

NEPTUNE CITY SCHOOL DISTRICT

Social Studies Curriculum Grade 5



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

April 1, 2025

Document C1#1

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

**SOCIAL STUDIES
CURRICULUM
GRADE 5**

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NEPTUNE CITY SCHOOL DISTRICT

Social Studies Grade 5

Acknowledgements

The Social Studies Curriculum for Grade 5 was developed through the dedicated efforts of Kory Gross, fifth grade teacher, with guidance of the district's curriculum steering committee members including Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual K-12 and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum guide was developed to prepare students for inquiry-based learning in social studies. It prepares students to produce and critically consume information in our global society. It outlines social studies practices and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

This curriculum was written in alignment with the 2020 New Jersey Student Learning Standards for Social Studies, the 2020 Career Readiness, Life Literacies and Key Skills Standards and the 2020 Computer Science and Design Thinking Standards. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE CITY SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the NEPTUNE CITY School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally- conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District

Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES	
<i>The following social and emotional competencies are integrated in this curriculum document:</i>	
Self-Awareness	
X	Recognize one's own feelings and thoughts
X	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of settings
Responsible Decision Making	
X	Develop, implement and model effective problem solving and critical thinking skills
X	Identify the consequences associated with one's action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Unit 1 - Global Citizenship and Cultural Understanding
Suggested Time Frame	Trimester 1 - 6 weeks

Overview / Rationale
<p>Knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Students will learn about being informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Students recognize the impact of ideas, inventions and other contributions that influential New Jerseyans have made to support social change for women, immigrants, and African Americans.</p>

Stage 1 – Desired Results
<p>Established Goals: 2020 New Jersey Student Learning Standards for Social Studies</p> <p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the State of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions and other contributions of prominent figures who lived in New Jersey.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Interdisciplinary Connections

2016 Student Learning Standards for English Language Arts

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.5.6. 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.5.9 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.

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.

Career Readiness, Life Literacies, and Key Skills 2020

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

Computer Science and Design Thinking 2020

8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team.

Essential Questions:

- What is history?
- What are primary and secondary sources?
- How does understanding one's culture lead to different perspectives?
- What responsibilities do local, state, and national governments have to their citizens?
- Should it be required for all citizens to participate in their government?
- Do all citizens have the same rights?

Enduring Understandings:

- Through participation in the decision making process, people can initiate change (e.g., voting, petitions, contacting elected officials, etc.).
- Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.
- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Certain dispositions help individuals to

<ul style="list-style-type: none"> • How did various individuals and groups influence the history and culture of New Jersey? • How does understanding the history of New Jersey and its people help us understand our state today? 	<p>contribute to the health of American democracy.</p> <ul style="list-style-type: none"> • Chronological sequencing helps us track events over time. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Goods include food, clothing, parts for cars, items to furnish houses, etc. • Civic duty refers to tasks and activities that citizens of a country must complete. It is in a citizen's best interest to partake in their civic duties in order to exercise their opinions. • Human rights are rights that are believed to belong justifiably to every person. • Cultural perspectives impact solutions to global issues. • The Universal Declaration of Human Rights and why it is important. • How the actions of individuals from New Jersey influenced social change for women, immigrants, and African Americans. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Integrate the four Themes of Social Studies within each unit of study. • Use Primary and Secondary Sources to gain new knowledge about the past. • Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. • Recognizing the impact culture and perspectives have on the solutions people share when faced with bigger, global issues. • Identify major historical events and discuss their impacts on different cultures. • Evaluate the impact of ideas, inventions and other contributions of prominent figures who lived in New Jersey.

Student Resources
<p>Primary Source Readings</p> <p>N/A (Based on classroom discussions choose primary sources according to your needs)</p> <p>Secondary Source Readings <i>Here are a few examples of where you can find Primary/Secondary Sources to support your research:</i></p> <p>Read Works https://www.readworks.org/</p> <ul style="list-style-type: none"> • NEWSELA https://newsela.com/ • CommonLit https://www.commonlit.org/en • iCivics https://www.icivics.org/ • Scholastic https://www.scholastic.com/home • TIME for Kids https://www.timeforkids.com/ • Reading A-Z https://www.learninga-z.com/

Teacher Resources

Texts:

Sit In: How Four Friends Stood Up By Sitting Down by Andrea Pinkney

For primary/secondary source examples in lesson 1, teachers may reference reading materials:

- Primary Documents: William Swain Letters, Martin Luther King, Jr.'s Speech ("Our God is Marching On" – Selma, Alabama, March 25, 1965)
<https://www.pbs.org/weta/washingtonweek/blog-post/5-martin-luther-king-jr%E2%80%99s-most-memorable-speeches>
- Secondary Documents: *My Brother Martin* by Christine King Harris or any Westward Expansion book

Websites/Videos:

Primary & Secondary Sources:

<https://www.georgewbushlibrary.smu.edu/Teachers/Classroom-Resources/Lesson-Plans>
https://www.georgewbushlibrary.smu.edu/Teachers/Classroom-Resources/~/_media/28B922F0D31D4953A1B6E9F990789A8D.ashx
<https://dppl.org/blog/post/kid-friendly-primary-sources>

Founding of New Jersey:

<https://nj.gov/state/historical/assets/pdf/it-happened-here/ihhnj-er-founding-nj.pdf>
<https://www.history.com/topics/us-states/new-jersey>

Culture & Society:

<https://youtu.be/QQsBM1dZLO4>
<https://realonomics.net/how-does-culture-affect-society/>

Constitution Day (September 17th):

<http://www.ed.gov/legislation/FedRegister/other/2005-2/052405b.pdf>
<https://www.icivics.org/curriculum/constitution>

Human Rights:

<http://www.youtube.com/watch?v=nDgIVseTkuE>
<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-11/universal-declaration-human-rights>
<https://www.facinghistory.org/resource-library/image/udhr-infographic?backlink=https://www.facinghistory.org/holocaust-and-human-behavior/chapter-11/universal-declaration-human-rights>

Government & Civic Duties:

<https://www.sec.gov/spotlight/sec-employees/psrw50ways.pdf>
<https://www.ixl.com/social-studies/grade-5/presidential-elections>


Suggested Influential People:

- Alice Stokes Paul- <https://www.alicepaul.org/about-alice-paul/>
- Mary Philbrook- <https://njwomenshistory.org/discover/biographies/mary-philbrook/>

- Jacob Lawrence-
<https://lawrencemigration.phillipscollection.org/artist/about-jacob-lawrence>
- Israel Dresner-
<https://www.npr.org/2022/01/16/1073219153/israel-dresner-rabbi-freedom-riders-martin-luther-king-dies>
- Theodora Lacey-
<https://www.insidernj.com/theodora-lacey-teaneck-ongoing-fight-against-school-segregation/>
- Paul Robeson-<https://www.britannica.com/biography/Paul-Robeson>
- <https://njmonthly.com/articles/jersey-living/power-issue-r-w/>

Stage 2 – Assessment Evidence

Performance Task(s):

- Journal RACE Response (Restate the question, Answer the question, Cite Evidence, Explain/Expand, Summarize)
- Students respond to the Elks Essay contest question(s).
- Cereal Box Project/Visual Representation
 -  Sample Rubric .pdf

Other Evidence:

- Formative and summative assessments
- Written responses to open-ended questions based on the unit's essential questions
- Classwork
- Presentations
- Discussion of 2 of the 4 themes and their impact and connection to New Jersey and the United States as a whole

Stage 3 – Learning Plan

LESSON 1 (2-3 Days): What is history? Where does it come from?

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the State of New Jersey and the United States.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

- Have students brainstorm in notebooks: What is history?
- Lead a discussion with the class making meaning of new key terms.
- Pose the question: How do historians get information about the past?
- Instruct students on the definition of primary and secondary sources. Have student groups analyze types of sources (primary and secondary).
- For more information on primary and secondary sources please visit the website below:
<https://www.georgewbushlibrary.smu.edu/Teachers/Classroom-Resources/Lesson-Plans>
- Visit: [Lesson Plan: Teaching Primary & Secondary Sources, Elementary](#)

- Students then research monumental historical events of NJ & the United States to begin the discussion of how NJ was formed and how America has evolved.
- <https://nj.gov/state/historical/assets/pdf/it-happened-here/ihhnj-er-founding-nj.pdf>
- <https://www.history.com/topics/us-states/new-jersey>

*Create a list of these events for lessons 2 & 3.

LESSON 2 (1-2 Days): History, Culture, and Perspectives (Theme 1)

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

- Using a stack of notecards and tape, students will have 5 minutes to create the strongest “house” possible. One person will only be able to use their hands, another will only be able to talk, a third will only be able to touch the tape, and a fourth will be blind folded- all students must work together to create their tower.
- After the activity, discuss what was difficult about the task and why? How does collaboration help? Ask students if the activity was fair, and how their perspectives influenced their solutions.
- Discuss the many things that make up culture, or way of life. How are students’ cultures similar/different within the class? How does understanding one’s culture lead to different perspectives? -Discuss with the class the impact that culture has on society. (Refer to this video & website: <https://youtu.be/QQsBM1dZLO4> & <https://realonomics.net/how-does-culture-affect-society/>)
- Finally, explain that recognizing the impact culture and perspectives has on the solutions people share when faced with bigger, global issues like that of climate change or water filtration.

LESSON 3 (1-2 Days): Interpreting Perspectives and Culture

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Using your list of historical events, pick 1 and discuss what impact you think it had on the people living during that time period.

Questions to lead conversation can include:

- What groupings of people do you think were most affected by the event? Why do you think that?

- Do you think that people with different cultural or individual perspectives view this event differently? How so?
- Do you think that if the event took place in today's society that people would react the same? Why or why not?
- Our world is incredibly interconnected as we have noticed- how do you think that plays a role in our ability to understand perspectives of other cultures? Is it important to understand other perspectives? Why or why not?

Then split the class into groups (or partners) and have them create a poster/chart or digital set of slides completing the same questions with a different event. Share out their work at the end of provided time.

Optional:

Invite students to ask their parents about their culture and heritage. Ask them to share 5 important facts about their culture and if there are any traditions that they recognize as a result of their family heritage.

LESSON 4 (2-3 Days): 4 Themes of Social Studies- Civics, Government & Human Rights

6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

- **Intro to the lesson: watch the following video-**
<https://www.youtube.com/watch?v=nDgIVseTkuE>
- Review human rights then work on next steps.
- Students research and make a list of 3 ideas that they consider are human rights.
- Discuss what it means when we refer to things as our "civic duties." (e.g for the common good)
- Write 2-3 sentences about how each right is important and should be protected.
- Formative assessment: At the end of the lesson, ask students to reflect in their journals, using **RACES**, in response to the following prompt:
- Eleanor Roosevelt believed that human rights begin in "small places, close to home," such as in neighborhoods, schools, and workplaces. What meaning do human rights have for you in your everyday life? Are human rights valued and protected in your school and community? How do you know?

LESSON 5 (1 Day): Human Rights

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

- Using your list from yesterday, with a partner, research how other countries protect your list of rights and compare them to the United States as well as New Jersey.
- Be ready to discuss how our government protects these rights.
- Following the brief discussion, share the Universal Declaration of Human Rights with your students & use the Connection Questions to deliberate on how human rights and aid are promoted:
<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-11/universal-declaration-on-human-rights>
- <https://www.facinghistory.org/resource-library/image/udhr-infographic?backlink=https://www.facinghistory.org/holocaust-and-human-behavior/chapter-11/universal-declaration-human-rights>

LESSON 6 (2 Days): Government Services & Civic Duty

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

- Quick jot! Ask students to take 2 minutes and jot a list of services they think our government provides people in the community, state and the United States. Afterwards, ask students to share their ideas.
- Then review the “50 WAYS GOVERNMENT WORKS FOR US” document. Give students 1 point if they had one on their list that also showed up on the government list. Ask students if any on the list surprised them and why.
<https://www.sec.gov/spotlight/sec-employees/psrw50ways.pdf>
- Then ask students if there are specific ways that we, as citizens, contribute to this list.
- What are our “civic duties”? Play
<https://www.ixl.com/social-studies/grade-5/presidential-elections>

LESSON 7 (2 Days): Influencing History through Duty

6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions and other contributions of prominent figures who lived in New Jersey.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

In small groups, research and explain how the actions of individuals from New Jersey influenced social change for women, immigrants, and African Americans.

Suggested leaders:

- Alice Stokes Paul-<https://www.alicepaul.org/about-alice-paul/>
- Mary Philbrook- <https://njwomenshistory.org/discover/biographies/mary-philbrook/>
- Jacob Lawrence-
<https://lawrencemigration.phillipscollection.org/artist/about-jacob-lawrence>
- Israel Dresner-
<https://www.npr.org/2022/01/16/1073219153/israel-dresner-rabbi-freedom-riders-martin-luther-king-dies>
- Theodora Lacey-
<https://www.insidernj.com/theodora-lacey-teaneck-ongoing-fight-against-school-segregation/>
- Paul Robeson-<https://www.britannica.com/biography/Paul-Robeson>
- <https://njmonthly.com/articles/jersey-living/power-issue-r-w/>

Lesson 8 (2-3 days): End of Unit Project- Change Maker

6.1.5.HistoryCC.9:Evaluate the impact of ideas, inventions and other contributions of prominent figures who lived in New Jersey.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Using your research from yesterday, create a cereal box dedicated to your impactful human.

Include:

- A colorful representation or portrait of your human for the front & name
- List of ingredients should include the character traits/values upheld by your human (bravery...50%), and one sentence citing evidence as proof of character.
- Second short side should include basic facts about your change maker (Birthdate, death, Origin/birthplace, family, education, motivation)
- Back of the box should include a written report regarding why this person is influential to our state and country. What impact has this person had, and how has it changed how we live today?

This project can be adapted to student needs, instead of a cereal box, create a poster, google slides or digital book.

Depending on the class size this may take multiple days.

Use the following scale, or a similar scale/rubric, to evaluate students on this Performance Task:

4 – Exceeds End of Year Standard: Student was able to apply knowledge learned during lessons, worked individually or collaboratively, and showed effort. All steps of the assignment demonstrated application, innovation, and higher level thinking.

3 – Meets End of Year Standard: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated student could apply new knowledge.

2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the lesson.

1 – Experiencing Difficulty: Student was only able to apply new knowledge learned during lessons with assistance. Student had difficulty working individually or collaboratively with others and did not work to the best of their ability.

Unit Plan Title	Unit 2 - Local and National Government
Suggested Time Frame	Trimester 3 - 6 weeks

Overview / Rationale
<p>All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the government of both New Jersey and the United States. Through an understanding of the creation of the United States Constitution, and how our local and national government works, students make informed decisions about the importance of establishing a government that responds to all cultures and perspectives. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>

Stage 1 – Desired Results
<p>Established Goals: 2020 New Jersey Student Learning Standards for Social Studies</p> <p>6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</p> <p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.PI.8: Describe how the United States Constitution defines-and limits the power of the government.</p> <p>6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</p> <p>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</p> <p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.</p> <p>6.1.5.History.SE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e, freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote and the right to due process).

6.1.5.History.CC.7: Evaluate the initial and lasting impact of slavery using sources tha represent multiple perspectives.

6.1.5.HistoryCC.10: Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. (**events leading to creation of Constitution**)

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e. the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

Interdisciplinary Connections

2016 New Jersey Student Learning Standards for English Language Arts

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.5.6. 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.5.9 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.

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.)

Career Readiness, Life Literacies, and Key Skills 2020

9.4.5.CL.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

9.4.5.TL.5: Collaborate digitally to produce an artifact.

Computer Science and Design Thinking 2020

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Essential Questions:

- What responsibilities do local, state, and national governments have to their citizens?
- Should it be required for all citizens to participate in their government?
- Do all citizens have the same rights?
- Why is it important to create a governing document that is inclusive of all, including varying cultures and perspectives?
- What does the governor’s job entail?

Enduring Understandings:

- Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
- A major role of citizens in a representative democracy is to make responsible decisions about who should govern.
- Through participation in the decision-making process, people can initiate change (eg. voting, petitions, contacting elected officials).
- Interactions of people and events throughout history have shaped the world we experience today.

Knowledge:

Students will know...




- Students will learn key vocabulary terms: Authority, Power, Governor, Legislature, Eligible, Term, Resident, Veto, Advice and Consent, Appropriation, Amendment, Bill of Rights.
- That the federal, state and local government hold different powers.

Skills:

Students will be able to...

- Identify the role of the Governor.
- Determine the qualifications for Governor of New Jersey.
- Compare and contrast power and authority.
- Recognize and describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy.

<ul style="list-style-type: none"> • Power struggles between European leaders and the new democracy lead to the creation of the Declaration of Independence and later the Preamble, Bill of Rights, and Amendments. 	<ul style="list-style-type: none"> • Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
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Student Resources
<p><i>Yertle the Turtle</i> by Dr. Seuss</p> <p>Juneteenth Suggested Readings:</p> <ul style="list-style-type: none"> • <i>All Different Now: Juneteenth, the First Day of Freedom</i> by Angela Johnson • <i>Juneteenth for Mazie</i> by Floyd Cooper • <i>Juneteenth (On My Own Holidays)</i> by Vaunda Micheaux Nelson and Drew Nelson <p>Here are a few examples of where you can find Primary/Secondary Sources to support your research</p> <ul style="list-style-type: none"> • Read Works https://www.readworks.org/ • NEWSLA https://newsela.com/ • CommonLit https://www.commonlit.org/en • iCivics https://www.icivics.org/ • Scholastic https://www.scholastic.com/home • TIME for Kids https://www.timeforkids.com/
Teacher Resources
<p>Rutgers Lesson: Local/State/Nation Government: https://civiced.rutgers.edu/documents/nj-lessons/for-grades-3-5/67-national-state-and-local-government/file</p> <p> Unit 2 Which Government Has Power_.pdf</p> <p> Unit 2 Which Government Has Power_ Student Page.pdf</p> <p> Gr. 5 Unit 2 Powers of the Governor.pdf</p> <p>Who Can be Governor? Kahoot: http://goo.gl/yf88N3</p> <p>Articles of Confederation overview: https://youtu.be/-1XuBbRuU20</p>

Amendments 11-27:

<https://www.archives.gov/founding-docs/amendments-11-27>

Rutgers Lesson: *Who can be Governor?:*

<https://civiced.rutgers.edu/documents/nj-lessons/for-grades-3-5/58-who-can-be-governor-of-nj/file>

Read Alouds:

- <https://youtu.be/TsrwZsGM2OM>
- Can't You Make Them Behave, King George? by Jean Fritz
<https://www.youtube.com/watch?v=0gbPUumKosQ>

Juneteenth Videos:

- https://youtu.be/T2HAVuld0_0
- <https://youtu.be/2UqqkSWfZgc>
- <https://youtu.be/gWBlikh8A2E>

Worksheets: *See Appendices*

- Which Government has Power? Charts
- Powers of Government Chart

Stage 2 – Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none"> • Creation of Charts • Laws of Life Essay • Creation of Class Constitution 	Other Evidence: Formative and summative assessments <ul style="list-style-type: none"> • Written RACES responses to open-ended questions based on the unit's essential questions • Classwork • Presentations

Stage 3 – Learning Plan
<u>LESSON 1 (1-2 Days): Democracy at all Levels</u> 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. <ul style="list-style-type: none"> • Students read Yertle the Turtle (Dr. Seuss) and respond/ discuss the following questions: • Did King Yertle have the authority to act the way he did? • What was the source of King Yertle's authority? • What were the problems on the island of Sala-ma-Sond? • What can we conclude about King Yertle's use of his authority?

- How could the turtles protest King Yertle's abuse of authority?
- How could the problems have been corrected?
- Might King Yertle have been a better ruler if he had been elected? Why?
- Why is it important for limits to be placed on the powers of those in positions of authority?
- Give examples of instances where limits are placed on people in positions of authority?
- Have students think about our system of government and how the power of those in positions of authority is limited.

[Yertle the Turtle Read Aloud](https://civiced.rutgers.edu/documents/nj-lessons/for-grades-3-5/67-national-state-and-local-government/file)

<https://civiced.rutgers.edu/documents/nj-lessons/for-grades-3-5/67-national-state-and-local-government/file>

Then have students use a blank chart to guess which government (national or state) hold power for the following:

- Establish post offices
- Raise an army
- Conduct elections
- Establish local governments
- Take measure for public safety
- Collect taxes
- Build roads
- Coin money
- Establish courts
- Regulate commerce with foreign nations
- Make and enforce laws
- Declare war
- Regulate commerce within the state

-Following their guesses, provide students with the correct chart, walking them through each power.

LESSON 2 (1-2 Days): Is it a democracy?

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.HistoryCC.10: Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. (**events leading to creation of Constitution**)

- Following the completion of lesson 1, read aloud, *Can't You Make Them Behave, King George?* by Jean Fritz.
 - *Can't You Make Them Behave, King George?*-
<https://www.youtube.com/watch?v=0gbPUumKosQ>
- Compare and contrast King George vs. Yertle the Turtle making specific notes about what issues or undertones they notice about how each "king" ruled and the efficacy of their rules.
- Wrap up the lesson discussing what you notice and why these ideals could lead to bigger issues within a democratic government.

LESSON 3 (1-2 Days): Two Constitutions/The Articles of Confederation

6.1.5.HistoryCC.10: Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. (**events leading to creation of Constitution**)

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e. the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

- **DO NOW:** Share the following link with students to supply background knowledge of the events that led up to the Articles of Confederation being created.
<https://youtu.be/-1XuBbRuU20>
- Have students attempt to balance a text book on the end of a pencil.
- Once they have realized that they are unable to balance the book, break the students into groups of three.
- Ask groups to try to balance a book on the ends of three pencils.
- Have them talk about which method was more successful. Tell students that this activity will show them how creating three branches of government helped to establish a stable, lasting U.S. government after the Articles of Confederation failed.
- Students should research at least three problems of the Articles of Confederation.

CLASSWORK:

Respond using RACES to the following: Why were the Articles of Confederation found to be failing our citizen's needs in comparison to The Constitution? Include the effectiveness of The Constitution.

LESSON 4: (2-3 days) The Three Branches

*****Ensure all students have access to current event websites or newspapers*****

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e, freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote and the right to due process).

- For the three branches of government (legislative, judicial, and executive) students must determine the following: main responsibility, members, key powers, any current public issues that are being deliberated on (students may research this on the internet, bring in articles, or use provided websites).
- Working in groups of 3-4 students should take an assigned branch of government (as per teacher decision) and research the branch's main responsibilities, members, and power and then present in a 2-3 minute discussion.

Class Assignment:

Students locate, read and analyze a newspaper article that describes an action carried out by one branch of the federal government. Students will then create a summary of the article that includes:

- Which branch carried out this action?

- A description of the power(s) that the branch exercised
- An explanation of how the power(s) could be checked by one of the other two branches

LESSON 5 (1 Day) : The Preamble/Bill of Rights

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

- Hold a discussion with the class and ask students: What is the purpose of a shield? How does it protect the person wearing it? Do you think that the Constitution protected colonists like a shield would? Why might the colonists feel a need for protection against this new government?

Classwork- Optional:

Students will work with their group to create a Google Slide or Google Drawing to present to the class the next day.

LESSON 6 (2 Days): Amendments

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e, freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote and the right to due process).

6.1.5.History.CC.7: Evaluate the initial and lasting impact of slavery using sources tha represent multiple perspectives.

Arrange students in expert groups and assign each group an amendment (13th, 14th, 15th, & 19th)
-Students must determine what rights are being protected under that amendment. They will create a Google Slide to share with the class.

Upon completion of the slide, students will present their slides. Conclude the presentations discussing the following:

- Even though we have amendments that have abolished slavery, is there a lasting impact of slavery that we still see today? If so, what are some examples? How can we be change makers in these situations?
- Although minority men and women are provided with the right to vote [due to these amendments], do you think this provided them with more opportunities to advance themselves in colonial America?

LESSONS 7 (2-4 Days): Qualifications for local, state, national government

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.

****Using the following website to see the two activities at length.**

<https://civiced.rutgers.edu/documents/nj-lessons/for-grades-3-5/58-who-can-be-governor-of-nj/file>

-Review the following vocabulary:

Authority	Term
Power	Resident
Governor	Veto
Legislature	Advice and Consent
Eligible	Appropriation

- **Activity One: Who Can be Governor of New Jersey?** Discuss 4 possible candidates for governor and discuss why each one does/doesn't qualify or play the Kahoot for qualifications: <http://goo.gl/yf88N3>
- Review & have students fill in the chart from **Activity Two: Where does the Governor Get his/her Power?**

LESSONS 8 (4-5 Days): Create Your Own Constitution

6.1.5.Civics.PI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.PI.8: Describe how the United States Constitution defines-and limits the power of the government.

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.

6.1.5.History.SE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

- Imagine that, the students became stranded—without any adults and with little hope of being rescued in the foreseeable future—on a very hospitable tropical island.
- Start with a brief, general discussion about such matters as the following: (*recommended that students work in partners of no more than 2*)
- How will you work together?
- How will you create rules?
- Who will be in charge and how do you handle choosing someone? Do you need branches of government?
- How will you deal with people who group members think are not following the rules?
- Re-reading the Preamble to the Constitution, formulate a plan of how you would create a working government and decide how you can meet the needs of your people.
- Discuss- What are the most important parts of the Preamble that you need in order to establish your government and fair/just laws?
- Will you have federal holidays? What historical symbols will establish your country's identity?

CLASSWORK:

Establish your preamble and your first 10 amendments.

ASSESSMENT:

Using RACES, write an essay explaining: Why is establishing a government so important? Why might you need to write your ideas for your colonists?

****Suggested Juneteenth Activities****

- Readings:
 - All Different Now: Juneteenth, the First Day of Freedom by Angela Johnson
 - Juneteenth for Mazie by Floyd Cooper
 - Juneteenth (On My Own Holidays) by Vaunda Micheaux Nelson and Drew Nelson
- Watch & Discuss: https://youtu.be/T2HAVuld0_0
- Watch & Discuss: <https://youtu.be/2UqqkSWfZgc>
- Watch & Discuss: <https://youtu.be/gWBlikh8A2E>
- View, read, and discuss the actual Emancipation Proclamation.
- Explore and discuss the following questions:
 - How can I describe and compare my group identities with those of other people?
 - Can words about identity hurt people?
 - How can I ask people about their lives and experiences in a respectful, kind, and understanding way?

Unit Plan Title	Unit 3 - Economic Impact, Innovation & Change in New Jersey and the US
Suggested Time Frame	Trimester 2 - 6 weeks

Overview / Rationale
<p>Students will participate in an in-depth review of the contributing factors leading to the start of economic advancements as a result of innovation, technology, and geography. Examples of urbanization and the development of technological tools will be reviewed to provide a basic understanding of how the Industrial Revolution manifested itself in the United States. Review of the expansion of the country and its impact on the lives of the existing inhabitants and new settlers, both positively and negatively. There will also be continued discussion of New Jersey's contributions to technological advances and the effects these innovations had on various cultural groups within New Jersey and the United States.</p> <p>**Students will use maps to locate places and regions in New Jersey as well as North America.</p>

Stage 1 – Desired Results
<p>Established Goals: 2020 New Jersey Student Learning Standards for Social Studies</p> <p>6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.</p> <p>6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.</p> <p>6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p>

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Interdisciplinary Connections

2016 New Jersey Student Learning Standards

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.5.6. 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.5.9 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.

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.)

Career Readiness, Life Literacies, and Key Skills 2020

9.2.5.CAP.2: Identify how you might like to earn and income.

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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

Computer Science and Design Thinking 2020

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

Essential Questions:

- Does economic progress lead to social progress?
- What is social progress?
- What is economics? What is our role in the supply/demand chain?
- How did technological innovation play a role in defining New Jersey's culture?
- How does geography affect economics and people involved?

Enduring Understandings:

- Conflict happens at all levels of society that produces change. Conflict happens in personal lives, schools, and government.
- All economic systems are created differently and they all function based on different criteria. All citizens have economic needs.
- The price of goods and services is set by supply and demand. Producers and consumers determine the goods and services that a particular economy will produce.
- The geography of New Jersey, and that of the United States, is affected by our technological innovation and cultural perspectives.

Knowledge:

Students will know...


- Goods include food, clothing, parts for cars, items to furnish houses, etc.
- A producer is a person or company that makes something. A consumer is a

Skills:

Students will be able to...

- Discuss why supply and demand influence how trade functions and the impact it has on mercantilism.

<p>person or company that buys or uses a product.</p> <ul style="list-style-type: none"> • An opportunity cost is the cost of giving up one thing to get another. Supply is how much a product or service is available. Demand is how popular the product or service is and how badly people want it. • Scarcity is when a product or service is not easy to get. • A market economy is an economy that is regulated by the laws of supply and demand. Conflict happens at all levels of society that produces change. • Innovation and technology impacts and influences where and how we live. • Geography impacts your ability to live a sustainable lifestyle. 	<ul style="list-style-type: none"> • Compare the different regions of New Jersey on a map and determine what resources can be naturally sourced from these regions. • Discuss how the availability of resources in New Jersey plays a role in our economic opportunities and supply/demand chain. • Explain that advances in technology and innovation have resulted in achievements for various cultures during different historical periods. • Determine how geography can impact people and the environment using county and North American Maps. • Discuss how the transcontinental railroad was a technological milestone that enhanced our living. • Reflect on the impact that economics, technology, & innovation have on people and geography.
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Student Resources
<p>Chromebooks and Google Suite</p> <p>Here are a few examples of where you can find Primary/Secondary Sources to support your research</p> <ul style="list-style-type: none"> • Read Works https://www.readworks.org/ • NEWSELA https://newsela.com/ • CommonLit https://www.commonlit.org/en • iCivics https://www.icivics.org/ • Scholastic https://www.scholastic.com/home • TIME for Kids https://www.timeforkids.com/
Teacher Resources
<p> Gr. 5 Unit 2 Powers of the Governor.pdf</p> <p>Maps for New Jersey: https://njdep-nj-geoweb-layer-list-search-njdep.hub.arcgis.com/</p> <p>Urbanization: http://www.american-historama.org/1881-1913-maturation-era/urbanization-in-america.htm</p> <p>Alexander Graham Bell: https://mrnuessbaum.com/alexander-graham-bell-biography</p> <p>Transcontinental Railroad: https://www.socialstudiesforkids.com/articles/ushistory/transcontinentalrailroad.htm</p>

Thomas Edison

<https://mrnussbaum.com/thomas-edison-biography>

The Wright Brothers

<http://www.socialstudiesforkids.com/articles/ushistory/wrightbrothers1.htm>

Women Leaders in Innovation of New Jersey

<https://njchamber.com/events/wia/wia10>

Worksheets:

Printable Map of NJ counties: <https://www.waterproofpaper.com/printable-maps/new-jersey.shtml>

4 Themes Project:

[Digital Slides Template](#)

[Student Work Sample](#)

Videos:

Types of Maps video

<https://www.youtube.com/watch?v=a3fFSgGRhy0>

Ox Cart Man: (Ox-Cart Man by Donald Hall)

<https://youtu.be/tg7tsqVc6so>

Lewis and Clark Expedition

<http://www.history.com/videos/lewis--clark-expedition-charts-new-territory#lewis-clark-expedition-charts-new-territory>

Stage 2 – Assessment Evidence

Performance Task(s):

- Students will create a visual that represents the four Themes of Social Studies.
- Student written essay responses for RACES questions provided in lessons (Restate the question, Answer the question, Cite Evidence, Explain/Expand, Summarize)

Other Evidence:

- Written responses to open-ended questions based on the unit's essential questions
- Classwork
- Presentations
- Discussion of the 4 themes and their impact and connection to New Jersey and the United States as a whole

Stage 3 – Learning Plan

LESSON 1 (2-3 Days): Defining Economics, Supply/Demand & Influences

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.

- Define economics for the students.
- Discuss the meaning of the words: wants, needs, goods, services, producer, and consumer.
- Read aloud Ox-Cart Man by Donald Hall. (use <https://youtu.be/tg7tsqVc6so>) as an online read aloud on chromebooks).
- Have students select examples of the vocabulary as the story is being read. Discuss student findings.
- Discuss why supply and demand influence how trade functions and the impact it has on mercantilism.
- Have think-pair-share groups *discuss how the economy, or the way people use resources to meet their needs, impacts innovation and technology.*

LESSON 2 (1 Day): The Effects of Economics and Resources in NJ and the US

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

- Create a chart comparing the different regions of New Jersey to determine what resources can be naturally sourced from these regions. (This website will allow you to pick different resources and show them on the map as per location- <https://njdep-nj-geoweb-layer-list-search-njdep.hub.arcgis.com/>)
- After creating the chart, discuss how the availability of resources in New Jersey plays a role in our economic opportunities and supply/demand chain.
- **Reflect:** Have students take 10 minutes to practice **RACES** writing for the following question:
- If we think about countries across the world, where you live affects your ability to consume resources that are important to your basic needs? Why or why not?

LESSON 3 (2 Days): Economics and Progress

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

- Discuss: Does economic progress lead to social progress?
- Define social progress with students

- Brainstorm with students a list of 10– 20 inventions that they think are the best ever. Then have each student choose one of the inventions, and explain to the class why that invention was the best one ever invented.
- Discuss why creativity and innovation resulted in such amazing inventions.
- Explain that these advances have resulted in achievements for various cultures during different historical periods.

LESSON 4 (2 Days): Geography, People and the Environment (Theme 4)

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

- Define geography.
- Have students review physical and political maps by watching the video.
<https://www.youtube.com/watch?v=a3fFSgGRhy0> (add the link in google classroom)
- Have students make note of the important parts of a map.
- Review the Monmouth County map and discuss how where we live impacts how we live. Then review the state of New Jersey map and discuss how living in various parts of New Jersey can influence how we live. (New Jersey county map:
<https://www.waterproofpaper.com/printable-maps/new-jersey.shtml>)
- Students reflect on these maps and determine how geography can impact people and the environment.

LESSON 4 (2 Days): Technology Advances & Changing Environments

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

- Have children discuss how machines help people do things. *Provide examples such as: how phones have changed over time. How has that helped us?*
- Review urbanization and how these changes to our environment lead to technological advances (<http://www.american-historama.org/1881-1913-maturation-era/urbanization-in-america.htm>)
- Discuss how the transcontinental railroad was a technological milestone that enhanced our living. (<http://www.socialstudiesforkids.com/articles/ushistory/transcontinentalrailroad.htm>)
- Review other New Jersey inventions that changed the environment not only for New Jerseyans, but also, people across the United States.

(Optional & can be done in class as an assignment):

Students should reflect and write a brief report on what you believe to be the most impactful invention of this time period. Defend your argument, cite sources, and use RACES when applicable.

LESSON 5 (In Class Project 3-4 days): Putting the Four Themes Together

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

Following a review of the Four Themes:

Students will create a visual that represents the 4 Themes of Social Studies.

- ***Students will complete the following:***
- Create a title. Designate 4 sections; label each section with a different theme (Civics, Government and Human Rights; Geography, People and the Environment; Economics, Innovation and Technology; History, Culture and Perspectives).
- Students will illustrate each theme of Social Studies on the poster with at least 5 pictures (symbolic representations) for each. Students may use their own drawings, photos, magazine pictures, or pictures from the internet.
- After completing the poster, students will rank each theme in order of importance. Students should be prepared to defend their choices.

**See Teacher Resources for a student work sample digital slides presentation*

(THIS WILL BE DUE AT THE END OF THE UNIT)

LESSON 6: Presentation of the Four Themes Project

(from Lesson 5) Depending on the class size this may take multiple days.

Use the following scale, or a similar scale/rubric, to evaluate students on this Performance Task:

4 – Exceeds End of Year Standard: Student was able to apply knowledge learned during lessons, worked individually or collaboratively, and showed effort. All steps of the assignment demonstrated application, innovation, and higher level thinking.

3 – Meets End of Year Standard: Student worked individually or collaboratively and showed effort. All steps of the assignment demonstrated student could apply new knowledge.

2 – Developing: Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout the lesson.

1 – Experiencing Difficulty: Student was only able to apply new knowledge learned during lessons with assistance. Student had difficulty working individually or collaboratively with others and did not work to the best of their ability.

ACCOMMODATIONS AND MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** changes HOW a student learns; the change needed does not alter the grade-level standard. A **modification** changes WHAT a student learns; the change alters the grade-level expectation.

****Consider the accommodations and modifications for each unit/lesson as needed.***

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work

- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies
<https://sirblois.files.wordpress.com/2016/09/cooperative-learning-activities.pdf>)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

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