

Verona Public School District Curriculum Overview

Social Studies - Grade 5



Curriculum Committee Members:
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Supervisor:
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Curriculum Developed:
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April 10, 2012
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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The objective of fifth grade social studies is for students to understand that the world is a constantly changing environment where one must make choices and be aware of societies past mistakes in order to adapt, survive and be successful. They will understand that superior knowledge in the areas of education, technology, leadership abilities, and how to be successful economically is vital for a country as well as for them personally, whether it is in a school, sports, business, or a personal setting. The course begins with early Native Americans and continues through to the foundations of The United States. During this journey students will be exposed to the tools of geographers, anthropologists, sociologists, economists, philosophers and historians.

Prerequisite(s): none

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
x A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. x CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	x CRP4. Communicate clearly and effectively and with reason. x CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	x CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) x B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<p><u>The United States Early Years</u> Macmillan/McGraw -Hill 978-0-02-151256-0</p>	<ul style="list-style-type: none"> ● <u>Active Classroom (Nystrom)</u>

Unit Title / Topic: *Map Skills*

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

NJCCCS:

- 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.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

NJCCCS Social Studies Skills:

- Spatial Thinking (5-8)
 - Select and use various geographic representations to compare information about people, places, regions, and environments.
 - Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

NJSLS-LA:

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 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 and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure
 - in which ideas are logically grouped to support the writer's purpose.
 - Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - Provide a conclusion related to the opinion presented.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast, especially*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a conclusion related to the information of 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.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

effectively utilize basic geographic skills (e.g., latitude, longitude), so that in the long run they will be able to articulate how a location affects the lives of the people who live there by its geographic location and the resources it contains.

Students will understand that:

- Map skills are necessary for understanding and navigating through the world around you.
- The geography of where we live influences how we live.
- Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment, for problem solving and historical understanding.

Essential Questions:

- Why is geography important?
- How do natural resources affect the course of history?
- How can map skills help you in your daily life?
- From a coordinate on a map what can you determine about people in that area?

Students will know:

- How to read maps and map keys
- Why understanding a map scale is important.
- How to apply their map skills to real life situations

Students will be able to:

- Identify the parts of a map
- Use a scale to measure distance on a map.
- Compare scales on two maps.
- Recognize why inset maps are useful.
- Explain how to read an inset.
- Understand how to use a compass rose to find directions on a map.
- Explain how grids can be used to describe exact locations on a map.
- Use longitude and longitude to find locations on a map.
- Recognize the equator and prime meridian and how the Earth is divided into hemispheres.
- Understand cardinal and intermediate directions as it relates to you in Verona

Stage 2: Acceptable Evidence

Transfer Task

Goal: Your task is to create an accurate map of a park, zoo, shopping mall, port, airport, of your choice and put it anywhere in the world. You will have to explain why the map you created is located in this particular place.

Role: You are an entrepreneur who has to provide a map for the investors.

Audience: Investors who will finance your project and make it become a reality.

Situation: You are to design a park, playground, zoo, shopping mall, or create a design of your choice. The challenge is to make a clear grid map showing the layout of your park. Include a map key/legend with symbols to help read your map. It would be helpful to the visitors if there is a compass rose and scale, so be sure to add them as well. You must be able to explain to the investors why you have chosen this site. Is it near a large populated city? Is it a ski area and the location gets a large amount of snow? Is it a beach resort? What geographical, economical, and natural resources make this site so attractive?

Product/Performance: Grid map complete with compass rose, map key, ten questions and answers, a scale, and an explanation on why you chose this particular site.

Standards: Rubric, peer evaluation through sharing of projects, and self-assessment

Other Evidence

- quizzes/test
- classroom discussions
- student observation
- note-taking
- student self-reflection (thumbs, scales, etc.)
- project oriented activities

Stage 3: Activities to Foster Learning

Day 1

Why is geography important?

- Name and locate the seven continents
- Name and locate the four oceans
- World Map Activity

Day 2

How can map skills help you in your daily life?

- Label compass rose
- Use cardinal and intermediate directions to locate local landmarks and roads
- Where Are We?

Day 3

How can map skills help you in your daily life?

- Apply use of directions to locate and create places on a map
- Map Packet pg. 4 & 11

Day 4

Why is geography important?

- Continents/Oceans Quiz

Day 5

How can map skills help you in your daily life?

- Identify and use various parts of the map
- Map Packet pg.

Day 6

How can map skills help you in your daily life?

- Identify and use various parts of the map
- Map Packet pg.

Day 7

How can map skills help you in your daily life?

- Identify latitudes and longitudes on the globe
- Apply knowledge to locate specific locations on the map.
- Head, Shoulders, Knees & Toes Activity

Day 8

How can map skills help you in your daily life?

- Identify latitudes and longitudes on the globe
- Apply knowledge to locate specific locations on the map.
- Map Packet pg.

Day 9

How can map skills help you in your daily life?

- Use a map key to develop an understanding of various maps and determine their purpose
- Map Packet pg.

Day 10

● From a coordinate on a map what can you determine about people in that area?

- Use coordinate graphing to locate areas on a map.
- Map Packet pg.

Day 11

● From a coordinate on a map what can you determine about people in that area?

- Battleship

Day 12

- Introduce and explain Grid Map Project

Day 13

How do natural resources affect the course of history?

- Natural Resources In the Americas Map Activity

Day 14

- MAP SKILLS REVIEW

Day 15

- *Map Skills Test*

Discovery Activities:

- What I Know About the World? Introduction Activity
- Southern Hemisphere Latitude and Longitude
- Latitude and Longitude Maps pg. 59/Act. Pg. 13
- Historical Map pg. 123/Act pg. 26
- Battle Map pg. 177/Act pg. 37
- Election 2016 Maps

Unit Title / Topic: Thinking Like A Historian

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

NJCCCS Social Studies Skills:

- Chronological Thinking (5-8)
 - Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
 - Explain how major events are related to one another in time.
- Critical Thinking (5-8)
 - Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
 - Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

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- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

Explain the role of an historian and the importance of all aspects social studies to be able to better understand the world around them.

Students will understand that:

- Social studies consists of different strands that come together to create a better understanding of our world.
- Reading, researching, and communication skills can help you to learn social studies.

Essential Questions:

- What information and skills can help you learn about social studies?
- What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Students will know:

- How to explain the different parts of social studies
- How to find resources to use for research and various way to communicate their conclusions
- Key Terms: social studies, artifact, culture, government, informational text, point of view, opinion, fact, credibility, keyword, primary source, secondary source, problem solving, decision making, historian, oral history, research, and data

Students will be able to:

- Explain the eight strands of social studies
- Analyze informational text
- Examine sources for fact, opinion, and credibility
- Use charts and graphs to make conclusions

Stage 2: Acceptable Evidence

Transfer Task

Goal: Your task will be able to write a job description for an historian. You will use the skills and information used in this unit to detail the expectations for future employment.

Role: You are an employer looking to hire an historian for your museum.

Audience: Prospective employees looking for employment as an historian.

Situation: You are in charge of a new museum and you are in desperate need for historians to create your exhibits.

Product/Performance: A paragraph detailing the job description

Standards: Rubric, peer evaluation through sharing of projects, and self-assessment

Other Evidence

- quizzes/test
- classroom discussions
- student observation
- note-taking
- student self-reflection (thumbs, scales, etc.)
- writing activities
- project oriented activities

Stage 3: Activities to Foster Learning

Day 1

What information and skills can help you learn about social studies?

- Identify the eight strands of social studies
- KWL Chart
- Text pg. 2-5

Day 2

What information and skills can help you learn about social studies?

What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

- Read, discuss, and take notes on how to read informational texts and analyze point of view (pg. 6-7)
- Examine various texts to determine purpose.

Day 3

What information and skills can help you learn about social studies?

What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

- Read, discuss, and take notes on how to examine sources for fact and opinion. (pg. 8-9)
- Be the Judge Fact and Opinion Activity

Day 4

What information and skills can help you learn about social studies?

What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

- Read, discuss, and take notes on how to examine sources for credibility. (pg. 8-9)
- Review various websites/articles to determine their level of credibility

Day 5

What information and skills can help you learn about social studies?

What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

- Read, discuss, and take notes on how to distinguish between primary and secondary sources. (pg. 10-11)

Day 6

What information and skills can help you learn about social studies?

- Read, discuss, and take notes on how to utilize problem solving and decision making strategies (pg. 12-13)
- Create problem solving scenarios to determine solutions.

Day 7

What information and skills can help you learn about social studies?

- Recognize various methods for communication research. (pg. 14-15)
- Analyze different charts and graphs to determine their purpose

Day 8

What information and skills can help you learn about social studies?

What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

- Analyze timelines to compare/contrast one or more groups
- Read and discuss single and parallel timelines

Day 9

What information and skills can help you learn about social studies?

- Analyze various political cartoons to determine POV and bias of illustrator
- Students find their own cartoons to share with the class.

Day 10

What information and skills can help you learn about social studies?

- Brainstorm, prewrite, and outline a paragraph about the information and skills that will help them learn social studies in preparation for their quiz

Day 11

- Introduce and explain Grid Map Project

Day 12

- Review

Day 13

- Unit Quiz

Discovery Activities:

- Further Exploration of the Eight Strands
- Leveled Primary Source Analysis
- Compare Line and Circle Graphs pg. 77/Act. Pg.17
- Read Parallel Time Lines pg. 27/Act. Pg. 6
- Election Political Cartoon Analysis
- Election 2016 Charts & Graphs

Stage 1: Desired Results**Established Goals:****NJCCCS:**

- 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.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.
- 6.2.8.A.1.a .Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies
- 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- 6.2.8.C.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- 6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

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Transfer Goal:

Students will be able to independently use their learning to...

explain how in order to survive and succeed in a new environment one must adapt and adjust by using the resources in that area, whether it be a physical move from one region to another or a change in a business environment.

Students will understand that:

- The resources available in an area must be utilized in order to adapt
- Each region in North America has its own natural resources.
- One’s environment affects how they live.

Essential Questions:

- How do people adapt to where they live?
- How did the environments of the West affect the lives of the Native Americans?
- How does the desert environment affect the way people live?
- How did the natural resources of the plains impact Native Americans?
- How did the environment shape Eastern Woodland cultures?

Students will know:

- Map Skills
- Geography/ Regions of North America
- Natural resources of the regions
- Compare and Contrast civilizations
- Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.
- The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.

Students will be able to:

- Trace the development of the first American cultures.
- Explain how Native Americans adapted to varied environments.
- Analyze how having natural resources shaped cultures.
- Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

- Archaeology provides historical and scientific explanations for how ancient people lived.

- Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 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.
- Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies
- Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
- Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

Stage 2: Acceptable Evidence

Transfer Task

Goal: Your parents have just informed you that you are moving to one of the following regions in the U.S.: the Pacific Northwest, Southwest, Midwest (Plains), Northeast, or the South. Depending on the region you choose, investigate the environment and how you will adapt to where you live.

Role: You will conduct research to further understand the region and its many natural resources. Analyze how they will affect your life and that of your family.

Audience: Your classmates will hear that you are moving and what you expect your new home to be like.

Situation: Explain why your parents are moving there. Include information about the landscape, natural resources, weather, recreational activities, and job opportunities.

Product: Oral presentation with a picture collage of the area complete with note cards. Include a title of the region on your collage. Put your name on both the collage and note cards. Good speaking and listening skills are required.

Other Evidence

- quizzes/test
- classroom discussions
- student observation
- note-taking
- writing activities
- student self-reflection (thumbs, scales, etc.)
- project oriented activities

Stage 3: Activities to Foster Learning

Day 1

How do people adapt to where they live?

- Intro unit with Big Idea video
- Intro People, Places, and Events
- Key term activities

Day 2

How do people adapt to where they live?

- Describe how hunters-gatherers settled the Americas. (pg. 21)
- Identify the unique features of early Middle American cultures (pg. 22-23)
- Visual preview

Day 3

How do people adapt to where they live?

- Trace the development of North American cultures (pg. 24-26)
- Venn diagram to compare/contrast cultures
- Activity pg. 5

Day 4

How do people adapt to where they live?

- Explain how Native Americans adapted to varied environments. (pg. 28-31)
- Adaptation chart
- Activity pg. 7

Day 5

How did the environments of the West affect the lives of the Native Americans?

How does the desert environment affect the way people live?

- Identify the ways the Pueblo adapted to the desert. (pg. 32-35)
- Adaptation chart
- Activity pg. 8

Day 6

- Review how Native American groups have adapted to their environments.

Day 7

- **Unit 1: 1-3 Quiz**

Day 8

How did the natural resources of the plains impact Native Americans?

- Explain the importance of horses to the Plains people. (pg. 38-39)
- Activity pg. 9

Day 9

How did the natural resources of the plains impact Native Americans?

- Explain the importance of the buffalo as a source of food, clothing, and shelter
- Uses of the Buffalo activity

Day 10

How did the environment shape Eastern Woodland cultures?

- Explain slash and burn agriculture. (pg. 41)
- Compare the ways that Creek and Iroquois lived. (pg. 42-43)

Day 11

How did the environment shape Eastern Woodland cultures?

- Understand how woodland peoples governed themselves. (pg. 44-45)
- Rules of the Clan Mothers writing activity
- Activity pg. 10

Day 12

How did the environment shape Eastern Woodland cultures?

- Analyze the role of lacrosse as a religious and wartime experience
- Compare/contrast lacrosse then and now

Day 13

- *UNIT 1 Review-Content*

Day 14

- *UNIT 1 Review-Writing*

Day 15

- **Unit 1 Test**

Discovery Activities:

- Compare/Contrast Achievements of Early People
- Be An Archeologist
- Leveled Readers- Cahokia & People of the Alaskan Rain Forest
- Leveled Primary Source Analysis
- Lacrosse Activity: Role in Iroquois Life

Unit Title / Topic: European Exploration

Unit Duration: 6 weeks

Stage 1: Desired Results

Established Goals:

NJCCCS:

- 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.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.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.
- 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.

NJSLS-LA:

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 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 and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure
 - in which ideas are logically grouped to support the writer's purpose.
 - Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - Provide a conclusion related to the opinion presented.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast, especially*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a conclusion related to the information of 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.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

analyze the interaction among various societies during the Age of Exploration, so that in the long run they will be able to critique the resulting cultural transformations that took place and implications for future generations

Students will understand that:

- When cultures meet for the first time they will exchange ideas and goods, as well as diseases and possible conflict.
- Money was the driving force for exploration and as a result of that economically there were winners and losers.

Essential Questions:

- What happens when different cultures meet?
- Why do different countries compete against each other?
- Why did countries' explore?
- Are there winners and losers in history?

Students will know:

- Key Explorers
- Life in the Middle Ages (European)
- Trade routes
- Reasons for exploration
- European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans

Students will be able to:

- locate places on a map
- interpret maps of trade routes
- determine cause and effect
- use critical thinking skills to interpret events, recognize bias, point of view, and context.
- formulate questions based on information needs
- use effective strategies for locating information.
- summarize information in written, graphic, and oral formats.
- Evaluate the impact of science, religion, and technology innovations on European exploration.

Stage 2: Acceptable Evidence

Transfer Task

Goal: Your goal is to teach the importance of exploration as it relates to cultures meeting and how your expedition expanded the geographic knowledge of the world.

Role: You are an explorer traveling through time who will teach the importance of the exploration movement and where geographically they expanded their nation.

Audience: Your present day classmates and teacher

Situation: You are a time traveler giving insight of a different time and mindset of the world.

Product/Performance: Oral presentation through role play of approximately five minutes, written report/wheel of knowledge with works cited page. Make history come alive.

Standard: Teacher and peer evaluation. Works cited rubric. Interaction with the audience via questioning and two stars and a wish technique.

Other Evidence

- quizzes/test
- classroom discussions
- student observation
- note-taking
- Writing activities
- student self-reflection (thumbs, scales, etc.)
- project oriented activities

Stage 3: Activities to Foster Learning

Day 1

What happens when different cultures meet?

- Intro unit with Big Idea video
- Intro People, Places, and Events
- Key term activities

Day 2

What happens when different cultures meet?

- Understand characteristics of Viking culture (pg. . (pg. 52-53)
- Cause/Effect organizer
- Key Term activities

Day 3

Why did countries' explore?

- Describe development of trade b/n Europe & Asia; Africa (pg. 54-56)
- Cause/Effect organizer

Day 4

Why do different countries compete against each other?

- Trace water route to India (pg. 57-58)
- Cause/Effect organizer
- Activity pg. 12

Day 5

What happens when different cultures meet?

- Evaluate importance of voyages of Columbus (pg. 60-62)

- Pros & Cons chart

Day 6

What happens when different cultures meet?

- Understand how contact with Europeans changes the Taino. (pg. 63-65)
- Explain the Columbian Exchange.
- Activity pg. 14

Day 7

What happens when different cultures meet?

- Explain how the Spanish conquered the Aztec Empire. (pg. 66-67)
- Aztec Timeline

Day 8

What happens when different cultures meet?

- Understand Incan culture. (pg. 68-69)
- Inca Timeline

Day 9

What happens when different cultures meet?

Are there winners and losers in history?

- Compare/contrast the way the Spanish treated the Incas and the Aztecs. (pg. 70-71)
- Activity pg. 15

Day 10

- Quiz Review

Day 11

- **Unit 2: L1-3 Quiz**

Day 12

What happens when different cultures meet?

Are there winners and losers in history?

- Understand the social hierarchy of New Spain. (pg. 72-76)
- Triangle Activity
- Activity pg. 16

Day 13

Why do different countries compete against each other?

- Describe the importance of the Northwest Passage (pg. 78-81)
- Explorers Chart- Who Wins?
- Activity pg. 17

Day 14

What happens when different cultures meet?

- Explain the relationship between the French and Native Americans (pg. 82-85)

- Dos and Don'ts of Colonization
- Activity pg. 18

Day 15

What happens when different cultures meet?

- Understand why the Roanoke colonies failed. (pg. 86-89)
- Roanoke video clip
- What do you think happened?

Day 16

What happens when different cultures meet?

- Identify important events in the founding of Jamestown (pg. 90-93)
- Tobacco-Golden Plant activity
- Activity pg.19

Day 17

- *Unit 2: L 4-7 Content Review*

Day 18

- *Unit 2: L 4-7 Writing Review*

Day 19

- *Unit 2 Test*

Day 20

- Introduce the Explorers Project

Day 21

- Research for Explorer's Project (with Jennifer Kleinknecht)

Day 22

- Research for Explorer's Project (with Jennifer Kleinknecht)

Day 23

- Research for Explorer's Project (with Jennifer Kleinknecht)

Day 24

- Draft Presentation

Day 25

- Draft Presentation

Day 26

- Final Copy- Presentations

Day 27

- Explorer Presentations

Day 28

- Explorer Presentations

Discovery Activities:

- Leveled Readers- Pocahontas & The End of an Empire
- 21st Century Explorers- Research & Write
- Leveled Primary Source Analysis
- Roanoke-Research & Write
- Pocahontas: Fact or Fiction?

Unit Title / Topic: Colonial America

Unit Duration: 6 weeks

Stage 1: Desired Results

Established Goals:

NJCCCS:

- 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.

NJSLS-LA:

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 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 and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure
 - in which ideas are logically grouped to support the writer's purpose.
 - Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
 - Provide a conclusion related to the opinion presented.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Provide a conclusion related to the information of 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.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

evaluate the founding principles of Colonial America (e.g., pursuit of religious freedom, the goal of economic success, and creating a better life through self-government.) and determine whether these principals were truly practiced during the colonial period, as well as, during present day society.

Students will understand that:

- Puritan values and different religious values and rebels helped shaped America.
- People took the risk of coming to the colonies for cheap land and the chance to escape poverty.
- The colonies were motivated by profit and unfortunately slavery was an answer.
- The raw materials and climate of the area influenced the economic systems of the colonies.

Essential Questions:

- Why do people settle new areas?
- How did people’s differences help shape the colonies?
- How did economic needs shape the colonies?
- Why did slavery develop in the English colonies?
- What influenced the development of the colonies?

Students will know:

- How to make generalizations
- Understand slavery from the slave’s point of view
- Differentiate between primary and secondary sources of information
- How to read historical maps
- The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.
- The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

Students will be able to:

- Understand why conflict broke out between settlers and Native Americans
- Explain how each colony became an English colony
- Understand life in the colonies
- Explain how frontier settlement affected Native Americans
- Describe what living in slavery was like and how Africans resisted being enslaved
- Analyze how trade policies affected England’s relationship with the colonies
- Describe the economic systems of the colonies
- Understand how colonists practiced democracy

- English, French, and Spanish motives for colonization in North America varied, thus influencing settlement patterns of each nation.
- Geographic features and climate influenced British colonial settlement in America and led to the creation of regional differences.
- Mercantilism and the resulting triangular trade was at the heart of the British colonial economic system in America.
- With the growing dependency on cash crops, chattel slavery developed over time in British colonial America.

● **Key Terms:**

covenant, common, tolerate, fundamental, slavery, patroon, proprietor, plantation, indigo, debtor, slave trade, apprentice, growth rate, Great Awakening, backcountry, slave codes, spiritual, triangular trade, Middle Passage, industry, assembly, and legislation colony colonial empire mercantilism subsistence farming indentured servant cash crop Triangle Trade Trans-Atlantic Slave Trade Middle Passage plantation slave codes royal colony proprietary colony charter colony

- Explain how interactions among African, European, and Native American groups began a cultural transformation.
- Determine the roles of religious freedom and participatory government in various North American colonies.
- Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- Compare the practice of slavery and indentured servitude in Colonial labor systems.
- Analyze the impact of triangular trade on multiple nations and groups.
- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

Stage 2: Acceptable Evidence

Transfer Task

Goal: The student will be able to extrapolate information from all lessons to understand why people will risk everything to settle in new areas.

Role: Student

Audience: Teacher

Situation: Unit Test Essay Question “Why will people risk everything to settle in new areas?”

Product/Performance: Essay Question

Standards: Student must follow the test guidelines given

Other Evidence

- quizzes/test
- classroom discussions
- student observation
- note-taking

- writing activities
- student self-reflection (thumbs, scales, etc.)
- project oriented activities

Stage 3: Activities to Foster Learning

Day 1

Why do people settle new areas?

- Kahoot
- Intro unit with Big Idea video
- Intro People, Places, and Events
- Key term activities

Day 2

Why do people settle new areas?

How did people's differences help shape the colonies?

- Identify Puritan values that shaped America. (pg. 100-103)
- Explain why rebels formed new colonies.

Day 3

Why do people settle new areas?

How did people's differences help shape the colonies?

- Understand why conflict broke out between settlers and Native Americans (pg. 104-105)
- Activity pg. 22

Day 4

Why do people settle new areas?

How did people's differences help shape the colonies?

How did economic needs shape the colonies?

- Explain how New York became an English colony. (pg. 106-109)
- Identify the diverse groups that settled the Middle Colonies.
- Contributions of Different Groups

Day 5

Why do people settle new areas?

How did people's differences help shape the colonies?

How did economic needs shape the colonies?

- Understand the founding of Pennsylvania and Delaware.
- Venn diagram Activity pg. 23

Day 6

Why do people settle new areas?

Why did slavery develop in the English colonies?

How did economic needs shape the colonies?

- Explain why different religions were tolerated in Maryland. (pg. 112-115)
- Understand the Carolinas' plantation economy
- T Chart Activity

Day 7

Why do people settle new areas?

Why did slavery develop in the English colonies?

How did economic needs shape the colonies?

- Identify important events in the growth of Georgia. (pg. 116-117)
- T Chart Activity
- Activity pg. 24

Day 8

- Review the settlement of the three colonial regions

Day 9

- **Unit 3: CH 1-3 Quiz**

Day 10

Why do people settle new areas?

How did people's differences help shape the colonies?

Why did slavery develop in the English colonies?

What influenced the development of the colonies?

- Describe why settlers came to the colonies. (pg. 118-121)
- Understand life in the colonies.

Day 11

Why do people settle new areas?

How did people's differences help shape the colonies?

- Explain how frontier settlement affected Native Americans. (pg. 122)
- Activity pg. 25

Day 12

Why did slavery develop in the English colonies?

- Understand why colonists in the North and South kept slaves. (pg. 124-129)
- Describe what living in slavery was like.
- Activity pg. 26

Day 13

How did economic needs shape the colonies?

- Analyze how trade policies affected England's relationship with the colonies. (pg. 130-133)
- Explain the three legs of the triangular trade route.
-

Day 14

How did economic needs shape the colonies?

- Describe the economic systems of the colonies. (pg. 134-135)
- What's Your Business? Activity
- Activity pg. 28

Day 15

What influenced the development of the colonies?

- Understand how colonists practiced democracy. (pg. 136-139)
- Identify tensions between the colonial assemblies and the king

Day 16

What influenced the development of the colonies?

- Explain how Zenger's trial led to freedom of the press. (pg. 140-141)
- Activity pg. 29

Day 17

- *Unit 3 Test: Content Review*

Day 18

- *Unit 3 Test: Writing Review*

Day 19

- *Unit 3 Test*

Day 20

- Introduce the Slavery Point-of-View Project
- Create a piece of historical fiction using information from packet, text, and other resources to write an account of a slave

Day 21

- Research for Slavery Point-of-View Project
- Create a piece of historical fiction using information from packet, text, and other resources to write an account of a slave.

Day 22

- Research for Slavery Point-of-View Project
- Create a piece of historical fiction using information from packet, text, and other resources to write an account of a slave.

Day 23

- Research for Slavery Point-of-View Project
- Create a piece of historical fiction using information from packet, text, and other resources to write an account of a slave.

Day 24

- Draft Presentation
- Create a piece of historical fiction using information from packet, text, and other resources to write an account of a slave.

Day 25

- Draft Presentation
- Create a piece of historical fiction using information from packet, text, and other resources to write an account of a slave.

Day 26

- Final Copy- Presentations
- Create a piece of historical fiction using information from packet, text, and other resources to write an account of a slave.

Day 27

- Slavery Point-of- View Project Presentations

Day 28

- Slavery Point-of- View Project Presentations

Discovery Activities:

- Colonial Trade Fair
- Leveled Readers- William Penn & King Phillip's War
- POV Activity: Settlers vs. Native Americans
- Explore Slave Codes
- Create Political Cartoons About Freedom
- Current Event

Unit Title / Topic: The Struggle for North America**Unit Duration:** 7 weeks**Stage 1: Desired Results****Established Goals:***NJCCCS:*

- 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.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.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.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.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.

NJSLS-LA:

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 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 and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure
 - in which ideas are logically grouped to support the writer's purpose.
 - Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - Provide a conclusion related to the opinion presented.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast, especially*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a conclusion related to the information of 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.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Transfer Goal:

Students will be able to independently use their learning to...

contemplate how societies will risk their way of life and government for a chance at obtaining freedom, which in turn will enable students to recognize and empathize with various points of view that could potentially lead to a revolution.

Students will understand that:

- There is rarely a single obvious cause to a complex historical event.
- History is a “story”, and who tells the story, usually the victor, affects how it is presented.
- Revolutions set the foundation for a society’s government, economic, and social structure.
- Social, political and economic change often causes conflict.
- Conflict in Europe between Great Britain and France led to discord in North America.
- The French and Indian War led to changes in British colonial policies which strained relations between the American colonies and its mother country.
- American colonial responses to British policies varied.
- Many colonists had strong economic ties to Great Britain, thus did not support American independence.

Essential Questions:

- Why do people take risks?
- Who is right in a fight?
- What would make you revolt against anyone or any situation?
- What causes conflict?
- What challenges are there in war?
- Can social problems ever be corrected?

Students will know:

- Key People
- War Tactics
- Battles and their outcomes
- Important Documents (e.g., Treaty of Paris, Stamp Act, Declaration of Independence)
- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- The Declaration of Independence was influenced by earlier documents, such as the Magna Carta and Mayflower Compact.
- The Declaration of Independence stated reasons for separation from Great Britain and provided a rationale for revolution.
- The Declaration of Independence did not apply to all people living in America.
- The Declaration of Independence remains a statement of ideals of the American government.

Students will be able to:

- Understand causes and effects of ARW.
- Compare and contrast various points of view of Patriots and Loyalists.
- The students will be able to research important events and people.
- Understand how to read and use various maps especially a battle map
- 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.
- 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.
- Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters),

Key Terms:

tributary, territory, French and Indian War, Treaty of Paris, Proclamation of 1763, Stamp Act, boycott, repeal, delegates, militia, ammunition, Continental Army, Declaration of Independence, Patriot, mercenary, Loyalist, profiteering, inflation, desert, Treaty of Alliance, blockade Loyalist Tory Parliament Redcoats Patriot militia minutemen tyranny monopoly quartering repeal boycott protest smuggling propaganda petition

African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
- 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.
- Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- Explain why New Jersey's location played an integral role in the American Revolution.
- 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.
- Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
- 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.

Stage 2: Acceptable Evidence

Transfer Task

Goal: The learner will be able to choose an interesting person or event from the unit and complete a research paper in order to give better insight to the time period and the motivation behind the person's actions or the events effect on the fruition of America.

Role: Researcher

Audience: Class

Situation: You will research a prominent person, battle, or cause from the American Revolutionary War and find something you learn to make a connection to your life.

Product/Performance: Choice of two activities. Research paper or map of 13 colonies labeled with 15 battle sites. Attach 15 index cards with info on each battle. Each choice must come with a works cited page generated by using Noodle Tools.

Standard: Student will follow the research guideline provided.

Other Evidence

- quizzes/test
- classroom discussions
- student observation
- note-taking
- writing activities
- student self-reflection (thumbs, scales, etc.)
- project oriented activities

Stage 3: Activities to Foster Learning

Day 1

Why do people take risks?

- Kahoot
- Intro unit with Big Idea video
- Intro People, Places, and Events
- Key term activities

Day 2

Why do people take risks?

- Recognize the importance of LaSalle's voyage down the Mississippi River (pg. 148-151)
- Explain French motives for settling the Louisiana Territory.
- Main ideas/Details graphic organizer
- Activity pg. 30

Day 3

Why do people take risks?

What causes conflict?

- Identify the cause of the French and Indian War. (pg. 152-155)
- Describe the changes caused by the war.
- Activity pg. 31

Day 4

Who is right in a fight?

What would make you revolt against anyone or any situation?

What causes conflict?

- Explain how taxes caused growing tension. (pg. 156-157)
- Tax video clip

Day 5

Why do people take risks?

Who is right in a fight?

What would make you revolt against anyone or any situation?

What causes conflict?

- Identify two events that led to the American Revolution. (pg. 158-159)
- Activity pg.32

Day 6

- Review events that led to the American Revolution

Day 7

- **Unit 4: CH 1-3 Quiz**

Day 8

- **Newspaper Activity:** Students will use the information about the BM and BTP to write the introduction to a newspaper article.
- Background info
- Chart/Share
- Review of 5 "W"
- -Write the intro

Day 9

What causes conflict?

What challenges are there in war?

- Identify the battles that began the American Revolution. (pg. 160-163)
- Explain the importance of the Battle of Bunker Hill. review the settlement of the three colonial regions

Day 10

What causes conflict?

What challenges are there in war?

- Identify the point at which the war became unavoidable. (pg. 164-165)
- Choose a Side activity
- Activity pg. 33

Day 11

What would make you revolt against anyone or any situation?

- Identify important actions of the second Continental Congress (pg. 166-169)
- Explain the significance of the Declaration of Independence.

Day 12

What challenges are there in war?

- Discuss the challenges of the Patriots. (pg. 170-173)

Day 13

What challenges are there in war?

- Compare and contrast forces of the Revolution. (pg. 174-176)

Day 14

Why do people take risks?

- Explain the significance of the Battle of Trenton. (pg. 178-181)
- Describe the turning point of the Revolutionary War.

Day 15

Why do people take risks?

- Explain how Washington's troops became better fighters. (pg. 182-183)
- Activity pg. 38

Day 16

Why do people take risks?

- Identify the two British fronts in 1781. (pg. 184-185)
- Explain the importance of the Battle of Yorktown.

Day 17

Why do people take risks?

- Analyze the role of spies during the American Revolution (pg. 186-187)
- Life of James Armistead

Day 18

Can social problems ever be corrected?

- Describe the results of the American Revolution (pg. 188-189)
- Activity pg. 39

Day 19

- *Unit 4 Test: Content Review*

Day 20

- *Unit 4 Test: Writing Review*

Day 21

- *Unit 4 Test*

Day 22

- Introduce the Revolutionary War Project

Day 23

- Research for Revolutionary War Project

Day 24

- Research for Revolutionary War Project

Day 25

- DResearch for Revolutionary War Project

Day 26

- Draft Presentation

Day 27

- Draft Presentation

Day 28

- Revolutionary War Project -Final Draft

Day 29

- Revolutionary War Project Presentations

Day 30

- Revolutionary War Project Presentations

Discovery Activities:

- Leveled Readers- Thaddeus Kosciusko & Victory at Yorktown
- Choose A Side: Loyalist or Patriot
- Newspaper Article
- Current Event
- Book Club