

Grade 5 Social Studies Curricular Framework

UNIT 1: Creation of the United States

Focus Standards:

6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Unit Pacing: September-November

Overview: This unit focuses on helping students understand the following:

- What are a citizen's responsibilities?
- What are a citizen's rights?
- What is the United States Constitution, and why is it important?

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

ASSESSMENTS

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NJLSA.R1

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R5

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJLSA.R7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R10

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Skills: Career Ready Practice Standards:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- Teacher observations
- Journals
- Class discussions
- Group Projects
- Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.
- Timelines
- Debates
- The Lens of History Research Report
- Create a class constitution
- Mock trials
- Analysis of primary source documents
- Open-ended questions based on essential questions
- Tests and Quizzes

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ENDURING UNDERSTANDINGS

- Every citizen is equal under the laws of the United States.
- The U.S. Constitution is an enduring document that has been amended over time.
- The U.S. Constitution guarantees the rights of citizens and the structure and responsibilities of our government.
- People with different viewpoints may need to compromise to reach a common goal.
- People agree to follow written rules because this helps them to live and work together.
- How the rights of equality are guaranteed under the laws of The United States.
- Why compromise was important to the founding of our country and the writing of the Constitution.
- What the U.S. Constitution is and why it is important.
- The opposing viewpoints of the Federalists and Anti-Federalists.
- The system of checks and balances why it's so important to the tenets of democracy.

RESOURCES

Harcourt Horizons: United States History: Beginnings, Harcourt Publishers, 2005

- *Number the Stars* by Lois Lowry
- *Jacob's Rescue: A Holocaust Story* by M. Drucker and M. Halprin
- *Terrible Things* by Eve Bunting
- *A More Perfect Union: The Story of Our Constitution* by Betsy & Giulio Maestro
- *Shh! We're Writing the Constitution* by Jean Fritz
- *If You Were There When They Signed the Constitution* by Elizabeth Levy
- *We the People* by Lynne Cheney
- *Constitution Translated for Kids* by Cathy Travis
- *The United States Constitution: A Graphic Adaptation* by Jonathan Hennessey
- *In Defense of Liberty: The Story of America's Bill of Rights* by Russell Freedman
- *A Kid's Guide to America's Bill of Rights: Curfew, Censorship, and the 100-Pound Giant* by Kathleen Krull

TECHNOLOGY INTEGRATION

- <http://www.timeforkids.com/>
- <http://www.brainpopjr.com/socialstudies/>
- <http://www.discoveryeducation.com/>
- <http://www.google.com/earth/>

STANDARDS

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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<p>Primary Sources</p> <ul style="list-style-type: none"> • Constitution • Bill of Rights • Declaration of Independence <p>The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:</p> <p>The Amistad Commission’s Literacy Components for Primary Grades</p> <p>The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:</p> <p>Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)</p>	
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KEY VOCABULARY

Key vocabulary may include but are not limited to:
United States Constitution, checks and balances, Federalists, Anti-Federalists, Articles of The Confederation

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 4-5* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p>

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<p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback 	<p>Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;">Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task <p>Assignment modifications:</p>	<ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities <p style="text-align: center;">Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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	<ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
At Risk Learners / Differentiation Strategies		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>

STANDARDS

6.1.8.A Civics, Government, and Human Rights

Content Statements	Indicators
<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 	<ul style="list-style-type: none"> • 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. • 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

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	<ul style="list-style-type: none"> 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government
6.1.8.A Civics, Government, and Human Rights	
Content Statements	Indicators
<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. 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 	<ul style="list-style-type: none"> 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.3.8.D History, Culture, and Perspectives	
Content Statements	Indicators
<ul style="list-style-type: none"> Active citizens in the 21st century: Recognize the causes and effects of prejudice on individuals, groups, and society. Recognize the value of cultural diversity, as well as the potential for misunderstanding. Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. Listen open-mindedly to views contrary to their own. Collaboratively develop and practice strategies for managing and resolving conflict. Demonstrate understanding of democratic values and processes. Recognize that the actions or inactions of individuals, groups, and nations can have intended and 	<ul style="list-style-type: none"> 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

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unintended consequences. Challenge unfair viewpoints and behaviors by taking action. Make informed and reasoned decisions. Accept decisions that are made for the common good.

WHAT IT LOOKS LIKE IN THE CLASSROOM

- Understand how the American government was structured under the Articles of Confederation and describe the weaknesses of this structure.
- Summarize how the lack of a national currency and large war debts led to inflation and economic troubles for the new nation.
- Understand how Shays' Rebellion led to increased calls for a stronger national government.
- Summarize the principles and effects of the Northwest Ordinance.
- Explain why the Constitutional Convention was called and what it was intended to do
- Summarize the reasons a convention to modify the Articles of Confederation was needed.
- Identify the leaders of the Constitutional Convention and their views.
- Summarize the struggles and compromises involved in writing the U.S. Constitution.
- Compare and contrast the ideas in the Virginia Plan and the New Jersey Plan.
- Summarize how the Constitution describes good government.
- Explain how the Constitution limits the power of government through a system of checks and balances.
- Explain the powers that belong to the federal government and to the states under the Constitution.
- Compare and contrast the viewpoints of Federalists and Anti-Federalists.
- Describe the process that led to the ratification of the Constitution by the states.
- Understand that to get ratification the supporters of the Constitution had to agree to add a Bill of Rights.
- Explain that the Bill of Rights guarantees the individual rights of all citizens.
- Describe the civic responsibilities of citizens of the United States.
- Analyze the basic principles of democracy and why they are important to citizens today.
- Analyze the role of the Supreme Court and other federal courts in interpreting the Constitution and the Bill of Rights.
- Explain the basic functions of United States government institutions and their significance.
- Explain the military's role in defending the nation.
- Identify government agencies that work to promote the well-being of Americans.
- Summarize how voting rights have been expanded to include more citizens.

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UNIT 2: The Young Republic

Focus Standards:

- 6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- 6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.
- 6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- 6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
- 6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
- 6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
- 6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

Unit Pacing: November-January

Overview: This unit focuses on helping students understand the following:

- How did our country grow as a result of Manifest Destiny?
- How did immigration, expansion, and migration develop “The American Dream”?
- What was the Louisiana Purchase?

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

NJLSA.R1

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R5

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,

ASSESSMENTS

- Teacher observations
- Journals
- Class discussions
- Group Projects
- Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.
- Timelines
- Debates
- The Lens of History Research Report
- Create a class constitution
- Mock trials
- Analysis of primary source documents
- Open-ended questions based on essential questions

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<p>scene, or stanza) relate to each other and the whole.</p> <p>NJLSA.R7</p> <ul style="list-style-type: none"> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>NJLSA.R10</p> <ul style="list-style-type: none"> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. <p>21st Century Skills: Career Ready Practice Standards:</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> Tests and Quizzes
<p>ENDURING UNDERSTANDINGS</p>	
<ul style="list-style-type: none"> Expansion of a nation’s territory can have positive and negative effects. Nations often create policies to promote migration. People will migrate or immigrate to new areas to improve their quality of life. Migration and immigration can lead to cultural diffusion and conflict. The pursuit of “The American Dream” can have varying outcomes. 	
<p>RESOURCES</p>	<p>TECHNOLOGY INTEGRATION</p>
<p><i>Harcourt Horizons: United States History: Beginnings</i>, Harcourt Publishers, 2005</p> <ul style="list-style-type: none"> Retracing Slavery’s Trail of Tears - Smithsonian Magazine article 	<ul style="list-style-type: none"> http://www.timeforkids.com/ http://www.brainpopjr.com/socialstudies/ http://www.discoveryeducation.com/ http://www.google.com/earth/

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- [African Americans and the Gold Rush](#) - Virtual Museum of the City of San Francisco article

Primary Sources

- [Constitution](#)
- [Bill of Rights](#)
- [Declaration of Independence](#)
- [Articles of Confederation](#)
- [The Homestead Act \(text\)](#)

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

STANDARDS

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

KEY VOCABULARY

Key vocabulary may include but are not limited to:

Manifest Destiny, Expansion, infrastructure, Louisiana Purchase, Homestead Act, Missouri Compromise, Gold Rush, Trail of Tears

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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grades 4-5* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback 	<ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker 	<ul style="list-style-type: none"> ● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

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	<ul style="list-style-type: none"> • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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STANDARDS

6.1.8.A Civics, Government, and Human Rights

Content Statements	Indicators
<ul style="list-style-type: none"> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. 	<ul style="list-style-type: none"> 6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. 6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.

6.1.8.B Geography, People, and the Environment

Content Statements	Indicators
<ul style="list-style-type: none"> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. 	<ul style="list-style-type: none"> 6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. 6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans

6.1.8.C Economics, Innovation, and Technology

Content Statements	Indicators
<ul style="list-style-type: none"> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. 	<ul style="list-style-type: none"> 6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. 6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

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6.1.8.C Economics, Innovation, and Technology

Content Statements	Indicators
<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.	<ul style="list-style-type: none">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 History, Culture, and Perspectives

Content Statements	Indicators
<ul style="list-style-type: none">Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	<ul style="list-style-type: none">6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

WHAT IT LOOKS LIKE IN THE CLASSROOM

- Compare and contrast the experiences of African Americans and Native Americans on the Trail of Tears in terms of reasons for leaving, the journey itself, and final destinations.
- Analyze the Homestead Act in terms of how effective it could be in encouraging people to settle. Pay special attention to who could NOT take advantage of the Homestead Act.
- Analyze the impact of the western expansion of African American political freedoms before the Civil War.
- Create a Venn Diagram comparing the rights and lives of free African Americans before the Civil War in the South and the West.
- Create a chart detailing the experience of other minorities and their westward expansion as compared to African Americans and their experiences.

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UNIT 3: Slavery and Sectionalism

Focus Standards:

6.1.8.D.4.b Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Unit Pacing: January-April

Overview: This unit focuses on helping students understand the following:

- What was slavery, and when did it occur?
- How did slavery affect different types of people?
- Who were leaders who promoted and fought against slavery?
- What was the Underground Railroad, and who were its key proponents?
- Where was the Underground Railroad located?

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Theatrical biographies incorporating the following standards:

VPA.1.1.5.C.1

- Evaluate the characteristics of a well-made play in a variety of scripts and performances.

VPA.1.1.5.C.2

- Interpret the relationship between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

VPA.1.3.5.C.1

ASSESSMENTS

- Teacher observations
- Journals
- Class discussions
- Theatrical biographies
- Group Projects
- Conduct a short research project using several sources to build knowledge about a topic, with a culminating opinion, informative or explanatory piece of writing.
- Timelines
- Debates
- The Lens of History Research Report
- Create a class constitution

Grade 5 Social Studies Curricular Framework

- Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.

NJLSA.R1

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R5

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJLSA.R7

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R10

- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Skills: Career Ready Practice Standards:

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- Mock trials
- Analysis of primary source documents
- Open-ended questions based on essential questions
- Tests and Quizzes

Grade 5 Social Studies Curricular Framework

ENDURING UNDERSTANDINGS

- The struggle for equal rights is an important part of American history.
- Slavery had a strong effect on various groups of people.
- Historical figures played an important role in the growth and end of slavery.
- The Underground Railroad and its proponents are an important part of our country's story.

RESOURCES

Harcourt Horizons: United States History: Beginnings, Harcourt Publishers, 2005

- *Underground Railroad*
- [For the Teacher-Underground Railroad](#)
- [Still Family Reunion Question Sheet](#)
- [A Description of the Underground Railroad Routes through New Jersey](#)
- [An Account of the Still Family History Written by Dr. James Still](#)
- [Dr. James Still Question Sheet](#)
- *Freedom Train: The Story of Harriet Tubman*
- *Escape to Freedom: A Play About Young Frederick Douglass* by Ossie Davis

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

TECHNOLOGY INTEGRATION

- <http://www.timeforkids.com/>
- <http://www.brainpopjr.com/socialstudies/>
- <http://www.discoveryeducation.com/>
- <http://www.google.com/earth/>

STANDARDS

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Grade 5 Social Studies Curricular Framework

KEY VOCABULARY

Key vocabulary may include but are not limited to:
slavery, sectionalism, Underground Railroad, indentured, Amistad

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 4-5* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

Grade 5 Social Studies Curricular Framework

	<ul style="list-style-type: none"> • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
<p>At Risk Learners / Differentiation Strategies</p>		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers</p>

Grade 5 Social Studies Curricular Framework

Use of Collaboration of Various Activities

Work Alone/Together

STANDARDS

6.1.8.STRAND D. History, Culture, and Perspectives

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.
- Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
- The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

Indicators

- 6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
- 6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
- 6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.

WHAT IT LOOKS LIKE IN THE CLASSROOM

- Book clubs where student analyze characteristics, struggles, and triumphs of different anti-slavery rights heroes
- Group project researching and reading about different anti-slavery activists, jigsaw activity to share
- Map the Underground Railroad.
- Write an essay from the point-of-view of an escaped slave traveling the Underground Railroad or an activist helping slaves escape through the Underground Railroad.
- Identify and create theatrical biographies of major leaders in the the fight against slavery.
- Identify major leaders, their decisions, and the events that led to the Civil War.

Grade 5 Social Studies Curricular Framework

UNIT 4: Civil War and Reconstruction

Focus Standards:

- 6.1.8.A.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
- 6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- 6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.
- 6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.
- 6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.
- 6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
- 6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Unit Pacing: April-June

Overview: This unit focuses on helping students understand the following:

- What was the timeline of the Civil War?
- Who were the major figures involved in the Civil War?
- In what did each side fighting the Civil War believe?
- How did the outcomes of the Civil War and Reconstruction affect our nation?
- How did the outcomes of the Civil War and Reconstruction lead to the modern country we now know?

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

NJLSA.R1

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2

- Determine central ideas or themes of a text and analyze their

ASSESSMENTS

- Opinion essay on Ruby Bridges
- open-ended response questions to *Through My Eyes* by Ruby Bridges
- *Pink and Say* response questions
- anecdotal notes
- Teacher observations
- Journals
- Class discussions
- Group projects

Grade 5 Social Studies Curricular Framework

development; summarize the key supporting details and ideas.

NJLSA.R5

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

ENDURING UNDERSTANDINGS

- The struggle for equal rights is an important part of American history.
- The Civil War changed the path of our nation.
- Many of the aspects of our society which we consider “normal” stem from changes made after the Civil War.

RESOURCES

Harcourt Horizons: United States History: Beginnings, Harcourt Publishers, 2005.

TECHNOLOGY INTEGRATION

- <http://www.timeforkids.com/>
- <http://www.brainpopjr.com/socialstudies/>
- <http://www.discoveryeducation.com/>

Grade 5 Social Studies Curricular Framework

- *Through My Eyes* by Ruby Bridges
- *Shaking Things Up: 14 Young Women Who Changed the World* by Susan Hood
- *Ruby Bridges Goes to School: My True Story* by Ruby Bridges
- *Ruby Bridges* by Madeline Donaldson
- *Pink and Say* by Patricia Polacco
- *Civil War Ghosts* by Daniel Cohen
- *Which Way to Freedom?* by Joyce Hansen
- *Pink and Say response questions*
<https://www.teacherspayteachers.com/Product/Pink-and-Say-Reading-Response-167292>
- Civil Rights Reading Passages & Response Questions
<https://www.teacherspayteachers.com/Product/Civil-Rights-Reading-Passages-For-5th-Graders-746440>

Primary Sources

- [13th Amendment](#)
- [14th Amendment](#)
- [15th Amendment](#)

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- <http://www.google.com/earth/>

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Grade 5 Social Studies Curricular Framework

KEY VOCABULARY

Key vocabulary may include but are not limited to:
Union, Confederacy, Reconstruction, morse code, Emancipation Proclamation, secede

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

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Grade 5 Social Studies Curricular Framework

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Grade 5 Social Studies Curricular Framework

Use of Collaboration of Various Activities

Work Alone/Together

STANDARDS

6.1.8.A Civics, Government, and Human Rights

Content Statements

Indicators

- The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

- 6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 6.1.8.A.5.b Compare and contrast the approaches of Congress

6.1.8.C Economics, Innovation, and Technology

Content Statements

Indicators

- The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

- 6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.
- 6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.D History, Culture, and Perspectives

Content Statements

Indicators

- The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

- 6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.
- 6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
- 6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 18 6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Grade 5 Social Studies Curricular Framework

WHAT IT LOOKS LIKE IN THE CLASSROOM

- <https://www.scholastic.com/teachers/lesson-plans/teaching-content/ruby-bridges-simple-act-courage-common-core-lesson-plan-grades-3-5/>
- Book clubs where student analyze characteristics, struggles, and triumphs of different civil rights heroes
- Compare/collect information from different books written about Ruby Bridges and write an opinion essay and or research paper about her
- <http://www.readwritethink.org/classroom-resources/lesson-plans/seeing-integration-from-different-816.html?tab=4> (extension activity)
- Create a “Civil War ABC” picture book <https://www.scholastic.com/teachers/lesson-plans/teaching-content/pink-and-say-lesson-plan/>
- Guided Reading Lesson with *Pink and Say* chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalc/views/app.html
- Group project researching and reading about different Civil War and Civil Rights activists, jigsaw activity to share
- Identify major leaders in the early years of the fight for abolition.
- Identify major leaders, their decisions, and the events that shaped the fight for women’s rights.