists as well. When those good were shipped to Africa in order to barter for enslaved people, the trade pattern is referred to as, Triangular Trade. 	<ul style="list-style-type: none"> ● How was the New World a blend of the old and the new? ● Why do nations want to explore and expand their territory? ● Why and how did explorers and colonists come to the New World? ● What role did technology and science have in the exploration of the New World? ● How was religion impacted by European expansion? ● What was the triangular trade? ● How was Mercantilism connected to the natural resources of the New World?

Social Studies	Grade 5	Unit 2	18 Instructional Days
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Focus Indicator	
6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
Companion Standards	
3.1.K.1.NJSLS A.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3.1.K.1.NJSLS A.R2	DETERMINE central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.

3.5.K.3.NJSLS A.W9	Draw evidence from literary or informational texts to SUPPORT analysis reflection and research.
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Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Interactive notebook ● Group Work ● Quick Writing ● Slate work 	<ul style="list-style-type: none"> ● Test ● Research Paper ● Common Assessment ● Essay ● Project
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Life in the Colonies- Primary Source Readers 	<ul style="list-style-type: none"> ● BrainPop website ● 13 Colonies TRUE books ● Nystrom Atlas of Our Country’s History ● American History Activities- Hands-on History ● Readworks.org
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Blood on the River novel ● Consistent Academic Language ● Voyage Diary ● ELA - Open ended math problems using language from ELA <ul style="list-style-type: none"> ○ McGraw-Hill Activity Cards Writing Extension Activities ○ McGraw-Hill Graphic Novels ● McGraw-Hill - Real-World Problem Solving Math and Social Studies “Life in Colonial America” (Fractions) ● McGraw-Hill Real-World Problem Solving Math and Science “ Nature’s Delicate Balance” and “ How Big is the Solar System (Measurement) 	
Enduring Understanding	Essential Questions

<ul style="list-style-type: none"> ● The American Colonies represented many cultures and their survival and success depended on their response to conflict, environment and new ideas. ● Climate, location and terrain defined the nature of each colony because those factors impacted methods of survival and trade. ● Colonists faced starvation, disease, encounters with indigenous people, harsh climates and exploitation by their mother country. ● Colonists used the natural resources they found to build, survive and trade with European countries and their mother country. ● Colonists had trade conflicts with each other and eventually resented being taken advantage of by their mother country. 	<ul style="list-style-type: none"> ● How did the environment of the New World impact the colonists? ● How did the different regions of the New World impact the nature of each colony? ● What hardships did the colonists face and how did they cope? ● How did the colonists use the natural resources they found? ● What kinds of conflicts with each other and with their mother countries did the colonists encounter
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Social Studies	Grade 5	Unit 3	25 Instructional Days
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Focus Indicator	
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.A.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.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.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.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.

6.1.8.A.3.f	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.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
6.1.8.D.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.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8.D.3.e	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.
6.1.8.D.3.f	Analyze from multiple perspectives 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.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
Companion Standards	
3.1.K.1.NJSLS A.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3.1.K.1.NJSLS A.R2	DETERMINE central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.
3.5.K.3.NJSLS A.W9	Draw evidence from literary or informational texts to SUPPORT analysis reflection and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Interactive notebook ● Group Work ● Quick Writing ● Slate work 	<ul style="list-style-type: none"> ● Test ● Research Paper ● Common Assessment ● Essay ● Project
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Causes of the revolution- Primary Source Readers ● The American Revolution- Primary Source Readers 	<ul style="list-style-type: none"> ● BrainPop website ● American History Activities- Hands-on History ● Mission US- For Crown or Colony? ● Readworks.org

Cross-Curricular Connections

- Informational reading in social studies.
- Informational writing in social studies using similar structures.
- The Secret Soldier, Drums of Saratoga, What’s the Big Idea Ben Franklin? books
- Johnny Tremain novel
- Consistent Academic Language
- Creating Broadsides
- Revolutionary War Battle Project
- ELA - Open ended math problems using language from ELA
 - McGraw-Hill Activity Cards Writing Extension Activities
 - McGraw-Hill Graphic Novels
- McGraw-Hill - Real-World Problem Solving Math and Social Studies “Life in Colonial America” (Fractions)
- McGraw-Hill Real-World Problem Solving Math and Science “ Nature’s Delicate Balance” and “ How Big is the Solar System (Measurement)

Enduring Understanding

- The Revolutionary War was fought by people in the New World who wanted to rule themselves and start a country based on freedom, rights and responsibilities.
- Colonists began to feel like they were being taken advantage of by the British. They felt that they were overtaxed and did not have a voice in British government.
- Colonists made many attempts to communicate with the King of England, including sending representatives to England. There were times, when the colonists became violent in the colonies.
- A revolution is a radical change in government by people or factions that exist in the country ruled by that government. The elements include a series of crises, economic trouble, a widening gap between the rich and poor and the intellectuals feel they have no voice.

Essential Questions

- Why did the colonists want to revolt against the British?
- Why were most colonists unhappy with the British government?
- How were these grievances handled before the fighting began?
- What is a revolution?
- What are the elements of a revolution?
- How is a revolution different from other types of conflicts?
- How did the colonists win when the cards were stacked against them?
- Why are some battles considered pivotal?
- Who were the most important leaders and thinkers?
- How did the colonies manage to stay united after the war?
- Why is the Constitution called a living document?
- Why do some historians say the American Revolution was the beginning of the Civil War?

- The colonists were able to unite long enough to fight the British, because their anger over taxation and some events that occurred in New England was greater than their differences.
- Pivotal battles in the war changed the course of the war in some way, including the first battle that signaled both sides were serious, destruction of arsenals, lowering or bolstering morale, the capacity of the colonists to use geography to their advantage, the insistence of the British to employ antiquated tactics and the assistance of the French Navy on behalf of the colonies.
- After much debate, the colonists were able to stay united through their Constitution and the deals that were made to ratify it. They realized they would be weak and vulnerable as 13 separate countries.
- The Constitution was designed to embrace the future, by maintaining certain principles but allowing for evolving interpretation.
- Because the Federalists had to agree to keep slavery in order to convince some Southern colonies to ratify the Constitution, some historians believe the Civil War began at that moment.

Social Studies	Grade 5	Unit 4	15 Instructional Days
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Focus Indicator	
6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
6.1.8.D.4.b	Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
Companion Standards	
3.1.K.1.NJSLS A.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3.1.K.1.NJSLS A.R2	DETERMINE central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.
3.5.K.3.NJSLS A.W9	Draw evidence from literary or informational texts to SUPPORT analysis reflection and research.

Formative Assessments	Summative Assessments
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<ul style="list-style-type: none"> ● Interactive notebook ● Group Work ● Quick Writing ● Slate work 	<ul style="list-style-type: none"> ● Test ● Research Paper ● Common Assessment ● Essay ● Project
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Expanding the Nation- Primary Source Readers 	<ul style="list-style-type: none"> ● BrainPop website ● The War of 1812- Primary Source Readers ● American History Activities- Hands-on History
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Freedom Crossing and Steal Away novels ● Consistent Academic Language ● Historical Figures Research Squawk Box Project ● ELA - Open ended math problems using language from ELA <ul style="list-style-type: none"> ○ McGraw-Hill Activity Cards Writing Extension Activities ○ McGraw-Hill Graphic Novels ● McGraw-Hill - Real-World Problem Solving Math and Social Studies “Life in Colonial America” (Fractions) ● McGraw-Hill Real-World Problem Solving Math and Science “ Nature’s Delicate Balance” and “ How Big is the Solar System (Measurement) 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Manifest Destiny was the belief that American institutions and culture were superior and that fact justified the subjugation of the Indian and the War with Mexico, in order to establish claim to all of the land from the Atlantic to the Pacific. ● How did events in the Antebellum Period lead to the Civil War. ● How were the North and South dependent on each other for economic survival? ● Why was it significant that the textile industry grew in the US? 	<ul style="list-style-type: none"> ● What was the foundational idea behind Manifest Destiny? ● The Antebellum Period included a dramatic rise in the need for slavery for cotton production, which led to revolts, the Abolition Movement and a rift between the North and South concerning state’s rights. ● When cotton production was high, the South was able to sell the raw cotton to the North, who then manufactured textiles, which were then sold to the Southern and European consumers.

	<ul style="list-style-type: none"> The British attempted to keep Americans from producing textiles by blocking the sale of the required machinery and the movement of experts from England to the US. American innovators found a way to use power looms to overcome the blocks the British threw in the way.
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Social Studies	Grade 5	Unit 5	15 Instructional Days
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Focus Indicator	
6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
Companion Standards	
3.1.K.1.NJSLS A.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3.1.K.1.NJSLS A.R2	DETERMINE central ideas or themes of a text and analyze their development summarize the key supporting details and ideas.
3.5.K.3.NJSLS A.W9	Draw evidence from literary or informational texts to SUPPORT analysis reflection and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Interactive notebook ● Group Work ● Quick Writing ● Slate work 	<ul style="list-style-type: none"> ● Test ● Research Paper ● Common Assessment ● Essay ● Project
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Civil War is Coming- Primary Source Readers 	<ul style="list-style-type: none"> ● BrainPop website ● Mission US- Flight to Freedom ● American History Activities- Hands-on History
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Behind Rebel Lines and Charley Skedaddle novel ● Consistent Academic Language ● Civil War Battles Research Project ● ELA - Open ended math problems using language from ELA <ul style="list-style-type: none"> ○ McGraw-Hill Activity Cards Writing Extension Activities ○ McGraw-Hill Graphic Novels 	

- McGraw-Hill - Real-World Problem Solving Math and Social Studies “Life in Colonial America” (Fractions)
- McGraw-Hill Real-World Problem Solving Math and Science “ Nature’s Delicate Balance” and “ How Big is the Solar System (Measurement)

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The Civil War ultimately made our country stronger, more powerful and made its citizens more aware of the things that needed improvement. ● The issues that divided the country before the Civil War were sectionalism, states’ rights, slavery and economic decline of the South. ● The election of Lincoln highlighted sectional tensions. He was one of four diverse candidates and while he won the electoral vote, he only carried 40% of the popular vote and did not carry on Southern state. ● The Civil War left the US in heightened technological state and with a powerful system of production and the railroads to move those goods. ● Roles of women and African Americans changed dramatically during the war years, as they become part of the war effort from battlefields to industrial production. ● The Civil War enhanced the power of the Federal Government by more deeply recognizing the president of the United States as chief executive and commander-in-chief. ● Political and military leadership impacted the outcome, ultimately, because of the decisions made to either modernize or stay with antiquated battle strategies. ● The Battle of Gettysburg was the longest of the Civil War battles. As a result of the Northern victory, Lee’s hopes for advancing North were dashed. 	<ul style="list-style-type: none"> ● Why do historians view the Civil War as a defining time in our history? ● What social, political, and economic issues divided Americans in the period prior to the Civil War? ● Why did the election of Abraham Lincoln seem to make sectional tensions worse? ● What impact did political and military leadership have on the conduct of the war? ● How did the war affect minorities during the period? ● How did the Civil War connect to making America Modern? ● Among all of the key battles, why do most historians agree that the Battle of Gettysburg was the pivotal event.

Appendix A

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Beth Canzanese
Course Title: 5th Grade Social Studies Unit Name: New World Grade Level: 5
BOE Approved June, 2017

<p>Content Statements and Rationale:</p> <p>Exploration of the New World led to the colonization of the Americas. Knowing this progression lays the foundation for understanding the events that preceded the birth of the US</p>	<p>NJSLS:</p> <p>6.1.8.A-D.1 All</p> <p>Companion Standards:</p> <p>RH 6-8 1,4-10 WHST 6-8. 2</p>
<p>Overarching Essential Questions:</p> <p>How was the New World a blend of the old and the new?</p>	<p>Overarching Enduring Understandings:</p> <p>The Americas were explored and then colonized by Europeans. The colonists combined their previous culture and values with the new character they developed while surviving in the wilderness</p>
<p>Unit Essential Questions:</p> <p>Why do nations want to explore and expand their territory?</p>	<p>Unit Enduring Understandings:</p> <p>Nations explore and expand in order to find and use needed natural resources and access to water or land routes.</p>

<p>Why and how did explorers and colonists come to the New World?</p> <p>What role did technology and science have in the exploration of the New World?</p> <p>How was religion impacted by European expansion?</p> <p>What was the triangular trade?</p> <p>How was Mercantilism connected to the natural resources of the New World?</p>	<p>Colonists came to the New World by ship to pay off debts, find adventure, escape religious or criminal persecution or to work for a company.</p> <p>Technology and science provided new mapmaking, shipbuilding and navigation techniques for travel.</p> <p>Many settlements in the New World allowed for religious toleration. The wild environment and contact with the Indians changed some religious beliefs, while some religions stayed exactly the same.</p> <p>The protestant Work Ethic was based on the religious belief of predestination and emphasized hard work and success as a sign that individuals would go to Heaven. That belief is ingrained in American culture.</p> <p>Mercantilism was based on colonists providing natural resources, like wood, which was shipped to England, where factories created products that were then sold to the colonies.</p> <p>Other goods, like Rum and spices, were shipped to the colonists as well. When those good were shipped to Africa in order to barter for enslaved people, the trade pattern is referred to as, Triangular Trade.</p>
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<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</p> <p>Précis of primary documents and multimedia excerpts</p> <p>Development of an argument supporting or refuting the theories of the impact of geography on New World Settlements</p> <p>Identification and analysis of the significant accomplishments of the explorers or colonists.</p> <p>Presentation of a day in the life of a colonist.</p> <p>Digital Literacy Benchmarks:</p> <p>Executive Functioning Benchmarks:</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading and précis of primary documents and/or visual and audio clips from the time period</p> <p>Engagement during Socratic Seminar and Discussion</p> <p>Capacity to research, analyze and report salient information</p>
<p>Key Terms (Essential Vocabulary):</p> <p>Navigation</p> <p>Colony</p> <p>Pilgrims</p> <p>Great Migration</p>	

<p>Quakers</p> <p>Tolerance</p> <p>Persecution</p> <p>Triangular Trade</p> <p>Natural Resources</p> <p>Mercantilism</p> <p>Puritan Work Ethic</p> <p>Fundamental Orders of Connecticut</p> <p>Separatists .</p> <p>Maryland Toleration Act of 1649</p> <p>Starving Time</p> <p>Mayflower Compact .</p> <p>Puritans</p>
<p>Resources:</p> <p>Internet</p> <p>Media Center Databases</p> <p>Classroom Texts</p>

<p>Primary Documents (Political, Social) Art and Music Excerpts Videos and Film Excerpts</p>	
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s):</p> <p>Socratic seminar and Literature Circles Primary source close reading Use of maps and data to identify major locations involved in Triangular Trade Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy) Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the significance of Mercantilism. Identification and analysis of the significant technological advances in navigation, shipbuilding and mapmaking. Research and present an overview of the evolution of the early colonies.</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p>	<p>Suggested Timeline:</p> <p>6 weeks</p>

<p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	
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Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software