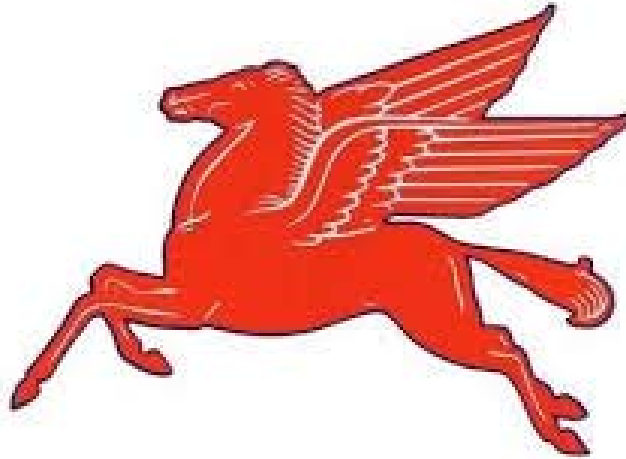


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



**Social Studies - Grade 5**

**UPDATED AUGUST 2015**

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: September 2015

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# Paulsboro Public Schools

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Mr. John Giovannitti, Director of Special Services  
Dr. Phillip Neff, Principal

## *Curriculum Writing Team*

Ms. Gina Mariano, Teacher  
Mr. Matthew J. Browne, District Mathematics Coach  
Mrs. Rebecca Richardson, District Literacy Coach

# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

## **Introduction/Philosophy**

The Paulsboro Public Schools are committed to providing all students with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. All students receive social studies instruction from Preschool through grade 12. The challenges of the 21<sup>st</sup> century are complex, have global implications, and are connected to people, places, and events of the past. The study of Social Studies focuses on the deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Classroom instruction will include the natural integration of technology, which will allow our students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The Paulsboro Public School District is committed to providing authentic learning experiences that enable our students to apply content knowledge, develop citizenship skills, and collaborate with other students to prepare them for the 21<sup>st</sup> Century workplace. This curriculum guide is designed to be a resource for staff members and to provide guidance in the planning, delivery, and assessment of Social Studies instruction.

## **Goals**

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

## Educational Goals (Taken From NJCCCS)

**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.

**6.2 World History/Global Studies -** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible

**6.3 Active Citizenship in the 21st Century-** All students will acquire the skills needed to be active, 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.

**Four strands frame the content within each standard:**

- (A) Civics, Government, and Human Rights
- (B) Geography, People, and the Environment
- (C) Economics, Innovation, and Technology
- (D) History, Culture, and Perspectives

# New Jersey State Department of Education

## 21<sup>st</sup> Century College and Career Readiness Standards

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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

## Scope and Sequence

### Quarter I - Grade 5

**Big Idea: U.S. Politics 1801-1840**

- I. Louisiana Purchase
- II. Lewis & Clark Expedition
- III. The War of 1812

**Big Idea: U.S. History 1820-1850**

- I. Influence on Western Expansion
- II. Manifest Destiny
- III. Santa Fe Trail
- IV. Battle of the Alamo



## Scope and Sequence

### Quarter II - Grade 5

**Big Idea: U.S. Economy in the mid-1800s**

I. Economic Growth of the NW

II. Industry & Factories

III. Enslaved African-Americans

**Big Idea: Leading to American Civil War**

I. Compromise of 1850

II. Events Leading to Civil War

III. Outbreak of Civil War

IV. Movement to End Slavery

## Scope and Sequence

### Quarter III - Grade 5

**Big Idea: The American Civil War**

- I. States & Territories
- II. Emancipation Proclamation
- III. Turning Points
- IV. The Gettysburg Address

**Big Idea: Reconstruction 1865-1877**

- I. The Death of President Lincoln
- II. Johnson Reconstruction Plan
- III. 13th, 14th & 15th Amendments
- IV. Compromise of 1877

## Scope and Sequence

### Quarter IV - Grade 5

**Big Idea: Geography of the United States**

- I. States and Capitals
- II. Regions Along the East Coast
- III. Midwest & the Great Plains
- IV. Western Region

**Big Idea: Political Science**

- I. Purpose of Government
- II. Terms of Office
- III. Democratic Laws
- IV. Citizenship

## Grade 5 Social Studies - Quarter I

### Big Idea: U.S. Politics 1801-1840

Topic: Louisiana Purchase, Lewis and Clark Expedition, War of 1812

<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>6.1.8. A.4.a</b> - Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</li> <li>• <b>6.1.3. B.4.a</b> - Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</li> <li>• <b>6.1.3. B.4.b.</b> - Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.</li> <li>• <b>6.1.3.B.4.b</b> - Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes</li> </ul> <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>• CRP4</li> <li>• CRP5</li> <li>• CRP7</li> <li>• CRP8</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><b>English/Language Arts Standards</b> W.7.3</p>	<p><b>GOAL</b></p>		
	<p><b>Goal 1:</b> Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements exploration of new water and land routes</p> <p><b>Goal 2:</b> Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p><b>Goal 3:</b> Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.</p> <p><b>Goal 4:</b> Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes</p>		
	<table border="1" style="width: 100%;"> <tr> <th style="text-align: left;">Essential Questions/Enduring Understandings</th> <th style="text-align: left;">Instructional Tools/Learning Activities/Resources/Assessments</th> </tr> </table>	Essential Questions/Enduring Understandings	Instructional Tools/Learning Activities/Resources/Assessments
Essential Questions/Enduring Understandings	Instructional Tools/Learning Activities/Resources/Assessments		
	<table border="1" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How did the Louisiana Purchase and the Western Exploration impact the development of the U.S.?</li> <li>• Where on a map of the U.S. is the territorial expansion and the removal of Native Americans?</li> <li>• What led to the exploration of new water and land routes?</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Civics</li> <li>• Social Understanding</li> <li>• Global economy</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Students will use web-based sources provided by the teacher to supplement class work and textbook activities.</li> <li>• Discovery,</li> <li>• Netflix</li> <li>• Ed helper</li> <li>• Reading novels</li> <li>• You tube</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Discussions</li> </ul> </td> </tr> </table>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How did the Louisiana Purchase and the Western Exploration impact the development of the U.S.?</li> <li>• Where on a map of the U.S. is the territorial expansion and the removal of Native Americans?</li> <li>• What led to the exploration of new water and land routes?</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Civics</li> <li>• Social Understanding</li> <li>• Global economy</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Students will use web-based sources provided by the teacher to supplement class work and textbook activities.</li> <li>• Discovery,</li> <li>• Netflix</li> <li>• Ed helper</li> <li>• Reading novels</li> <li>• You tube</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Discussions</li> </ul>
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## Grade 5 Social Studies - Quarter I

### Big Idea: U. S. History 1820-1850

Topic: Influence of the Western Expansion, Manifest Destiny, Santa Fe Trail, Battle of the Alamo

<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b>6.1.8.A.4.a</b> - Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements</li> <li>• <b>6.1.8.A.4.b</b> - Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. (6.1.8.A.4.b)</li> <li>• <b>6.1.8.C.5.b</b> - Analyze the economic impact of Reconstruction on the South from different perspectives.</li> <li>• <b>6.1.8.B.1.b</b> - Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</li> </ul>	<b>GOAL</b>	
	<p><b>Goal 5</b> - Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements</p> <p><b>Goal 6</b> - Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. (6.1.8.A.4.b)</p> <p><b>Goal 7</b> - Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p><b>Goal 8</b> - Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• How did policies, treaties, and tariffs impact America’s relationship with other nations?</li> <li>• How did the manifest destiny influence the acquisition of land?</li> <li>• What was the economic impact of Reconstruction on the South?</li> <li>• What led to the exploration of new water and land routes?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Students will use web-based sources provided by the teacher to supplement class work and textbook activities.</li> <li>• Netflix</li> <li>• Video library</li> <li>• Novels</li> <li>• Ed helper</li> <li>• Discovery</li> <li>• You tube</li> <li>• Netflix</li> </ul>

## Grade 5 Social Studies - Quarter I

### Big Idea: U. S. History 1820-1850

Topic: Influence of the Western Expansion, Manifest Destiny, Santa Fe Trail, Battle of the Alamo

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"><li>• CRP4</li><li>• CRP5</li><li>• CRP7</li><li>• CRP8</li><li>• CRP11</li><li>• CRP12</li></ul> <p><u>English/Language Arts Standards</u> W.7.3</p>	<ul style="list-style-type: none"><li>• Civics</li><li>• Social Understanding</li><li>• Global economy</li></ul>	<p><u>Assessments</u></p> <ul style="list-style-type: none"><li>• Tests</li><li>• Quizzes</li><li>• Projects</li><li>• Presentations</li><li>• Booklets</li><li>• Essays</li><li>• Discussions</li></ul>

## Grade 5 Social Studies - Quarter II

### Big Idea: U. S Economy in mid - 1800's

Topic: Economic Growth of the NW, Industry, Factories, Enslaved African Americans, Movement to End Slavery

<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b>6.1.8.C.2.A</b> - Relate slavery and indentured servitude to Colonial labor systems.</li> <li>• <b>6.1.8.C.2.b</b> - Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</li> <li>• <b>6.1.8.C.3.c</b> - Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</li> <li>• <b>6.1.8.D.4.b</b> - Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</li> <li>• <b>6.1.8.D.4.c</b> - Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad</li> </ul>	<b>GOAL</b>	
	<p><b>Goal 9</b> - Relate slavery and indentured servitude to Colonial labor systems.</p> <p><b>Goal 10</b> - Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p><b>Goal 11</b> - Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p> <p><b>Goal 12</b> - Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p> <p><b>Goal 13</b> - Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• How did slavery and indentured servitude affect the colonial labor systems?</li> <li>• How did the system of mercantilism impact European countries?</li> <li>• How did the cotton gin and other innovations impact slavery?</li> <li>• How did women's rights and slavery reform during Antebellum Period?</li> <li>• What was the Underground Railroad?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Students will use web-based sources provided by the teacher to supplement class work and textbook activities.</li> <li>• Ed helper</li> <li>• Netflix</li> <li>• Discovery</li> <li>• You tube video</li> <li>• Reading novels</li> </ul>

## Grade 5 Social Studies – Quarter II

### Big Idea: U. S Economy in mid – 1800’s

Topic: Economic Growth of the NW, Industry, Factories, Enslaved African Americans, Movement to End Slavery

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP4</li> <li>• CRP5</li> <li>• CRP7</li> <li>• CRP8</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u> W.7.3</p>	<ul style="list-style-type: none"> <li>• Civics</li> <li>• Social Understanding</li> <li>• Global economy</li> </ul>	<p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Discussions</li> <li>• Video question and answer</li> </ul>



## Grade 5 Social Studies - Quarter II

### Big Idea: Leading to the American Civil War

Topic: Compromise of 1850, Events leading to Civil War, Outbreak of Civil War

<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>6.1.8.A.5.a</b> - Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</li> <li>• <b>6.1.8.A.5.b</b> - Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</li> <li>• <b>6.1.8.B.5.a</b> - Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.</li> <li>• <b>6.1.8.D.5.a</b> - Prioritize the causes and events that led to the Civil War from different perspectives.</li> <li>• <b>6.1.8.D.5.b</b> - Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</li> </ul> <p><b><u>Career Ready Practices</u></b></p> <ul style="list-style-type: none"> <li>• CRP4</li> <li>• CRP5</li> <li>• CRP7</li> <li>• CRP8</li> <li>• CRP11</li> <li>• CRP12</li> </ul>	<p><b>GOAL</b></p> <p><b><u>Goal 14</u></b> - Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p><b><u>Goal 15</u></b> - Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p><b><u>Goal 16</u></b> - Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.</p> <p><b><u>Goal 17</u></b>- Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p><b><u>Goal 18</u></b>- Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How did the Emancipation Proclamation impact American life?</li> <li>• What did Presidents Lincoln and Johnson approaches contribute to the reconstruction of the South?</li> <li>• How did geography, natural resources, demographics, transportation, and technology impact the progress of the Civil War?</li> <li>• What events led to the Civil War?</li> <li>• What events and battles contributed to the final outcome of the war?</li> </ul>	<p><b>Instructional Tools/Learning Activities/Resources/Assessments</b></p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Students will use web-based sources provided by the teacher to supplement class work and textbook activities.</li> <li>• Ed helper</li> <li>• Novels</li> <li>• Discovery</li> <li>• Netflix</li> <li>• You tube</li> <li>• Reading novels</li> <li>•</li> </ul>
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**Grade 5 Social Studies – Quarter II**  
**Big Idea: Leading to the American Civil War**

Topic: Compromise of 1850, Events leading to Civil War, Outbreak of Civil War

<b>Standards (Continued)</b>	<b>Enduring Understanding (Continued)</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments (Continued)</b>
<u>English/Language Arts Standards</u> W.7.3	<ul style="list-style-type: none"> <li>• Civics</li> <li>• Social Understanding</li> <li>• Global economy</li> </ul>	<u>Assessments</u> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Discussions</li> <li>• Video question and answer</li> </ul>

## Grade 5 Social Studies - Quarter III

### Big Idea: The American Civil war

Topic: States, Territories, Emancipation Proclamation, Turning Points, Gettysburg Address

<p><b>Standards:</b></p> <p><b>6.1.8.A.5.a</b> - Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p><b>6.1.8.B.5.a</b> - Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.</p> <p><b>6.1.8.C.5.b</b> - Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>• CRP4</li> <li>• CRP5</li> <li>• CRP7</li> <li>• CRP8</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><b>English/Language Arts Standards</b></p> <p>W.7.3</p>	<b>GOAL</b>	
	<p><b>Goal 19</b> - Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p><b>Goal 20</b> - Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.</p> <p><b>Goal 21</b> - Analyze the economic impact of Reconstruction on the South from different perspectives.</p>	
	<b>Essential Questions/Enduring Understandings</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How did the Gettysburg Address impact American life?</li> <li>• How did geography, natural resources, demographics the reconstruction on the South from a different perspectives?, transportation, and technology impact the outcome of the Civil War?</li> <li>• How did economics impact of the Reconstruction on the South from different perspectives?</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Civics</li> <li>• Social Understanding</li> <li>• Global economy</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Students will use web-based sources provided by the teacher to supplement class work and textbook activities.</li> <li>• Ed helper</li> <li>• Discovery</li> <li>• You tube</li> <li>• novels</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Discussions</li> <li>• Video question and answer</li> </ul>

## Grade 5 Social Studies - Quarter III

### Big Idea : Reconstruction 1865-1877

Topic: Death of President Lincoln, Johnson, Reconstruction Plan, 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments., Compromise of 1812

<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>6.1.8.D.5.d</b> - Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</li> <li>• <b>6.1.8.D.5.c</b> - Examine the roles of women, African Americans, and Native Americans in the Civil War.</li> <li>• <b>6.1.8.A.5.b</b> - Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</li> </ul> <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>• CRP4</li> <li>• CRP5</li> <li>• CRP7</li> <li>• CRP8</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><b>English/Language Arts Standards</b> W.7.3</p>	<b>GOAL</b>	
	<p><b>Goal 22</b> - Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p> <p><b>Goal 23</b> - Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p><b>Goal 24</b> - Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p>	
	<b>Essential Questions /Enduring Understandings</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How effective were the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments of the Constitution?</li> <li>• 2. What role did women play in the Civil War?</li> <li>• 3. What approach did Presidents Lincoln and Johnson use to reconstruct the South?</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Civics</li> <li>• Social Understanding</li> <li>• Global economy</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Students will use web-based sources provided by the teacher to supplement class work and textbook activities.</li> <li>• Discovery</li> <li>• You tube</li> <li>• Novels</li> <li>• Ed helper</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Discussions</li> <li>• Video question and answer</li> </ul>

## Grade 5 Social Studies - Quarter IV

### Big Idea : Geography of the United States

Topic: States and Capitals, Regions Along the East Coast, Midwest , Great Plains, Western Region

<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• <b>6.1.8.B.1.a</b> - Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</li> <li>• <b>6.1.8.B.1.b</b> - Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</li> </ul> <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>• CRP4</li> <li>• CRP5</li> <li>• CRP7</li> <li>• CRP8</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><b>English/Language Arts Standards</b> W.7.3</p>	<p><b>GOAL</b></p>
	<p><b>Goal 25</b> - Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p><b>Goal 26</b> - Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</p>
	<p><b>Essential Questions/Enduring Understandings</b></p>
	<p><b>Instructional Tools/Learning Activities/Resources/Assessments</b></p>
	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How did the migration and settlement patterns of Native American groups affect the interactions in the Western Hemisphere?</li> <li>• What led to the western exploration of new water and land routes?</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Civics</li> <li>• Social Understanding</li> <li>• Global economy</li> </ul>
	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Students will use web-based sources provided by the teacher to supplement class work and textbook activities.</li> <li>• Discovery</li> <li>• You tube</li> <li>• Novels</li> <li>• Ed helper</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Discussions</li> <li>• Video question and answer</li> </ul>

## Grade 5 Social Studies - Quarter IV

### Big Idea : Political Science

#### Topic: Purpose of Government, Terms of Office, Democratic Laws, Citizenship

<p><b>Standards:</b></p> <p><b>6.1.8.A.3.a</b> - Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p><b>6.1.8.A.3.b</b> - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p><b>6.1.8.A.3.c</b> - Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p><b>6.1.8.A.3.f</b> - Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p>	<b>GOAL</b>	
	<p><b>Goal 27</b> - Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p><b>Goal 28</b> - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p><b>Goal 29</b> - Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p><b>Goal 30</b> - Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• How did the ideals of the Declaration of Independence fulfill the needs of women, African Americans and Native Americans?</li> <li>• What role does the system of checks and balances play in the U.S. government?</li> <li>• What impact did compromise play in the creation and adoption of the Constitution and Bill of Rights?</li> <li>• How were political parties formed?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Students will use web-based sources provided by the teacher to supplement class work and textbook activities.</li> <li>• Ed helper</li> <li>• Novels</li> <li>• Discovery</li> <li>• You tube</li> </ul>

## Grade 5 Social Studies - Quarter IV

### Big Idea : Political Science

Topic: Purpose of Government, Terms of Office, Democratic Laws, Citizenship

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP4</li> <li>• CRP5</li> <li>• CRP7</li> <li>• CRP8</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u> W.7.3</p>	<ul style="list-style-type: none"> <li>• Civics</li> <li>• Social Understanding</li> <li>• Global economy</li> </ul>	<p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> <li>• Essays</li> <li>• Discussions</li> <li>• Video question and answer</li> </ul>

## Grade 5 Social Studies COURSE BENCHMARKS

1. Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements exploration of new water and land routes
2. Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
3. Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans
4. Analyze the world in spatial terms, using the historical maps to determine what led to the exploration of the new water and land routes
5. Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements
6. Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
7. Analyze the economic impact of Reconstruction on the South from different perspectives. .
8. Relate slavery and indentured servitude to Colonial labor systems.
9. Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
10. Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
11. Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
12. Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
13. Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
14. Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South
15. Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.
16. Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
17. Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War
18. Analyze the economic impact of Reconstruction on the South from different perspectives.
19. Prioritize the causes and events that led to the Civil War from different perspectives.
20. Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
21. Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War
22. Analyze the economic impact of Reconstruction on the South from different perspectives.
23. Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
24. Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
25. Examine the roles of women, African Americans, and Native Americans in the Civil War
26. Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.



**Grade 5 Social Studies**  
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27. Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period
28. Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
29. Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
30. Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.