

Curriculum Design	
Content Area: Social Studies	
Course Title: Social Studies	Grade Level: 5
Unit 1-American People, American Land	11 Weeks
Unit 2-Early Life, East and West	6 Weeks
Unit 3-Connections Across Continents	6 Weeks
Unit 4-Colonial Life In North America	6 Weeks
Unit 5-The American Revolution	6 Weeks
Unit 6-Research	On Going
Date Revised: August 2015	
Board Approved on: August 27, 2015	

Unit 1 Overview	
Content Area: Social Studies	
Unit 1 Title: American People, American Land	
Grade Level: 5	
<p>Unit Summary</p> <ul style="list-style-type: none"> • The United States has a varied population that shares many ideas. • The U.S. is a republic that elects their leaders. • Americans rely on natural resources. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- 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.</p> <p>21st Century Themes 9.1: This unit will infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> • Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. • European exploration expanded global economic and cultural exchange into the Western Hemisphere. 	
CPI #	Cumulative Progress Indicator (CPI)
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.
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Unit Essential Questions <ul style="list-style-type: none"> • What form of government is the U.S.? • How is it best to study the geography of the U.S.? • What is the population like? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The U.S. is a republic. • Break the U.S. into regions to study. • The population is varied.
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • NJ ASK 5 • Section Quizzes • <u>Building A Nation</u> Unit Exam 	
Teacher Resources: Scott Foresman’s <u>Building A Nation</u>	
Formative Assessments <ul style="list-style-type: none"> • www.njcccs.org Classroom Application Docs • Hands on activities • Chapter tests • Class Exercises • Teacher Observation • Section quizzes • Performance Assessment • Project work • Homework 	
Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work 	

Brigantine Public School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 2 Overview
Content Area: Social Studies
Unit 2 Title: Early Life, East and West
Grade Level: 5
<p>Unit Summary</p> <p>The accidental arrival in the Americas by Christopher Columbus led to the development of Spanish Colonies in both North and South America and a collision of cultures. The English, the French and then the Dutch arrived, and their settlements, many of which were established by groups seeking religious freedom grew along the east coast of North America.</p> <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- 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.</p> <p>21st Century Themes 9.1: This unit will infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions</p>
Learning Targets
<p>Standards 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>
<p>Content Statements</p> <ul style="list-style-type: none"> • Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. • European exploration expanded global economic and cultural exchange into the Western Hemisphere. • 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.

CPI #	Cumulative Progress Indicator (CPI)
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
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.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	Relate slavery and indentured servitude to 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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> Discuss the voyage of Christopher Columbus. What were the different world/cultures meeting in North America? What was life in New Spain like? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> His voyages lead to European settlements of the Americas. Spanish Conquistadors established new colonies on North and South America. Spain gained great wealth from settlements and growth of New Spain.
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Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 5 • Section Quizzes • <u>Building A Nation</u> Unit Exam <p>Equipment needed:</p> <p>Teacher Resources: Scott Foresman’s <u>Building A Nation</u></p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • www.njcccs.org Classroom Application Docs • Hands on activities • Chapter tests • Class Exercises • Teacher Observation • Section quizzes • Performance Assessment • Project work • Homework 	
<p>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</p> <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Individualizing lessons • Compacting • Varying question levels 	

Unit 3 Overview	
Content Area: Social Studies	
Unit 3 Title: Connections Across Continents	
Grade Level: 5	
<p>Unit Summary</p> <p>For thousands of years people have come from around the world to settle in the Americas. Native American groups lived in different regions of North America. Explorers traveled to different places in the eastern and western hemispheres to gain wealth prestige and knowledge.</p> <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>21st Century Themes 9.1: This unit will infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions</p>	
Learning Targets	
<p>Standards 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> • Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. • European exploration expanded global economic and cultural exchange into the Western Hemisphere. 	
CPI #	Cumulative Progress Indicator (CPI)
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen

	writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Where did migration to the Americas begin? • What early cultures developed in different parts of North America? • What 3 great civilizations developed in Mexico, Central and South America? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • People reached the Americas through Asia. • The Anasazi and Inuit cultures developed. • Aztec, Maya and Inca civilizations developed.
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Evidence of Learning

<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 5 • Section Quizzes • <u>Building A Nation</u> Unit Exam
<p>Equipment needed:</p>
<p>Teacher Resources: Scott Foresman’s <u>Building A Nation</u></p>

<p>Formative Assessments</p> <ul style="list-style-type: none"> • www.njcccs.org Classroom Application Docs • Hands on activities • Chapter tests • Class Exercises • Teacher Observation • Section quizzes • Performance Assessment • Project work • Homework
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Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 4 Overview

Content Area: Social Studies

Unit 4 Title: Colonial Life In North America

Grade Level: 5

Unit Summary

Each of the 3 regions in the 13 colonies ruled by England grew in different ways depending on the resources in each region. Many colonists wanted to move west to lands claimed by France, leading to the French and Indian War.

Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts- RH6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

21st Century Themes 9.1: This unit will infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

Learning Targets

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

Content Statements

- Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.
- European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- 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.

CPI #	Cumulative Progress Indicator (CPI)
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> What were some accomplishments of people in the 13 colonies? What led to the development of new French colonies? Who was fighting for a large part of control in North America? 	<ul style="list-style-type: none"> They developed many goods and trade routes. French exploration of the Mississippi River led to new settlements. The French, British, and Native Americans were fighting in the French and Indian War.

Evidence of Learning

<p>Summative Assessment</p> <ul style="list-style-type: none"> NJ ASK 5 Section Quizzes <u>Building A Nation</u> Unit Exam <p>Equipment needed:</p> <p>Teacher Resources: Scott Foresman’s <u>Building A Nation</u></p>

<p>Formative Assessments</p> <ul style="list-style-type: none"> www.njcccs.org Classroom Application Docs Hands on activities Chapter tests Class Exercises Teacher Observation Section quizzes Performance Assessment Project work Homework
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Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 5 Overview	
Content Area: Social Studies	
Unit 5 Title: The American Revolution	
Grade Level: 5	
<p>Unit Summary</p> <p>Friction between Britain and the Colonists developed as Britain imposed taxes and tighter control on the Colonies. Conflicts between the Colonists and the British eventually led to the American Revolution.</p> <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>21st Century Themes 9.1: This unit will infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> • Disputes over political authority and economic issues contributed to a movement for independence in the colonies. • The fundamental principles of the United States Constitution serve as the foundation of the United States government today 	
CPI #	Cumulative Progress Indicator (CPI)
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen

	writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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.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.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What battles began the American Revolution? • What was the result of the Revolutionary War? 	<ul style="list-style-type: none"> • The battles at Lexington and Concord began the Revolution. • American Colonies declared their independence from Britain.
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • NJ ASK 5 • Section Quizzes • <u>Building A Nation</u> Unit Exam 	
Equipment needed: Teacher Resources: Scott Foresman’s <u>Building A Nation</u>	
Formative Assessments <ul style="list-style-type: none"> • www.njcccs.org Classroom Application Docs • Hands on activities • Chapter tests • Class Exercises • Teacher Observation • Section quizzes • Performance Assessment • Project work • Homework 	
Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none"> • Menus • Choice Boards 	

- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 6 Overview

Content Area: Social Studies

Unit 6 Title: Research

Grade Level: 5

Unit Summary

Throughout the year the students will be asked to complete research on historical figures/topics and provide appropriate citation to show where this research was obtained. This may be shown through project work or written work.

Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts- RH8.7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

21st Century Themes 9.1: This unit will infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

Learning Targets

Standards

Reading Standards for Literacy in History/Social Studies 6–12; Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

Content Statements

- Clear and coherent writing supports my arguments.
- The use of visual information also supports my arguments.
- There is a pattern and process to research and writing in technical subjects.

CPI #	Cumulative Progress Indicator (CPI)
RH8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
WHST8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Unit Essential Questions <ul style="list-style-type: none"> • Why do I need to cite an author’s words in my writing? • How do concise writing and the use of visual information support my argument? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Credit must be given to the author to be correct. • My arguments are stronger when supported with concise writing and visual information.
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Assigned research work • Note Cards • Outlines 	
Equipment needed: Teacher Resources: Teacher created assignments focusing on research	
Formative Assessments <ul style="list-style-type: none"> • Research paper • Speech 	
Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Individualizing lessons • Compacting • Varying question levels 	