



Lindenwold Public School

Course Name: English Language Arts/Social Studies	Grade Level(s): 5th Grade
Department: n/a	Credits: n/a
BOE Adoption: September 2025	Revision(s):

Course Description

This cross-curricular course combines English Language Arts and Social Studies to provide students with a rich, connected learning experience. The curriculum is designed to build strong background knowledge in key social studies concepts while developing essential literacy skills. Students will explore topics in history, civics, geography, and economics through engaging texts, discussions, and hands-on activities that foster critical thinking and meaningful connections across subjects.

Writing is embedded throughout the lessons, allowing students to respond to content, develop arguments, and share their ideas using evidence and academic vocabulary. In addition to comprehension and writing instruction, the curriculum includes a focused phonics and phonemic awareness component to support foundational reading skills. This instruction is guided by a structured phonics program, Benchmark Phonics, and phonemic awareness program, Heggerty, both detailed in a separate document.

Vocabulary development is a core part of each unit, helping students grow their language skills and better understand complex concepts. By integrating reading, writing, listening, speaking, and content knowledge, this curriculum supports a well-rounded approach to literacy and social understanding, preparing students to think deeply and communicate effectively.

Table of Contents

**Board of Education, Central Administration, and Curriculum Writing
Team.....Pg. 2**

**District Mission
Statement.....Pg. 2**

**Curriculum and Instruction
Goals.....Pg. 3**

**Terms to Know.....Pg. 4 -
5**

**New Jersey Student Learning Standards
(NJSLS).....Pg. 5**

**Interdisciplinary Connections.....Pg.
6**

**State of New Jersey Mandates.....Pg. 6 -
7**

- **History and Contributions of Individuals with Disabilities and LGBT Persons - 18A:35-4.35**
- **Diversity, Equity, and Inclusion - N.J.S.A. 18A:35-4.36a**
- **Contributions, History, and Heritage of Asian-American and Pacific Islander Legislation (AAPI) - P.L. 2021, c.416**
- **History and Contributions of African-Americans (Amistad Law) - N.J.S.A. 18A:35-4.43**
- **Holocaust Law: N.J.S.A. 18A:35-28**

Grading Guidelines.....Pg. 7

Board Of Education Members	LPS Central Administration	Curriculum Writing Team
<p>Mrs. Cathy Moncrief Lindenwold Board of Education President</p> <p>Mr. Kevin McGahey Lindenwold Board of Education Vice President</p> <p>Pam Bragg Jo-Ann Engels Alethia Gibbs-Smith Marsha Hershman Daniel O'Rourke Cortney Richardson Lauren Roldan</p>	<p>Dr. Kristin P. O'Neil Superintendent</p> <p>Mrs. Kathleen Huder Business Administrator</p> <p>Mrs. Kathryn Agresta Director of Curriculum (Elementary)</p> <p>Dr. Marc Mancinelli Director of Curriculum (Secondary)</p> <p>Mrs. Adrienne McManis Director of Special Services</p> <p>Ms. Leana Sykes Director of Pupil Personnel Services</p> <p>Mrs. Amber Callow Community and Inclusion Coordinator</p>	<p>Kathryn Agresta Jennifer Keeton Mary Jean Strong Katie Gozzo Bonney Bonjen Tori Miller</p> <p>Teacher Revision 2026</p>

Lindenwold School District Mission Statement:

The Lindenwold School Community is committed to preparing all students to meet the New Jersey Student Learning Standards and providing a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.

Curriculum and Instruction:

Lindenwold School District offers a rich, challenging, and comprehensive curriculum, from pre-kindergarten through 12th grade. The curriculum is designed to provide students with many learning experiences that will enable them to succeed and attain fulfillment. The curriculum of Lindenwold School District is reviewed and revised on a regular basis. The cycle includes 5 stages: Review, Development, Implementation, and Evaluation.

To ensure the district continues to work towards its mission, the following curriculum and instruction goals direct our conversation:

- To ensure students are college, career, and/or military ready upon graduation.
- To provide career pathway opportunities to students.
- To vertically and horizontally align curriculum K-12 to ensure the successful transition of students at each grade level.
- To identify individual students strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable NJSL.
- To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and benchmarking.

How to read this document:

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as to how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and

components of this curriculum document.

Terms to Know:

1. **Accommodation(s)**: Accommodations are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Common Assessment**: When an assessment is used by many teachers rather than each teacher making their own assessment to measure student success. For example, all grade 6 ELA teachers may use the same summative assessment to measure student success on standards as opposed to each teacher making their own exam to measure those same standards.
3. **Differentiated Instruction**: Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them to make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. Teachers can differentiate content, process, product, or environment. Differentiated instruction can be done according to students' readiness, interest, or learning profile.
4. **Enduring Understandings**: Enduring understandings ("Big Ideas") are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted alongside essential questions within each unit in this document.
5. **Essential Questions**: These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
6. **Formative Assessment(s)**: Formative assessments monitor student learning to provide ongoing feedback that can be used by instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
7. **Learning Activity(s)**: Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate to ensure active engagement in the learning process.
8. **Learning Assignment(s)**: Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
9. **Learning Goal(s)**: Learning goals are broad statements that note what students should know and/or be able to do as they progress through the unit. Learning goals correlate specifically to the NJSL (New Jersey Student Learning Standards) are noted within each unit.
10. **Learning Objective(s)**: Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

- 11. Standards:** NJ Department of Education explains, “Building on a robust body of research, the New Jersey Student Learning Standards (NJSLS) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and bands, so that every parent and teacher can understand and support student learning.” The curriculum is designed around these standards for each grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for students' learning.
- State: The New Jersey Student Learning Standards (NJSLS) include Preschool Teacher and Learning Standards as well as K-12 Standards for Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Language; Technology; 21st-Century Life and Careers; Language Arts Literacy; and Mathematics.
- 12. Summative Assessment(s):** Summative Assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from the summative assessment can be used formatively when students or faculty use it to guide their efforts and activities in subsequent lessons and/or courses.
- 13. Vocabulary:**
- a. Tier I:** Everyday vocabulary terms. Examples: house, car, big, happy
 - b. Tier II:** Terms with multiple meanings across content areas. Examples: analyze, cite, observe, evaluate, harmony
 - c. Tier III:** Domain-specific terms with specific meanings. Example: metaphor, atom, photosynthesis

New Jersey Student Learning Standards (NJSLS)

The New Jersey Student Learning Standards (NJSLS) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and bands, so that every parent and teacher can understand and support student learning. For a full overview of all nine content areas, click [HERE](#).

Integration of Financial Literacy

New Jersey's Technology Standard 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.

- Strand A: Income and Careers
- Strand B: Money Management
- Strand C: Credit and Debt Management
- Strand D: Planning, Saving, and Investing

- Strand E: Becoming a Critical Consumer
- Strand F: Civic Financial Responsibility 28
- Strand G: Insuring and Protecting

Interdisciplinary Standards/Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.

21st Century Skills: Career Readiness, Life Literacies, and Key Skills:

These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Computer Science & Design Thinking:

New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computers.

Climate Change

With the adoption of the [2020 New Jersey Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. Please click [HERE](#) for additional information regarding Climate Change.

State of New Jersey Mandates

History and Contributions of Individuals with Disabilities and LGBT Persons - 18A:35-4.35

In each curricular area, the district has adopted inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

- This standard is addressed via read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

Diversity, Equity, and Inclusion - N.J.S.A. 18A:35-4.36a

Instruction on the contributions of a diverse population of people, that may include, LGBTQ+, Asian American & Pacific Islanders, persons with disabilities, to the growth of science knowledge and practices over the years is discussed throughout the curriculum and are included in lessons and the variety of resources used.

Contributions, History, and Heritage of Asian-American and Pacific Islander Legislation (AAPI) - P.L. 2021, c.416

In each curricular area, the district will adopt inclusive instructional materials that portray the contributions of members of the Asian American and Pacific Islander communities . This will include books about and created by Asian American and Pacific Islanders.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

History and Contributions of African-Americans (Amistad Law) - N.J.S.A. 18A:35-4.43

Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Lindenwold Elementary Grading Guidelines

Unit 1

Unit#1: The First Americans	Pacing (Weeks): 5 weeks
<p>Unit Description:</p> <p>ELA: In this unit, students will develop deeper comprehension and analytical skills by connecting prior knowledge to new learning, identifying textual evidence, and examining how authors structure their arguments and ideas. Through a balance of literary and informational texts, students will practice fluent, expressive reading and use vocabulary strategies such as context clues to independently build meaning. The focus will be on discussing texts meaningfully, making inferences, and evaluating how evidence supports an author’s claims.</p> <p>Social Studies: In this unit, students will explore how Native American groups across North and South America developed unique and thriving civilizations by interacting with the geography of their regions. Students will examine how Native peoples adapted to various environments, used natural resources to meet their needs, and developed complex societies with rich cultures, economies, and forms of governance. The unit emphasizes the diversity of Native American experiences and highlights their innovations, resilience, and contributions to world history.</p>	

Essential Questions	Enduring Understandings
<p>Social Studies:</p> <ul style="list-style-type: none"> How does geography influence how people live? 	<ul style="list-style-type: none"> Native Americans both adapted to and modified the geography of their region, creating thriving civilizations in North and South America. Native Americans used a variety of natural resources to meet their needs for food, clothing, and shelter. Native Americans prospered by creating diverse ways of life and adapting to the climate, resources, and other geographic factors. Native Americans developed rich cultural traditions, creating

	<ul style="list-style-type: none"> ● 6.1.5.HistoryCC.11 I can use evidence to explain how the beliefs and family structures of African, European, and Native American groups influenced the way governments were formed and organized. ● 6.1.5.HistoryUP.2 I can compare and contrast how African, European, and Native American groups organized their governments, practiced their beliefs, and structured their families. ● 6.1.5.HistoryUP.4 I can compare and contrast the roles of men and women, religious beliefs, values, cultural traditions, and political systems of different Native American groups.
--	--

Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> ● Collaborative Reading ● Think-Pair-Share ● Turn and Talk ● Active Classroom <ul style="list-style-type: none"> ○ Name that Ingredient ○ Travel Back in Time ○ Round-Robin Brainstorming ○ Where Am I? ○ Collage ○ What Is It? ○ Act It Out! ○ Turn and Talk ○ What's My Message? ○ Three Minute Pause ○ Draw a Map ○ Interact to Learn and Have Fun ○ Make and Play a Game ○ Cartoon Time! ○ Clue Me In ○ Puzzle It ○ Draw a Picture Book ● Sing about It 	<ul style="list-style-type: none"> ● Teacher's Manual ● Geography Skills Handbook - SSH1-SSH11 ● Discussion Lesson T30 ● Engagement Ideas for Achievement ● LEAR Lessons - Developing Literacy Classrooms ● Retell Ring ● Just the Facts ● Incredible Inference ● Trade Books (more ideas on page 1b) <ul style="list-style-type: none"> ● <i>If You Lived with the Iroquois</i> by Ellen Levine – A nonfiction book that explores the daily life, family structure, and governance of the Iroquois people in an easy-to-understand Q&A format. ● <i>The Birchbark House</i> by Louise Erdrich – Historical fiction about a young Ojibwe girl named Omakayas living in the 1840s, offering an Indigenous perspective similar to <i>Little House on the Prairie</i>. ● <i>The Sign of the Beaver</i> by Elizabeth George Speare – A novel about a settler boy surviving in the wilderness with the help of a Native American boy, raising questions about friendship and cultural

- Blooket, Kahoot!

Small Group

- Direct Instruction

Additional Strategies/Center Time

Project-based learning/Culminating Task

exchange.

- *Children of the Longhouse* by Joseph Bruchac
– Set in a 15th-century Mohawk village, this story centers on a young boy navigating traditions, responsibility, and honor.
- *The People Shall Continue* by Simon J. Ortiz
– A poetic overview of Native American history and resistance, told from a collective Indigenous voice that spans centuries.
- *Life in a Longhouse Village* by Bobbie Kalman
– Informational text filled with photos and illustrations, explaining Iroquois architecture, customs, and community life.
- *A Boy Called Slow* by Joseph Bruchac
– A picture book biography of Sitting Bull as a child, highlighting Lakota values and the meaning of names and identity.
- *Rez Dogs* by Joseph Bruchac
– A novel in verse about a girl who shelters on a Wabanaki reservation during the pandemic, learning from her grandparents and connecting to her heritage.
- *We Are Still Here!: Native American Truths Everyone Should Know* by Traci Sorell
– A nonfiction picture book presenting contemporary Native issues through the voices of children in a classroom setting.
- *Encounter* by Jane Yolen
– A fictional retelling of Columbus' arrival in the Americas from the point of view of a young Taino boy, offering a critical perspective on colonization.

	<ul style="list-style-type: none"> • <i>The Legend of the Bluebonnet</i> by Tomie dePaola – A retelling of a Comanche legend about sacrifice and the origins of the Texas state flower, perfect for discussions on storytelling and values. • <i>Fry Bread: A Native American Family Story</i> by Kevin Noble Maillard – A poetic and visual celebration of fry bread as a symbol of family, survival, and tradition, with rich backmatter about Native culture
--	---

Tier II Vocabulary	Tier III Vocabulary
migrate, climate, technology, civilization, influence, distribute, custom, tradition, folklore, ancestry, aspect, maintain, adviser, establish	Hunter-gatherer, geography, agriculture, nomad, irrigation, commodity, trading network, confederacy, economy, government, council,

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Check Exit Tickets Reading Check Collaborative Reading assignment	At the end of each unit: <ul style="list-style-type: none"> • Social Studies chapter assessment • Unit ELA assessment 	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual	Gifted and Talented

			Learners	
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Provide additional options to demonstrate knowledge. 				
--	--	--	--	--

Related State Mandates

☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

☐ **Other:**

☐ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.

☐ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.

☐ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

☐ **Climate Change**

☒ **Other Interdisciplinary Connections:**

☒ **ELA:**

☐ **Math:**

☒ **Social Studies:**

☐ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
 - ☐ **Creativity and Innovation**
 - ☐ **Critical Thinking and Problem Solving**
 - ☒ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☒ **Digital Citizenship**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ **1.2 Media Arts**
 - ☐ **Creating - Conceive, Develop, and/or Construct**
 - ☒ **Performing - Integrate, Practice, and/or Present**
 - ☒ **Responding - Perceive, Evaluate, and/or Interpret**

Unit 2

Unit#2: Age of Exploration	Pacing (Weeks): 4 weeks
<p>Unit Description:</p> <p>ELA: In this unit, students will develop key reading, speaking, and language skills to become more effective communicators. They will determine themes and main ideas in both literature and informational texts, read fluently with understanding and expression, and use context to figure out unfamiliar words. Through collaborative discussions and grammar study, students will learn how to use language purposefully and clearly while building comprehension and confidence as readers and speakers.</p> <p>SS: In this unit, students will explore how geography, resources, and historical events have shaped communities and societies over time. They will examine how physical features and natural resources influence where people live, how governments share power, and how major events have impacted American history. Through the use of maps, primary sources, and historical inquiry, students will learn to analyze perspectives, understand cause and effect, and recognize the contributions of individuals and groups in shaping communities and the nation.</p>	

Essential Questions	Enduring Understandings
<p>ELA:</p> <ul style="list-style-type: none"> • How can we work together respectfully and effectively during discussions? <i>SL.PE.5.1: B</i> • How do we figure out the message or theme of a story? <i>RL.CI.5.2</i> • How do we understand and explain the main ideas in informational texts? <i>RI.CI.5.2</i> • How does fluent and purposeful reading help us better understand what we read? <i>L.RF.5.4: A-C</i> 	<p>ELA:</p> <ul style="list-style-type: none"> • Effective collaboration depends on following agreed-upon rules, active listening, and fulfilling group responsibilities. <i>SL.PE.5.1: B</i> • Readers can discover the theme of a text by examining how characters respond to challenges and by analyzing key details. <i>RL.CI.5.2</i> • Understanding the main ideas and supporting details of a text helps readers summarize and make meaning from

- How do parts of speech affect sentence meaning? *L.KL.5.1: A*
- How can context help us understand new words? *L.VL.5.2: A*

Social Studies:

- How do geography and natural resources influence where and how people live? *6.1.5.GeoGI.1*
- How does geography help us understand relationships between places? *6.1.5.GeoGI.2*
- Why do people make different choices based on the resources they have? *6.1.5.EconGE.5*
- How is power shared in our government? *6.1.5.HistoryCC.4*
- How can we understand the impact of historical events using evidence? *6.1.5.HistoryCC.6*
- Why is it important to understand different perspectives from the past? *6.1.5.HistoryUP.3*
- How do individuals and groups help shape a community? *6.1.5.HistorySE.1*

nonfiction content. *RI.CI.5.2*

- Fluent readers read with accuracy, expression, and understanding. They use context clues and self-correction to make meaning and become more confident, effective readers. *L.RF.5.4: A-C*
- Understanding how words like conjunctions, prepositions, and interjections function helps writers and speakers communicate clearly and effectively. *L.KL.5.1: A*
- Using context clues helps readers unlock the meaning of unfamiliar words and deepens overall comprehension. *L.VL.5.2: A*

Social Studies:

- The physical environment and availability of natural resources shape the development, location, and success of human communities. *6.1.5.GeoGI.1*
- Maps and geographic tools help us analyze the impact of location on human interactions and connections across regions. *6.1.5.GeoGI.2*
- The availability and scarcity of resources influence individual and group decision-making in societies. *6.1.5.EconGE.5*
- In a federal system, power is divided between national and state governments to ensure a balance that protects individual rights and public interests. *6.1.5.HistoryCC.4*
- Using multiple sources helps us make informed interpretations of how significant events have shaped American history. *6.1.5.HistoryCC.6*
- Recognizing the perspectives of people in the past helps us understand their actions and how those actions shaped the future. *6.1.5.HistoryUP.3*
- People and groups make contributions that influence the growth, identity, and values of communities over time. *6.1.5.HistorySE.1*

	<ul style="list-style-type: none"> ○ I can describe how the amount of resources people have affects the choices they make. ● 6.1.5.HistoryCC.4 <ul style="list-style-type: none"> ○ I can explain how the U.S. government shares power between the national and state levels. ● 6.1.5.HistoryCC.6 <ul style="list-style-type: none"> ○ I can use different sources to make smart guesses about how big events changed American history. ● 6.1.5.HistoryUP.3 <ul style="list-style-type: none"> ○ I can read and understand what people in the past thought and explain how their actions affected the future. ● 6.1.5.HistorySE.1 <ul style="list-style-type: none"> ○ I can describe how people and groups help build and shape communities.
--	--

Instructional Strategies	Instructional Resources
Whole Group <ul style="list-style-type: none"> ● Collaborative Reading ● Think-Pair-Share ● Turn and Talk ● Active Classroom <ul style="list-style-type: none"> ○ Name that Ingredient ○ Travel Back in Time ○ Round-Robin Brainstorming ○ Where Am I? ○ Collage ○ What Is It? ○ Act It Out! ○ Turn and Talk ○ What's My Message? ○ Three Minute Pause ○ Draw a Map ○ Interact to Learn and Have Fun ○ Make and Play a Game ○ Cartoon Time! 	<ul style="list-style-type: none"> ● Teacher Manual ● https://fcrr.org/student-center-activities/fourth-and-fifth-grade <ul style="list-style-type: none"> ○ Fiction & Nonfiction Sort, Reading Chunks, Echo Echo, Practice & Read, Reading Twosome, Word-O-Nary, Synonym-Antonym Creations, Homograph Hook, Affix Sort, Prefix-Suffix Flip Book, Root Hoot, Embellished Words ● https://www.nj.gov/education/lear/ ● Trade Books <ul style="list-style-type: none"> ○ How to Make an Apple Pie and See the World by Marjorie Priceman <ul style="list-style-type: none"> ■ A delightful rhyming tale of a girl traveling the world to gather ingredients—from Italy to Sri Lanka to Vermont. Charming, educational, and fun. ○ How I Learned Geography by Uri Shulevitz <ul style="list-style-type: none"> ■ A touching story based on the author's

<ul style="list-style-type: none"> ○ Clue Me In ○ Puzzle It ○ Draw a Picture Book ● Sing about It ● Blooket, Kahoot! <p>Small Group</p> <ul style="list-style-type: none"> ● Direct Instruction <p>Additional Strategies/Center Time Project-based learning/Culminating Task</p>	<p>childhood as a refugee. Through imagination sparked by a map, the boy journeys mentally across the globe. A beautifully illustrated and introspective read.</p> <ul style="list-style-type: none"> ○ Northwest Passage by Matthew James <ul style="list-style-type: none"> ■ A picture-book adaptation of the classic song, enriched with vivid illustrations, explorer biographies, and a timeline. Perfect for history- and geography-loving readers. ○ The Time Warp Trio by Jon Scieszka <ul style="list-style-type: none"> ■ A witty, illustrated series in which three boys travel through history via a magical book. Adventures include everything from pirates to renaissance figures—perfect for curious readers who love humor and historical mischief.
--	---

Tier II Vocabulary	Tier III Vocabulary
Merchant	Trade in enslaved people
Navigation	Astrolabe
Patron	Caravel
Expedition	Conquistador
Empire	Columbian Exchange
Colony	
Epidemic	

Plantation Chronology	
--	--

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Checks Exit Tickets Reading Check Collaborative Reading assignment	At the end of each unit: <ul style="list-style-type: none"> • Social Studies chapter assessment • Social Studies lesson quizzes • Unit ELA assessment 	Projects Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 			<p>focus on mastery concept</p> <ul style="list-style-type: none"> • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	
--	--	--	--	--

Related State Mandates	
<input checked="" type="checkbox"/> Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>Rap a Tap</i>)	<input type="checkbox"/> Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. <input type="checkbox"/> Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history

<input type="checkbox"/> LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. <input type="checkbox"/> Other:	and contributions. <input type="checkbox"/> Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..
---	---

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change**
- ☒ **Other Interdisciplinary Connections:**
 - ☒ **ELA:**
 - ☐ **Math:**
 - ☒ **Social Studies:** *Sarah Morton’s Day, Rap a Tap Tap, Can We Ring the Liberty Bell?, Fry Bread, Of Thee I Sing, America is..., Happy Birthday, Martin Luther King,*
 - ☐ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**

- ☒ Creativity and Innovation
- ☒ Critical Thinking and Problem Solving
- ☒ Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ 8.1 Computer Science
- ☐ 8.2 Design Thinking
- ☒ 9.4 Life Literacies and Key Skills
 - ☐ Digital Citizenship
 - ☒ Information and Media Literacy
 - ☐ Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ 1.2 Media Arts
 - ☒ Creating - Conceive, Develop, and/or Construct
 - ☒ Performing - Integrate, Practice, and/or Present
 - ☐ Responding - Perceive, Evaluate, and/or Interpret
 - ☐ Connecting - Synthesize and/or Relate

Unit 3

Unit 3: Settling the Colonies in North America	Pacing (Weeks): 4 weeks
<p>Unit Description:</p> <p>ELA: In this unit, students will engage in discussions by asking and answering questions that build on each other's ideas. They will analyze how a narrator's or speaker's point of view shapes a story and compare different accounts of the same event to understand multiple perspectives. Students will practice reading with accuracy, expression, and fluency, using context clues to decode and understand unfamiliar words. They will find word meanings and pronunciations and explore relationships between words like synonyms and antonyms to deepen their vocabulary. Through these activities, students will develop stronger skills in speaking, listening, reading, and vocabulary to become confident communicators and thoughtful readers.</p> <p>SS: In this unit, students investigate how and why people settled the colonies in North America. They will explore the role of governments, laws, and rules in shaping early colonial life and protecting the rights of settlers. Students will learn about the diverse groups of people who came to the colonies and how their backgrounds influenced community decisions and daily life. Using geographic tools, students will examine how settlers adapted to and changed the environment around them. They will analyze the impact of transportation, communication, and trade on colonial development. The unit also covers economic principles like supply and demand within colonial markets. Finally, students will study key historical events and leaders that influenced the growth of the colonies and how early Americans worked to create freedoms that laid the foundation for the future United States.</p>	

Essential Questions	Enduring Understandings
<p>ELA:</p> <ul style="list-style-type: none"> • SL.PE.5.1.C How can we ask and respond to questions in a way that keeps a discussion focused and meaningful? • RL.MF.5.6 How does a narrator's or speaker's point of view shape the way a story is told? • RL.MF.5.6 Why do different people describe the same event or topic in different ways? • L.RF.5.3 How can knowing word parts help me read and understand new words? 	<p>ELA:</p> <ul style="list-style-type: none"> • SL.PE.5.1.C Effective discussions happen when participants build on each other's ideas by asking thoughtful questions and responding with meaningful comments. • RL.MF.5.6 A narrator's or speaker's point of view influences how a story is described and how readers understand the events. • RL.MF.5.6 Different people can describe the same event in different ways based on their opinions, perspectives, and

- **L.RF.5.4.A**
How does reading with purpose and accuracy help me understand what I read?
- **L.RF.5.4.B**
Why is it important to read aloud with fluency and expression?
- **L.RF.5.4.C**
How can I use context to figure out or fix words I don't understand while reading?
- **L.VL.5.2.C**
How can tools like dictionaries and glossaries help me learn the meaning and pronunciation of words?
- **L.VI.5.3.C**
How do word relationships like synonyms and antonyms help me understand vocabulary?

Social Studies:

- **6.1.5.CivicsPI.1**
How do rules, laws, and governments help protect our rights?
- **6.1.5.CivicsDP.3**
Why is voting important in a democracy?
- **6.1.5.CivicsCM.2**
How can people with different opinions work together to

experiences.

- **L.RF.5.3**
Understanding phonics and word parts helps readers figure out unfamiliar words and improve reading fluency.
- **L.RF.5.4.A**
Reading with accuracy and understanding allows readers to fully comprehend a text's meaning and purpose.
- **L.RF.5.4.B**
Fluent oral reading—including accuracy, pacing, and expression—supports better understanding and communication of a text.
- **L.RF.5.4.C**
Using context clues helps readers make sense of unfamiliar words and correct themselves while reading.
- **L.VL.5.2.C**
Reference tools like dictionaries, glossaries, and thesauruses help readers and writers understand how to say and use new words.
- **L.VI.5.3.C**
Recognizing word relationships such as synonyms, antonyms, and homographs deepens vocabulary knowledge and word comprehension.

SS

- **6.1.5.CivicsPI.1**
Rules, laws, and governments are created to protect the rights and safety of individuals and to maintain order in society.
- **6.1.5.CivicsDP.3**
Voting is a fundamental right and responsibility that allows individuals to influence government and promote

solve problems?

- 6.1.5.CivicsCM.3
Why is it important for people from diverse backgrounds to participate in decision-making?
- 6.1.5.GeoPP.3
How do people change the environment they live in?
- 6.1.5.GeoPP.6
How do people adapt to living in different environments?
- 6.1.5.GeoSV.5
How do connections between places shape communities?
- 6.1.5.GeoGI.3
How do transportation and communication systems affect where people live and work?
- 6.1.5.GeoGI.4
How do human actions change the way land is used?
- 6.1.5.EconEM.5
How do supply and demand influence the price of things we buy?
- How have people in history worked to gain and protect freedom and rights?
- 6.1.5.HistoryCC.10
How did leaders like George Washington and Thomas Jefferson help shape the United States?
- 6.1.5.HistoryCC.12
Why was the U.S. Constitution created, and why is it important today?
- 6.1.5.HistoryCC.13
How does the Bill of Rights protect people's freedoms?
- 6.1.5.HistoryCC.15
How have major events shaped the history of the United States?
- 6.1.5.HistoryUP.1
What was life like for different groups of people in early American history?
- How can people take action to make their community a better place?

democratic values.

- 6.1.5.CivicsCM.2
Disagreements in a democracy can be resolved through respectful dialogue and compromise, reflecting core democratic values.
- 6.1.5.CivicsCM.3
Inclusive participation from people of all backgrounds strengthens decision-making and ensures diverse perspectives are represented in a democracy.
- 6.1.5.HistoryCC.5
Throughout history, individuals and groups have worked to gain, expand, and protect freedoms and rights.
- 6.1.5.HistoryCC.10
Leaders like George Washington and Thomas Jefferson played key roles in shaping the foundations of the United States government and its early development.
- 6.1.5.HistoryCC.12
The U.S. Constitution was created to establish a framework for government and to protect citizens' rights, and it remains a living document today.
- 6.1.5.HistoryCC.13
The Bill of Rights outlines specific freedoms and protections that limit government power and uphold individual rights.
- 6.1.5.HistoryCC.15
Major events in U.S. history, such as wars, movements, and government actions, have shaped the nation's identity and development.
- 6.1.5.HistoryUP.1
Different groups of people in early American history had diverse experiences and faced unique challenges based on their backgrounds and roles in society.
- 6.3.5.CivicsPD.3
Citizens, including students, can actively participate in improving their communities through planning, collaboration, and civic action.

NJSL Standards	Learning Objectives
<p>ELA: SL.PE.5.1: C RL.MF.5.6 RI.MF.5.6 L.RF.5.3 L.RF.5.4: A-C L.VL.5.2: C L.VI.5.3.C</p> <p>Social Studies: 6.1.5.CivicsPI.1 6.1.5.CivicsDP.3 6.1.5.CivicsCM.2 6.1.5.CivicsCM.3 6.1.5.GeoPP.3 6.1.5.GeoPP.6</p>	<p>ELA:</p> <ul style="list-style-type: none"> • RL.MF.5.6 I can explain how the narrator’s or speaker’s point of view affects how the story is told. • RI.MF.5.6 I can compare different versions of the same event and explain how the points of view are similar or different. • L.RF.5.3 I can use what I know about sounds, word parts, and spelling patterns to read new words. • L.RF.5.4.A I can read and understand texts that are at my grade level. • L.RF.5.4.B I can read out loud accurately, at a good speed, and with expression. • L.RF.5.4.C I can use clues from the text to figure out tricky words or check my understanding. • L.VL.5.2.C I can use a dictionary, glossary, or thesaurus—online or in print—to find out what words mean and how to say them. • L.VI.5.3.C I can use word relationships like synonyms, antonyms, and homographs to understand what words mean. <p>Social Studies:</p> <ul style="list-style-type: none"> • 6.1.5.CivicsPI.1 I can explain how rules, laws, and the government help protect people’s rights. • 6.1.5.CivicsDP.3 I can explain why voting is important and how it gives people a say in their government.

<p> 6.1.5.GeoSV.5 6.1.5.GeoGL.3 6.1.5.GeoGL.4 6.1.5.EconEM.5 6.1.5.HistoryCC.5 6.1.5.HistoryCC.10 6.1.5.HistoryCC.12 6.1.5.HistoryCC.13 6.1.5.HistoryCC.15 6.1.5.HistoryUP.1 6.3.5.CivicsPD.3 </p>	<ul style="list-style-type: none"> • 6.1.5.CivicsCM.2 I can show how people with different opinions can solve problems through compromise. • 6.1.5.CivicsCM.3 I can explain why it's important for people from different backgrounds to help make decisions in their community. • 6.1.5.GeoPP.3 I can use maps and other tools to show how people change the environment. • 6.1.5.GeoPP.6 I can explain how people in different places change and adjust to their environment. • 6.1.5.GeoSV.5 I can use maps or models to show how connections between places affect communities. • 6.1.5.GeoGL.3 I can explain how transportation and communication affect where people live and work. • 6.1.5.GeoGL.4 I can explain how human activities change the way land and space are used. • 6.1.5.EconEM.5 I can explain how supply and demand affect the price of goods and services. • 6.1.5.HistoryCC.5 I can describe how people worked to gain and protect freedom and rights throughout history. • 6.1.5.HistoryCC.10 I can explain how leaders like George Washington and Thomas Jefferson helped shape the United States. • 6.1.5.HistoryCC.12 I can explain how and why the U.S. Constitution was created. • 6.1.5.HistoryCC.13 I can describe how the Bill of Rights protects the rights of people in the United States. • 6.1.5.HistoryCC.15 I can explain how major events in history changed the country over time. • 6.1.5.HistoryUP.1 I can compare what life was like for different groups of people in early American history.
---	---

	<ul style="list-style-type: none"> ● 6.3.5.CivicsPD.3 ● I can help plan and take part in an activity to make a difference in my school or community.
--	--

Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> ● Collaborative Reading ● Think-Pair-Share ● Turn and Talk ● Active Classroom <ul style="list-style-type: none"> ○ Name that Ingredient ○ Travel Back in Time ○ Round-Robin Brainstorming ○ Where Am I? ○ Collage ○ What Is It? ○ Act It Out! ○ Turn and Talk ○ What's My Message? ○ Three Minute Pause ○ Draw a Map ○ Interact to Learn and Have Fun ○ Make and Play a Game ○ Cartoon Time! ○ Clue Me In ○ Puzzle It ○ Draw a Picture Book ● Sing about It ● Blooket, Kahoot! <p>Small Group</p> <ul style="list-style-type: none"> ● Direct Instruction <p>Additional Strategies/Center Time</p>	<ul style="list-style-type: none"> ● Teacher's Manual ● https://www.nj.gov/education/lear/ ● https://fcrr.org/student-center-activities/fourth-and-fifth-grade <ul style="list-style-type: none"> ○ Question Cards, Agree to Disagree, Question Creation, Side-by-Side Stories, Character Consideration, Summary Step-Up, Fiction & Nonfiction Find, Fact or Opinion Game, Monitor & Mend, Affix Sort, Inflection Reflection, Root Hoot, Reading Chunks, Practice and Read, Fluent Reflections, Echo Echo, Dictionary Cube, Dictionary Digs, Synonym Bingo, Antonym Dominoes, Homograph Hook ● https://www.nj.gov/education/lear/ ● Trade Books <ul style="list-style-type: none"> ○ "Pilgrim Voices: Our First Year in the New World" by Connie & Peter Roop <ul style="list-style-type: none"> ■ First-person diary entries (modernized from Edward Winslow and William Bradford), illustrated with vivid paintings; ideal for young readers and includes the Mayflower Compact, glossary, and more. ○ "Three Young Pilgrims" by Cheryl Harness <ul style="list-style-type: none"> ■ A beautifully illustrated narrative that follows children aboard the <i>Mayflower</i> and in Plymouth Colony, offering visual depth and emotional resonance. ○ "A Journal to the New World: The Diary of

Project-based learning/Culminating Task

- Remember Patience Whipple” by Kathryn Lasky**
- **A *Dear America* series historical fiction diary centered on a real young girl’s experience on the Mayflower and early settlement.**
 - **“On the Mayflower,” “Sarah Morton’s Day,” and “Samuel Eaton’s Day” by Kate Waters and Scholastic**
 - **These picture books immerse students in daily life of Pilgrim children—deeply engaging with accessible storytelling and visuals.**
 - **“The Thanksgiving Story” by Alice Dalgliesh**
 - **A Caldecott Honor picture book narrated through the eyes of Puritan children, presenting an accessible and emotionally resonant first Thanksgiving.**
 - **“Mayflower 1620: A New Look at a Pilgrim Voyage” (National Geographic & Plimoth Plantation)**
 - **Highly detailed nonfiction with photographs, timeline, and rich context. Best suited for older or more advanced readers.**
 - **“The Lost Colony of Roanoke” by Jean Fritz**
 - **A narrative nonfiction account that makes the mystery of Roanoke accessible and engaging for upper elementary readers.**
 - **“History Comics: The Roanoke Colony” by Chris Schweizer**
 - **A graphic novel format exploring different theories around the Roanoke disappearance—great for visual learners.**

Tier II Vocabulary	Tier III Vocabulary
rigid convince condition responsible eventually relationship finance assemble representative monopoly	viceroys encomienda class system missionary royal charter indentured servant anglican cash crop house of burgesses pilgrim mayflower compact puritan northwest passage royal province

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Checks Exit Tickets Reading Check	At the end of each unit: <ul style="list-style-type: none"> • Social Studies chapter assessment • Social Studies lesson quizzes 	Projects Presentations

Collaborative Reading assignment	<ul style="list-style-type: none"> Unit ELA assessment 	
----------------------------------	---	--

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
<ul style="list-style-type: none"> Allow oral responses Allow verbalization before writing Use audio materials when necessary Modify homework assignments Read tests aloud Restate, reword, clarify directions Re-teach concepts using small groups Provide educational “breaks” as necessary Chunking Content Use mnemonic devices 	<ul style="list-style-type: none"> Read tests aloud Restate, reword, clarify directions Use audio materials Re-teach concepts using small groups Extended time Provide notes Chunking Content Utilize preferential seating Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> Restate, reword, clarify directions Re-teach concepts using small groups Extended time Provide notes Chunking Content Utilize preferential seating Pre-teach vocabulary prior to reading complex text. Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> Tabletop Mini Lessons Restate, reword, clarify directions Use audio materials Re-teach concepts using small groups Provide notes and images Chunking Content Shorten assignments to focus on mastery concept Utilize preferential seating Sentence starters Student choice for project or approach to assignment 	<ul style="list-style-type: none"> Expanding time for free reading Additional student-driven opportunities Student choice for project or approach to assignment Inquiry-based instruction Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 			<ul style="list-style-type: none"> • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	
---	--	--	---	--

Related State Mandates	
<input checked="" type="checkbox"/> Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The Snowy Day, Wind Flyers</i>) <input type="checkbox"/> LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. <input type="checkbox"/> Other:	<input type="checkbox"/> Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. <input type="checkbox"/> Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. <input type="checkbox"/> Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ Climate Change
- ☒ Other Interdisciplinary Connections:
 - ☐ ELA:
 - ☐ Math:
 - ☒ Social Studies:
 - ☐ Science:

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ 9.1 Personal Financial Literacy
 - ☐ Financial Health: *Financial Psychology, Civic Financial Responsibility*
 - ☐ Financial Landscape: *Financial Institutions, Economic & Government Influences*
 - ☐ Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ 9.2 Career Awareness and Planning
- ☒ 9.4 Life Literacies and Key Skills
 - ☒ Creativity and Innovation
 - ☒ Critical Thinking and Problem Solving
 - ☒ Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ 8.1 Computer Science
- ☐ 8.2 Design Thinking
- ☐ 9.4 Life Literacies and Key Skills

- ☐ **Digital Citizenship**
- ☐ **Information and Media Literacy**
- ☐ **Technology Literacy**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ **1.2 Media Arts**
 - ☒ **Creating - Conceive, Develop, and/or Construct**
 - ☐ **Performing - Integrate, Practice, and/or Present**
 - ☐ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☐ **Connecting - Synthesize and/or Relate**

Unit 4

Unit 4 Life in the Colonies	Pacing (Weeks): 5 weeks
<p>Unit Description:</p> <p>ELA: In this unit, students will strengthen their reading comprehension by analyzing the structure of both literary and informational texts. They will explore how chapters, scenes, and stanzas shape stories and how different text structures convey ideas in nonfiction. Students will build fluency by reading aloud with accuracy and expression and will practice using context clues to understand unfamiliar vocabulary. Grammar and sentence structure will be reinforced to support clear writing and speaking. Through structured discussions, students will learn to listen actively, respond thoughtfully, and contribute meaningfully to group conversations. This unit supports critical thinking, effective communication, and the development of reading strategies that help students engage deeply with complex texts.</p> <p>Social Studies: In this unit, students will explore daily life in the 13 colonies, examining how geography, economy, social class, and culture influenced the development of colonial regions. Through learning, students will compare colonial life in New England, the Middle, and Southern colonies, and evaluate how factors such as labor systems, trade, and religion shaped communities. Students will analyze how people adapted to their environment, built relationships with Indigenous peoples, and laid the groundwork for American political and economic systems. By examining primary and secondary sources, students will gain insight into the diverse experiences of colonists based on gender, race, and class. The unit will culminate in students demonstrating an understanding of how colonial life impacted the future formation of the United States.</p>	

Essential Questions	Enduring Understandings
<p>ELA</p> <ul style="list-style-type: none"> SL.PE.5.1.D How can I listen and respond to others in a way that builds meaningful conversations? RL.PP.5.5 How does the structure of a story or poem help me understand the plot or theme? 	<p>ELA:</p> <p>SL.PE.5.1.D Effective communication happens when I actively listen, respond respectfully, and build on others' ideas during discussions.</p> <p>RL.PP.5.5 Stories and poems are organized in specific ways, and</p>

- **RI.PP.5.5**
How does comparing text structures help me better understand informational texts?
- **L.RF.5.4.A-C**
How does reading fluently help me understand what I read?
- **L.KL.5.1.A**
How does using correct grammar and sentence structure help me communicate more clearly?
- **L.VL.5.3.A**
How can I use clues in a sentence or paragraph to figure out the meaning of unknown words?

Social Studies:

- **6.1.5.CivicsDP.2**
What makes a government fair and how do people shape its decisions?
- **6.1.5.CivicsCM.1**
What responsibilities do individuals have to participate in and strengthen their communities?
- **6.1.5.GeoPP.3**
How do physical and human-made features influence where and how people live?
- **6.1.5.GeoPP.6**
How do political boundaries and geographic features

understanding their structure helps me better understand the message and events.

RI.PP.5.5

Informational texts can be organized in different ways, and comparing these structures helps me understand and analyze the content more deeply.

L.RF.5.4.A-C

Reading with accuracy, expression, and self-correction supports my understanding and enjoyment of a text.

L.KL.5.1.A

Using correct grammar and sentence structure helps me express my ideas clearly and be understood by others.

L.VL.5.3.A

Figure out the meaning of unfamiliar words by using context clues in the sentence or paragraph.

SS:

6.1.5.CivicsDP.2

A fair and effective government is shaped by the participation and influence of its citizens.

6.1.5.CivicsCM.1

Active citizenship involves taking responsibility and working to improve one's community.

6.1.5.GeoPP.3

Physical and human-made features influence where people live and how societies develop.

6.1.5.GeoPP.6

Geographic and political boundaries impact relationships between regions and affect cooperation and conflict.

affect relationships between people and nations?

- **6.1.5.GeoGI.1**
How do maps and other geographic tools help us understand the world and make decisions?
- **6.1.5.GeoGI.3**
How does the movement of people, goods, and ideas affect societies and regions?
- **6.1.5.EconEM.1**
How do people and businesses make economic decisions based on limited resources?
- **6.1.5.EconEM.4**
How does supply and demand influence what is produced and consumed?
- **6.1.5.EconEM.5**
How do economic choices impact individuals and communities?
- **6.1.5.EconEM.6**
How do individuals and businesses use credit and debt, and what are the risks and benefits?
- **6.1.5.EconNM.2**
How does global trade affect economies, cultures, and daily life?
- **6.1.5.HistoryCC.4**
How did colonization and settlement shape the development of what is now the United States?
- **6.1.5.HistoryCC.5**
What factors influenced the development of different colonial regions?

6.1.5.GeoGI.1

Maps and geographic tools help people understand spatial relationships and make informed decisions.

6.1.5.GeoGI.3

The movement of people, goods, and ideas connects communities and shapes cultures.

6.1.5.EconEM.1

Economic decisions are influenced by the availability of resources and the needs and wants of individuals and groups.

6.1.5.EconEM.4

Supply and demand drive economic activity and affect prices and availability of goods.

6.1.5.EconEM.5

Every economic choice has costs and benefits that influence individuals and society.

6.1.5.EconEM.6

Using credit and managing debt responsibly is essential for personal and business financial health.

6.1.5.EconNM.2

Global trade creates interdependence and influences cultures, economies, and relationships between countries.

6.1.5.HistoryCC.4

Colonization had lasting impacts on the development of American society and its people.

6.1.5.HistoryCC.5

Geographic, economic, and cultural factors contributed to the unique development of different colonial regions.

<ul style="list-style-type: none"> • 6.1.5.HistoryCC.6 How did colonial life differ for people based on gender, race, and class? • 6.1.5.HistoryCC.7 What were the causes and effects of the American Revolution? • 6.1.5.HistoryCC.10 How did the United States Constitution and Bill of Rights shape our government and society? • 6.1.5.HistoryUP.1 How have individuals and groups used their voices to bring about social and political change? • 6.1.5.HistoryCA.1 How do historians use sources and evidence to understand and explain the past? 	<p>6.1.5.HistoryCC.6 Social roles and experiences in colonial America were shaped by race, gender, and class.</p> <p>6.1.5.HistoryCC.7 The American Revolution was driven by a desire for self-governance and had lasting effects on national identity.</p> <p>6.1.5.HistoryCC.10 The Constitution and Bill of Rights establish the foundation for American democracy and protect individual rights.</p> <p>6.1.5.HistoryUP.1 Individuals and groups have historically worked to challenge injustice and create change in society.</p> <p>6.1.5.HistoryCA.1 Historians use primary and secondary sources to build accurate interpretations of past events.</p>
---	---

NJSL Standards	Learning Objectives
ELA: SL.PE.5.1: D RL.PP.5.5 RI.PP.5.5 L.RF.5.4: A-C L.KL.5.1: A L.VL.5.3.A	ELA <ul style="list-style-type: none"> • SL.PE.5.1.D I can respond to others' ideas and add to the discussion in a respectful and meaningful way. • RL.PP.5.5 I can explain how chapters, scenes, or stanzas work together to build the structure of a story or poem.

<p>Social Studies:</p> <p>6.1.5.CivicsDP.2 6.1.5.CivicsCM.1 6.1.5.GeoPP.3 6.1.5.GeoPP.6 6.1.5.GeoGI.1 6.1.5.GeoGI.3 6.1.5.EconEM.1 6.1.5.EconEM.4 6.1.5.EconEM.5 6.1.5.EconEM.6 6.1.5.EconNM.2 6.1.5.HistoryCC.4 6.1.5.HistoryCC.5 6.1.5.HistoryCC.6 6.1.5.HistoryCC.7 6.1.5.HistoryCC.10 6.1.5.HistoryUP.1 6.1.5.HistoryCA.1</p>	<ul style="list-style-type: none"> ● RI.PP.5.5 I can compare and contrast how information is organized in two or more nonfiction texts. ● L.RF.5.4.A-C I can read with accuracy and expression. I can adjust my reading rate to understand what I’m reading. I can stop and correct myself when I make a mistake while reading. ● L.KL.5.1.A I can use proper grammar and sentence structure when I speak and write. ● L.VL.5.3.A I can use clues in the sentence or paragraph to figure out what a new word means. <p>Social Studies:</p> <ul style="list-style-type: none"> ● 6.1.5.CivicsDP.2 I can explain how people can influence decisions in a democratic government. ● 6.1.5.CivicsCM.1 I can describe ways I can be a responsible and active member of my community. ● 6.1.5.GeoPP.3 I can identify how physical and human features affect where and how people live. ● 6.1.5.GeoPP.6 I can explain how political and geographic boundaries influence interactions between people and places. ● 6.1.5.GeoGI.1 I can use maps and tools to gather information about locations and places. ● 6.1.5.GeoGI.3 I can describe how people, goods, and ideas move and impact different regions.
--	--

	<ul style="list-style-type: none"> • 6.1.5.EconEM.1 I can explain how people make economic decisions based on limited resources. • 6.1.5.EconEM.4 I can describe how supply and demand affect what people buy and sell. • 6.1.5.EconEM.5 I can identify the costs and benefits of economic choices. • 6.1.5.EconEM.6 I can explain how people use credit and debt and why it is important to manage money responsibly. • 6.1.5.EconNM.2 I can explain how trade connects people and affects life around the world. • 6.1.5.HistoryCC.4 I can describe how early settlers and colonization shaped American history. • 6.1.5.HistoryCC.5 I can explain how geography and economy affected life in the different colonial regions. • 6.1.5.HistoryCC.6 I can describe how life in colonial America was different for people depending on their race, gender, and class. • 6.1.5.HistoryCC.7 I can explain the causes and outcomes of the American Revolution. • 6.1.5.HistoryCC.10 I can describe how the Constitution and Bill of Rights created a foundation for our government and rights. • 6.1.5.HistoryUP.1 I can give examples of people and groups who worked for change in history.
--	---

	<ul style="list-style-type: none"> ● 6.1.5.HistoryCA.1 I can use different sources to learn about and explain events from the past.
--	---

Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> ● Collaborative Reading ● Think-Pair-Share ● Turn and Talk ● Active Classroom <ul style="list-style-type: none"> ○ Name that Ingredient ○ Travel Back in Time ○ Round-Robin Brainstorming ○ Where Am I? ○ Collage ○ What Is It? ○ Act It Out! ○ Turn and Talk ○ What's My Message? ○ Three Minute Pause ○ Draw a Map ○ Interact to Learn and Have Fun ○ Make and Play a Game ○ Cartoon Time! ○ Clue Me In ○ Puzzle It ○ Draw a Picture Book ● Sing about It ● Blooket, Kahoot! <p>Small Group</p> <ul style="list-style-type: none"> ● Direct Instruction 	<ul style="list-style-type: none"> ● Teacher's Manual ● https://www.nj.gov/education/lear/ ● https://fcrr.org/student-center-activities/fourth-and-fifth-grade <ul style="list-style-type: none"> ○ Practice and Read ○ Chunk It Up ○ Impressive Expressive ○ Text Structure Sort ○ Getting to the Root of It ○ Make It Meaningful ○ Context Clues ● Trade Books <ul style="list-style-type: none"> ○ <i>Elijah of Buxton</i> by Christopher Paul Curtis <ul style="list-style-type: none"> ■ Set in Canada's Elgin Settlement, this Newbery Honor book follows Elijah, an 11-year-old boy born free, who ventures into the U.S. and discovers the value and fragility of freedom firsthand. ○ <i>Chains</i> by Laurie Halse Anderson <ul style="list-style-type: none"> ■ Recommended for 5th graders, this novel tells the story of a young enslaved girl

Additional Strategies/Center Time Project-based learning/Culminating Task	during the early American Revolution. Teachers pair it with history units to enrich understanding. <ul style="list-style-type: none"> ○ <i>Freedom Crossing</i> by Margaret Goff Clark <ul style="list-style-type: none"> ■ Suggested in discussions of Underground Railroad literature aimed at younger readers—captures the tension and courage of that era.
---	---

Tier II Vocabulary	Tier III Vocabulary
Diverse Interact Coordinate Classes Insert Display Inspect Investigate Boundary Pollute Unify Ally Treaty Reflect Persuade	Region Proprietor Barter Export Import Raw Materials Mercantilism Triangular Trade Artisans Slavery Middle Passage Uprising King Philip’s War

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
<ul style="list-style-type: none"> • Lesson Checks • Exit Tickets • Reading Check • Collaborative Reading assignment • 	At the end of each unit: <ul style="list-style-type: none"> • Social Studies chapter assessment • Social Studies lesson quizzes • Unit ELA assessment 	Projects Presentations

--	--	--

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 			<p>understanding of content.</p> <ul style="list-style-type: none"> • Provide additional options to demonstrate knowledge. • SIOP model strategies 	
---	--	--	--	--

Related State Mandates

- ☐ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (*The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin*)
- ☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.
- ☐ **Other:**

- ☐ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (*Harriet Tubman*)
- ☐ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.
- ☐ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and

Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change:** *Follow the Moon Home*,
- ☐ **Other Interdisciplinary Connections:**
 - ☐ **ELA:**
 - ☐ **Math:**
 - ☐ **Social Studies:**
 - ☐ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Creativity and Innovation**
 - ☐ **Critical Thinking and Problem Solving**
 - ☐ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Digital Citizenship**
 - ☐ **Information and Media Literacy**

☐ **Technology Literacy**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☐ **1.2 Media Arts**

- ☐ **Creating - Conceive, Develop, and/or Construct**
- ☐ **Performing - Integrate, Practice, and/or Present**
- ☐ **Responding - Perceive, Evaluate, and/or Interpret**
- ☐ **Connecting - Synthesize and/or Relate**

Unit 5

Unit 5 Building Our Country	Pacing (Weeks): 5 weeks
<p>Unit Description:</p> <p>ELA: In this unit, students will develop key literacy skills by actively engaging in discussions, analyzing both stories and informational texts, and strengthening their foundational reading abilities. They will learn to ask and answer meaningful questions, explore how story elements contribute to themes, and identify main ideas with supporting details. Additionally, students will focus on applying phonics and word analysis strategies to read fluently and accurately. Expanding their academic vocabulary will support clearer communication and deeper comprehension across reading, writing, and speaking tasks. This unit prepares learners to become confident readers and effective communicators</p> <p>Social Studies: In this unit, students will explore important events, people, and documents that shaped New Jersey and the United States. They will examine how individuals and groups have responded to challenges and violations of rights throughout history. The unit highlights the qualities of effective leadership and the impact of key historical figures on government and society. Students will also analyze the effects of European rivalries on the Americas and learn how foundational documents continue to influence citizenship and government today. Through critical thinking and investigation, students will develop a deeper understanding of the roots of American democracy and the diverse experiences that have shaped our nation.</p>	

Essential Questions	Enduring Understandings
<p>ELA</p> <ul style="list-style-type: none"> • How can asking and answering questions during discussions help us better understand what we hear and read? <i>SL.II.5.2</i> • How do authors use story elements like character traits and events to develop a plot and reveal a theme? <i>RL.IT.5.3</i> • How can identifying the main idea and supporting details in informational texts improve our understanding? <i>RI.IT.5.3</i> 	<p>ELA</p> <ul style="list-style-type: none"> • Participating actively in discussions by asking and answering questions deepens comprehension and helps build communication skills. <i>SL.II.5.2</i> • Story elements such as character development, plot events, and themes work together to create meaningful narratives that engage readers. <i>RL.IT.5.3</i> • Identifying the main idea and supporting details is essential for understanding and analyzing informational

- How does knowing and applying phonics and word analysis skills help us read words accurately and fluently? *L.RF.5.4: A-C*
- How does understanding the meaning and use of grade-appropriate academic vocabulary help us communicate more effectively? *L.KL.5.1: B*

Social Studies:

- How can learning about African-American history and contributions help us understand what it means to live in a fair and inclusive society? *Amistad Law*
- How have people in the past and today responded to the violation of basic rights, and what can we learn from those responses? *6.1.5.CivicsDP.2*
- What qualities do people—real or fictional—share that help make their communities better places to live? *6.1.5.CivicsCM.1*
- What makes someone a good leader, and why do different positions of authority require different qualities? *6.1.5.CivicsCM.4*
- Which events from early history were most important in shaping New Jersey and the United States, and why? *6.1.5.HistoryCC.1*
- How did people like George Washington, Thomas Jefferson, Benjamin Franklin, and William Livingston shape our state and country? *6.1.5.HistoryCC.3*

texts. *RI.IT.5.3*

- Mastery of phonics and word analysis skills enables fluent, accurate reading and supports overall literacy development. *L.RF.5.4: A-C*
- A strong vocabulary foundation enhances both comprehension and expressive abilities in academic and everyday contexts. *L.KL.5.1: B*

Social Studies:

- Understanding African-American history is essential to fully understanding the history of the United States, recognizing contributions of all people, and promoting a just, inclusive society. *Amistad Law*
- People have responded to violations of rights in diverse ways throughout history, and studying these responses helps us understand the importance of protecting freedoms today. *6.1.5.CivicsDP.2*
- Communities thrive when individuals demonstrate qualities such as responsibility, cooperation, and respect for others. *6.1.5.CivicsCM.1*
- Leadership requires different skills and responsibilities depending on the role, but all effective leaders are guided by fairness, integrity, and the needs of those they serve. *6.1.5.CivicsCM.4*
- Historical events shape the development of states and nations, and understanding these events helps explain the present. *6.1.5.HistoryCC.1*
- The actions of key historical figures have lasting impacts

<ul style="list-style-type: none"> • How did European rivalries for power affect the lives of people in Europe and the Americas? <i>6.1.5.HistoryCC.5</i> • How did competition between European nations shape the experiences and lives of people in Europe and America? <i>6.1.5.HistoryCC.10</i> • How do documents like the Mayflower Compact, the Declaration of Independence, the U.S. Constitution, and the Bill of Rights influence how our government works and what it means to be a citizen today? <i>6.1.5.HistoryCC.15</i> 	<p>on the structure and function of government at both the state and national levels. <i>6.1.5.HistoryCC.3</i></p> <ul style="list-style-type: none"> • Competition for power among nations can profoundly affect people’s lives and shape the history of entire regions. <i>6.1.5.HistoryCC.5</i> • The struggles and rivalries of powerful nations influence the political, economic, and social conditions of both the colonizing countries and the people they control. <i>6.1.5.HistoryCC.10</i> • Foundational documents influence the structure of government, define citizens’ rights, and continue to shape civic life today. <i>6.1.5.HistoryCC.15</i>
--	---

NJSL Standards	Learning Objectives
<p>ELA: SL.PE.5.1: D RL.PP.5.5 RI.PP.5.5 L.RF.5.4: A-C L.KL.5.1: A L.VL.5.3.A</p> <p>Social Studies:</p> <p>Amistad Law 6.1.5.CivicsDP.2 6.1.5.CivicsCM.1 6.1.5.CivicsCM.4 6.1.5.HistoryCC.1</p>	<p>ELA</p> <ul style="list-style-type: none"> • <i>I can ask and answer questions during discussions to better understand what I hear and read. SL.II.5.2</i> • <i>I can describe how characters, events, and plot work together to develop a story’s theme. RL.IT.5.3</i> • <i>I can identify the main idea and find details that support it in informational texts. RI.IT.5.3</i> • <i>I can use phonics and word analysis skills to read words correctly and smoothly. L.RF.5.4: A-C</i> • <i>I can understand and use grade-level academic vocabulary to improve my speaking and writing. L.KL.5.1: B</i>

6.1.5.HistoryCC.3 6.1.5.HistoryCC.5 6.1.5.HistoryCC.10 6.1.5.HistoryCC.15	Social Studies: <ul style="list-style-type: none"> • I can explain how African-American history and contributions are an important part of United States history and help us understand fairness and inclusion. <i>Amistad Law</i> • I can compare how people in the past and today have responded to violations of rights and explain what we can learn from them. <i>6.1.5.CivicsDP.2</i> • I can identify qualities that help people make their communities better and give examples from real life or stories. <i>6.1.5.CivicsCM.1</i> • I can describe the responsibilities of different leaders and explain what makes them qualified. <i>6.1.5.CivicsCM.4</i> • I can explain how important historical events led to the creation of New Jersey and the United States. <i>6.1.5.HistoryCC.1</i> • I can explain how important historical figures influenced state and national government. <i>6.1.5.HistoryCC.3</i> • I can describe how competition for power among European countries affected people in Europe and the Americas. <i>6.1.5.HistoryCC.5</i> • I can explain how rivalries between European nations shaped life in both Europe and America. <i>6.1.5.HistoryCC.10</i> • I can explain how important historical documents have shaped government and citizenship in the past and today. <i>6.1.5.HistoryCC.15</i>
--	---

Instructional Strategies	Instructional Resources
Whole Group	<ul style="list-style-type: none"> • Teacher’s Manual

- Collaborative Reading
- Think-Pair-Share
- Turn and Talk
- Active Classroom
 - Name that Ingredient
 - Travel Back in Time
 - Round-Robin Brainstorming
 - Where Am I?
 - Collage
 - What Is It?
 - Act It Out!
 - Turn and Talk
 - What's My Message?
 - Three Minute Pause
 - Draw a Map
 - Interact to Learn and Have Fun
 - Make and Play a Game
 - Cartoon Time!
 - Clue Me In
 - Puzzle It
 - Draw a Picture Book
- Sing about It
- Blooket, Kahoot!

Small Group

- Direct Instruction

Additional Strategies/Center Time

Project-based learning/Culminating Task

- <https://www.nj.gov/education/lear/>
- <https://fcrr.org/student-center-activities/fourth-and-fifth-grade>
 - **Homophone Bingo!**
 - **Domino Duo**
 - **Sound Choice**
 - **Double Time**
 - **Star Search**
 - **Word-O-Matic**
 - **The Write Word**
 - **Story Element Ease**
 - **Story Mapping**
 - **Side-by-Side Stories**
 - **Retell Recap**
 - **Summary Step-Up**
 - **Main Idea Mania**
 - **What's the Big Idea?**
 - **In My Own Words**
 - **Super Summary**
 - **Detail Delight**
 - **Distinguishing Details**
 - **Text Structure Sort**
 - **Research Roundup**
 - **Fiction and Nonfiction Find**
- **Trade Books**
 - **Chains by Laurie Halse Anderson**
 - Follows Isabel, a young woman enslaved during the American Revolution, as she navigates danger, injustice, and survival in Revolutionary New York. Each chapter begins with an excerpt from a real Revolutionary document.
 - **My Brother Sam Is Dead by James Lincoln Collier & Christopher Collier**
 - A Civil War era story centered on a young boy whose family is torn apart by

	<p>conflicting loyalties and tragedy. Frequently recommended by readers who enjoy Revolutionary War period fiction.</p> <ul style="list-style-type: none"> ○ Forge (from <i>The Seeds of America</i> series) by Laurie Halse Anderson <ul style="list-style-type: none"> ■ Set during the buildup to the American Revolution, this novel explores the tension and early conflicts that sparked the war. ○ An Acquaintance with Darkness by Ann Rinaldi <ul style="list-style-type: none"> ■ Set in Washington, D.C., in 1865, this Civil War-era story follows 14-year-old Emily Pigbush as she navigates loss, societal upheaval, and new beginnings. ○ Phoebe the Spy by Judith Berry Griffin <ul style="list-style-type: none"> ■ Young Phoebe becomes a spy in George Washington's household and discovers a plot against him—blending suspense with Revolutionary War history. ○ Across Five Aprils by Irene Hunt <ul style="list-style-type: none"> ■ Chronicles the Civil War through the eyes of Jethro Creighton, a young boy coming of age amid the turmoil of a divided nation.
--	--

Tier II Vocabulary	Tier III Vocabulary
debt	Tariff
boycott	Congress
custom	Stamp Act

acknowledge	Sons of Liberty
retain	Townshend Acts
massacre	martial law
quarter	patriot
neutral	loyalist
symbolic	militia
significant	continental army
independence	treason
equality	mercenary
unite	peninsula
foundation	treaty of paris
retreat	
scarcity	
profiteering	
confine	
emerge	
negotiate	
recover	
reinforcement	

--	--

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
<ul style="list-style-type: none"> • Lesson Checks • Exit Tickets • Reading Check • Collaborative Reading assignment • 	<p>At the end of each unit:</p> <ul style="list-style-type: none"> • Social Studies chapter assessment • Social Studies lesson quizzes • Unit ELA assessment 	<p>Projects Presentations</p>

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<p>“breaks” as necessary</p> <ul style="list-style-type: none"> • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 			<ul style="list-style-type: none"> • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	
--	--	--	--	--

Related State Mandates

☐ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (*The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada’s Violin*)

☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay,

☒ **Amistad Law N.J.S.A. 18A:35-4.43**
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (*Harriet Tubman*)

☐ **Asian Americans and Pacific Islanders P.L. 2021, c.416**
Incorporate Asian American and Pacific Islander history and contributions.

☐ **Holocaust Law N.J.S.A. 18A:35-28**
Learn about the Holocaust and other times when groups of

bisexual, and transgender people. <input type="checkbox"/> Other:	people were unfairly treated, so we can learn to treat everyone with respect and kindness..
--	---

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found HERE .
<input type="checkbox"/> Climate Change: <i>Follow the Moon Home</i> , <input type="checkbox"/> Other Interdisciplinary Connections: <input type="checkbox"/> ELA: <input type="checkbox"/> Math: <input type="checkbox"/> Social Studies: <input type="checkbox"/> Science:

Integration of 21st Century Skills: Career Readiness, Life Literacy, and Key Skills
<input type="checkbox"/> 9.1 Personal Financial Literacy <input type="checkbox"/> Financial Health: <i>Financial Psychology, Civic Financial Responsibility</i> <input type="checkbox"/> Financial Landscape: <i>Financial Institutions, Economic & Government Influences</i> <input type="checkbox"/> Money Management: <i>Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile</i> <input type="checkbox"/> 9.2 Career Awareness and Planning <input type="checkbox"/> 9.4 Life Literacies and Key Skills <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**

- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Digital Citizenship**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☐ **1.2 Media Arts**
 - ☐ **Creating - Conceive, Develop, and/or Construct**
 - ☐ **Performing - Integrate, Practice, and/or Present**
 - ☐ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☐ **Connecting - Synthesize and/or Relate**

Unit 6

Unit 6 A New Nation	Pacing (Weeks): 4 weeks
<p>Unit Description:</p> <p>ELA: In this unit, students will strengthen their ability to communicate ideas effectively by listening closely, summarizing key points, and explaining how evidence supports claims. They will deepen comprehension of both literary and informational texts by analyzing how words and phrases shape meaning. Students will also practice reading with fluency, accuracy, and expression to support overall understanding. By applying grammar skills and using context clues, students will expand their vocabulary and develop as confident readers, writers, speakers, and listeners.</p> <p>Social Studies: This unit focuses on the principles and practices of civic life in a democracy. Students will explore how citizens influence government, why active participation is necessary, and how individuals and groups can work together to shape public policy. They will examine the importance of compromise, fairness, and the protection of individual rights within a democratic society. Students will also learn how civic engagement impacts communities and how citizens collaborate to solve problems. Finally, the unit emphasizes the role of history in shaping national identity and understanding events through diverse perspectives.</p>	

Essential Questions	Enduring Understandings
<p>ELA</p> <ul style="list-style-type: none"> How can I summarize a speaker's points and explain how reasons and evidence support their claims? <i>SL.ES.5.3</i> How does understanding the meaning of words and phrases help me better understand literature? <i>RL.TS.5.4</i> How does analyzing the meaning of words and phrases deepen my understanding of informational text? <i>RI.TS.5.4</i> How does reading with accuracy, fluency, and expression strengthen my comprehension? <i>L.RF.5.4: A-C</i> How does using correct grammar and sentence structure 	<p>ELA</p> <p>Effective speakers and listeners summarize ideas and explain how evidence supports claims. <i>SL.ES.5.3</i></p> <p>Understanding the meaning of words and phrases deepens comprehension of literature. <i>RL.TS.5.4</i></p> <p>Analyzing the meaning of words and phrases strengthens understanding of informational text. <i>RI.TS.5.4</i></p> <p>Reading with accuracy, fluency, and expression improves comprehension and enjoyment of texts. <i>L.RF.5.4: A-C</i></p> <p>Using correct grammar and sentence structure ensures clear and</p>

<p>make my communication more effective? <i>L.KL.5.1: C</i></p> <ul style="list-style-type: none"> How can I use context clues to determine the meaning of unfamiliar words and phrases? <i>L.VI.4.3: B</i> <p>Social Studies:</p> <ul style="list-style-type: none"> How do people influence government decision-making and policy? <i>6.1.5.CivicsPI.3</i> Why is it important for citizens to actively participate in democratic processes? <i>6.1.5.CivicsPI.6</i> How do individuals and groups work together to influence public policy? <i>6.1.5.CivicsPI.7</i> How can civic engagement at the local, state, and national levels impact communities? <i>6.1.5.CivicsPI.8</i> How can I make informed decisions as an active and responsible citizen? <i>6.1.5.CivicsDP.1</i> Why is compromise important in resolving disagreements within a democracy? <i>6.1.5.CivicsPR.2</i> How do rules, laws, and policies promote fairness and protect rights? <i>6.1.5.CivicsPR.4</i> Why are individual rights and freedoms essential in a democracy? <i>6.1.5.CivicsHR.1</i> How can citizens work together to solve community and societal problems? <i>6.1.5.CivicsCM.4</i> How do different historical perspectives shape our 	<p>effective communication. <i>L.KL.5.1: C</i></p> <p>Context clues and word relationships support vocabulary development and comprehension. <i>L.VI.4.3: B</i></p> <p>Social Studies:</p> <p>Citizens can influence government decision-making and policy. <i>6.1.5.CivicsPI.3</i></p> <p>Active participation is essential to a functioning democracy. <i>6.1.5.CivicsPI.6</i></p> <p>Individuals and groups can work together to shape public policy. <i>6.1.5.CivicsPI.7</i></p> <p>Civic engagement impacts communities at local, state, and national levels. <i>6.1.5.CivicsPI.8</i></p> <p>Informed decision-making is a responsibility of active citizenship. <i>6.1.5.CivicsDP.1</i></p> <p>Compromise is necessary to resolve disagreements in a democracy. <i>6.1.5.CivicsPR.2</i></p> <p>Rules, laws, and policies promote fairness and protect rights. <i>6.1.5.CivicsPR.4</i></p> <p>Individual rights and freedoms are essential in a democracy. <i>6.1.5.CivicsHR.1</i></p> <p>Citizens can work together to solve community and societal problems. <i>6.1.5.CivicsCM.4</i></p> <p>Historical perspectives shape the way we understand events. <i>6.1.5.HistoryCC.3</i></p>
---	---

<p>understanding of events? <i>6.1.5.HistoryCC.3</i></p> <ul style="list-style-type: none"> How do diverse groups and individuals contribute to shaping a shared national identity? <i>6.1.5.HistoryUP.7</i> 	<p>Diverse groups and individuals contribute to shaping a shared national identity. <i>6.1.5.HistoryUP.7</i></p>
---	--

NJSL Standards	Learning Objectives
<p>ELA: SL.ES.5.3 RL.TS.5.4 RI.TS.5.4 L.RF.5.4: A-C L.KL.5.1: C L.VI.4.3: B</p> <p>Social Studies: 6.1.5.CivicsPI.3 6.1.5.CivicsPI.6 6.1.5.CivicsPI.7 6.1.5.CivicsPI.8 6.1.5.CivicsDP.1</p>	<p>ELA</p> <ul style="list-style-type: none"> I can summarize what a speaker says and explain how their reasons and evidence support their ideas. <i>SL.ES.5.3</i> I can figure out the meaning of words and phrases to better understand stories and poems. <i>RL.TS.5.4</i> I can figure out the meaning of words and phrases to better understand informational text. <i>RI.TS.5.4</i> I can read with accuracy, fluency, and expression to understand what I am reading. <i>L.RF.5.4: A-C</i> I can use correct grammar and sentence structure in my writing and speaking. <i>L.KL.5.1: C</i> I can use context clues and word relationships to figure out the meaning of unfamiliar words. <i>L.VI.4.3: B</i> <p>Social Studies:</p> <ul style="list-style-type: none"> I can explain how people influence government decisions and policies. <i>6.1.5.CivicsPI.3</i> I can explain why it is important for citizens to participate in democracy. <i>6.1.5.CivicsPI.6</i>

<p>6.1.5.CivicsPR.2 6.1.5.CivicsPR.4 6.1.5.CivicsHR.1 6.1.5.CivicsCM.4 6.1.5.HistoryCC.3 6.1.5.HistoryUP.7</p>	<ul style="list-style-type: none"> • I can show how individuals and groups work together to shape public policy. <i>6.1.5.CivicsPI.7</i> • I can describe how civic engagement affects local, state, and national communities. <i>6.1.5.CivicsPI.8</i> • I can make informed decisions as an active and responsible citizen. <i>6.1.5.CivicsDP.1</i> • I can explain why compromise helps solve disagreements in a democracy. <i>6.1.5.CivicsPR.2</i> • I can describe how rules, laws, and policies promote fairness and protect rights. <i>6.1.5.CivicsPR.4</i> • I can explain why individual rights and freedoms are important in a democracy. <i>6.1.5.CivicsHR.1</i> • I can show how citizens work together to solve problems in their community. <i>6.1.5.CivicsCM.4</i> • I can explain how different perspectives help us understand history. <i>6.1.5.HistoryCC.3</i> • I can describe how diverse people and groups shape our shared national identity. <i>6.1.5.HistoryUP.7</i>
---	---

Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> • Collaborative Reading 	<ul style="list-style-type: none"> • Teacher's Manual • https://www.nj.gov/education/lear/

- Think-Pair-Share
- Turn and Talk
- Active Classroom
 - Name that Ingredient
 - Travel Back in Time
 - Round-Robin Brainstorming
 - Where Am I?
 - Collage
 - What Is It?
 - Act It Out!
 - Turn and Talk
 - What's My Message?
 - Three Minute Pause
 - Draw a Map
 - Interact to Learn and Have Fun
 - Make and Play a Game
 - Cartoon Time!
 - Clue Me In
 - Puzzle It
 - Draw a Picture Book
- Sing about It
- Blooket, Kahoot!

Small Group

- Direct Instruction

Additional Strategies/Center Time

Project-based learning/Culminating Task

- <https://fcrr.org/student-center-activities/fourth-and-fifth-grade>
 - **Homophone Bingo!**
 - **Inflection Reflection**
 - **Practice and Read**
 - **Chunk It Up**
 - **Fleeting Phrases**
 - **Getting to the Root of It**
 - **Character Connections**
 - **Monitor and Mend**
 - **Text Structure Sort**
 - **Text Structure Reflection**
- **Trade Books**
 - **We the People: The Story of Our Constitution by Lynne Cheney**
 - A vibrant, true-to-history narrative that introduces young readers to the people and ideas behind the U.S. Constitution
 - **Duck for President by Doreen Cronin**
 - A humorous tale of a duck who runs for office and learns that being a leader is serious work. Ideal for illustrating democratic processes in a playful way.
 - **What's the Big Deal About Elections by Ruby Shamir**
 - An accessible nonfiction read packed with facts, trivia, and background on elections and democratic principles.
 - **What Can a Citizen Do? by Dave Eggers**
 - A reflective and empowering picture book that encourages kids to see themselves as active, contributing members of their communities.
 - **The Story of Benjamin Franklin: A Biography Book for New Readers**
 - Geared toward 5th-grade readers (Lexile 820), this book highlights Franklin's

	<p>curiosity and contributions.</p> <ul style="list-style-type: none"> ○ Ben and Me: An Astonishing Life of Benjamin Franklin by His Good Mouse Amos <ul style="list-style-type: none"> ■ A creative and humorous take on Franklin's life through the perspective of his mouse companion Amos, engaging for older kids.
--	--

Tier II Vocabulary	Tier III Vocabulary
<p>consult</p> <p>authority</p> <p>sufficient</p> <p>announce</p>	<p>articles of confederation</p> <p>ratified</p> <p>legislative</p> <p>executive</p> <p>judicial</p> <p>inflation</p> <p>ordinances</p> <p>currency</p> <p>regulate</p> <p>delegate</p> <p>constitution</p> <p>compromise</p>

	<p>preamble</p> <p>separation of powers</p> <p>checks and balances</p> <p>veto</p> <p>federalist</p> <p>anti-federalist</p> <p>bill of rights</p> <p>proposal</p> <p>anarchy</p> <p>constitutional republic</p> <p>popular sovereignty</p> <p>rule of law</p> <p>domestic tranquility</p> <p>suffrage</p> <p>levy</p> <p>commerce</p>
--	---

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
<ul style="list-style-type: none"> Lesson Checks 	At the end of each unit:	Projects

<ul style="list-style-type: none"> ● Exit Tickets ● Reading Check ● Collaborative Reading assignment ● 	<ul style="list-style-type: none"> ● Social Studies chapter assessment ● Social Studies lesson quizzes ● Unit ELA assessment 	Presentations
--	---	----------------------

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
<ul style="list-style-type: none"> ● Allow oral responses ● Allow verbalization before writing ● Use audio materials when necessary ● Modify homework assignments ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking Content ● Use mnemonic devices 	<ul style="list-style-type: none"> ● Read tests aloud ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Extended time ● Provide notes ● Chunking Content ● Utilize preferential seating ● Pre-teach vocabulary prior to reading complex text. ● Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> ● Tabletop Mini Lessons ● Restate, reword, clarify directions ● Use audio materials ● Re-teach concepts using small groups ● Provide notes and images ● Chunking Content ● Shorten assignments to focus on mastery concept ● Utilize preferential seating ● Sentence starters ● Student choice for project or 	<ul style="list-style-type: none"> ● Expanding time for free reading ● Additional student-driven opportunities ● Student choice for project or approach to assignment ● Inquiry-based instruction ● Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 			<p>approach to assignment</p> <ul style="list-style-type: none"> • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	
---	--	--	---	--

Related State Mandates

<input type="checkbox"/> Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin</i>)	<input type="checkbox"/> Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (<i>Harriet Tubman</i>)
<input type="checkbox"/> LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.	<input type="checkbox"/> Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions.
<input type="checkbox"/> Other:	<input type="checkbox"/> Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change:** *Follow the Moon Home*,
- ☐ **Other Interdisciplinary Connections:**
 - ☐ **ELA:**
 - ☐ **Math:**
 - ☐ **Social Studies:**
 - ☐ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Creativity and Innovation**
 - ☐ **Critical Thinking and Problem Solving**
 - ☐ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**
- ☐ **9.4 Life Literacies and Key Skills**

- ☐ Digital Citizenship
- ☐ Information and Media Literacy
- ☐ Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☐ 1.2 Media Arts
 - ☐ Creating - Conceive, Develop, and/or Construct
 - ☐ Performing - Integrate, Practice, and/or Present
 - ☐ Responding - Perceive, Evaluate, and/or Interpret
 - ☐ Connecting - Synthesize and/or Relate

Unit 7

Unit 7 Life in the Young Republic

Pacing (Weeks): 5 weeks

Unit Description:

ELA: In this unit, students will strengthen their reading, writing, speaking, and listening skills as they learn how authors build meaning and how readers make sense of texts. They will explore how evidence is used to support ideas in both stories and informational texts, while practicing strategies like using context clues and expanding their vocabulary to deepen comprehension. Students will also focus on reading fluently with expression and accuracy. In addition, they will develop their communication skills by creating clear, well-organized presentations that use visuals and technology to engage their audience. By the end of the unit, students will understand how reading, writing, and speaking are connected tools for sharing and evaluating ideas.

Social Studies: In this unit, students will explore how communities are shaped by the decisions people make, the rules and laws that guide them, and the geography that influences their daily lives. They will examine how history is built from the perspectives of different people and groups, including those whose stories are often left out. By studying primary and secondary sources, students will learn how to evaluate evidence and understand how ideas, inventions, and technologies bring about change. Through discussions and inquiry, students will also practice resolving conflicts peacefully and consider how they themselves can

take action to improve their communities.

Essential Questions	Enduring Understandings
<p>ELA</p> <ul style="list-style-type: none"> • How can I share my ideas clearly and in detail when speaking to others? <i>(SL.PI.5.4)</i> • How can adding visuals, media, or technology help make my presentation stronger? <i>(SL.UM.5.5)</i> • How do authors use reasons and evidence to support their ideas in stories, and how can I judge if they are strong? <i>(RL.CT.5.8)</i> • How do authors use reasons and evidence to support their ideas in informational texts, and how can I tell if they make sense? <i>(RI.CT.5.8)</i> • How can I read with accuracy, fluency, and expression so I better understand the text? <i>(L.RF.5.4: A–C)</i> • How do I use grammar rules, like parts of speech, verb tense, and sentence structure, to make my writing clear? <i>(L.KL.5.1: A–C)</i> • How can learning new words and their meanings help me become a stronger reader and writer? <i>(L.VL.5.2.B)</i> • How do I use context clues to figure out the meaning of words or phrases I don’t know? <i>(L.VI.5.3: B)</i> 	<p>ELA</p> <p>Clear speaking helps others understand my ideas and shows what I know. <i>(SL.PI.5.4)</i></p> <p>Visuals, media, and technology can make presentations more engaging and powerful. <i>(SL.UM.5.5)</i></p> <p>Authors use reasons and evidence to support their ideas in stories, and readers can judge how strong those reasons are. <i>(RL.CT.5.8)</i></p> <p>Authors use reasons and evidence to support ideas in informational texts, and readers need to decide if they make sense. <i>(RI.CT.5.8)</i></p> <p>Reading smoothly, with accuracy and expression, helps me understand what I read. <i>(L.RF.5.4: A–C)</i></p> <p>Using grammar correctly makes my writing clear and effective for readers. <i>(L.KL.5.1: A–C)</i></p> <p>Growing my vocabulary helps me read, write, and speak with greater understanding and precision. <i>(L.VL.5.2.B)</i></p> <p>Context clues in a text help me figure out the meaning of unfamiliar words and phrases. <i>(L.VI.5.3: B)</i></p> <p>Social Studies</p>

<p>Social Studies:</p> <ul style="list-style-type: none"> • How do people work together to make fair decisions that affect a community? <i>(6.1.5.CivicsDP.2)</i> • Why is it important to listen to and respect different points of view when making decisions? <i>(6.1.5.CivicsPR.4)</i> • How do rules and laws protect people’s rights and ensure fairness in a community? <i>(6.1.5.CivicsHR.2)</i> • What are some peaceful ways to solve disagreements in our community and the world? <i>(6.1.5.CivicsCM.1)</i> • How does where something is located on Earth affect the way people live and connect with one another? <i>(6.1.5.GeoGI.1)</i> • How do maps, graphs, and other geographic tools help us understand the world? <i>(6.1.5.GeoGI.4)</i> • How do people’s actions and decisions shape history and communities over time? <i>(6.1.5.HistoryCC.2)</i> • How can we learn about the past by studying primary and secondary sources? <i>(6.1.5.HistoryCC.3)</i> • How have ideas, inventions, and technologies changed the way people live over time? <i>(6.1.5.HistoryCC.7)</i> • Why is it important to learn about people and groups whose stories have not always been told? <i>(6.1.5.HistoryUP.1)</i> • How can I take action in my community to make a positive difference? <i>(6.3.5.CivicsPD.2)</i> 	<p>Communities make better decisions when people share ideas and work together. <i>(6.1.5.CivicsDP.2)</i></p> <p>Respecting different perspectives helps create fair and balanced decisions. <i>(6.1.5.CivicsPR.4)</i></p> <p>Rules and laws are designed to protect people’s rights and ensure fairness in society. <i>(6.1.5.CivicsHR.2)</i></p> <p>Conflicts can be solved in peaceful ways that promote cooperation and understanding. <i>(6.1.5.CivicsCM.1)</i></p> <p>Geography shapes how people live, work, and connect with one another. <i>(6.1.5.GeoGI.1)</i></p> <p>Maps and geographic tools help us better understand people, places, and environments. <i>(6.1.5.GeoGI.4)</i></p> <p>History is shaped by the actions and choices of people and groups over time. <i>(6.1.5.HistoryCC.2)</i></p> <p>Primary and secondary sources help us understand the past from different perspectives. <i>(6.1.5.HistoryCC.3)</i></p> <p>New ideas, inventions, and technologies bring changes that affect how people live. <i>(6.1.5.HistoryCC.7)</i></p> <p>Learning untold or underrepresented stories helps us see a fuller picture of history. <i>(6.1.5.HistoryUP.1)</i></p> <p>Individuals can take action to create positive change in their communities. <i>(6.3.5.CivicsPD.2)</i></p>
--	--

--	--

NJSL Standards	Learning Objectives
<p>ELA: SL.PI.5.4 SL.UM.5.5 RL.CT.5.8 RI.CT.5.8 L.RF.5.4: A-C L.KL.5.1: A-C L.VL.5.2.B L.VI.5.3: B</p> <p>Social Studies:</p> <p>6.1.5.CivicsDP.2 6.1.5.CivicsPR.4 6.1.5.CivicsHR.2 6.1.5.CivicsCM.1 6.1.5.GeoGI.1 6.1.5.GeoGI.4 6.1.5.HistoryCC.2 6.1.5.HistoryCC.3 6.1.5.HistoryCC.7 6.1.5.HistoryUP.1 6.3.5.CivicsPD.2</p>	<p>ELA</p> <ul style="list-style-type: none"> • I can speak clearly and share my ideas in detail. <i>(SL.PI.5.4)</i> • I can use visuals, media, or technology to make my presentations stronger. <i>(SL.UM.5.5)</i> • I can explain how authors use reasons and evidence to support ideas in stories. <i>(RL.CT.5.8)</i> • I can explain how authors use reasons and evidence to support ideas in informational texts. <i>(RI.CT.5.8)</i> • I can read smoothly and with expression to help me understand the text. <i>(L.RF.5.4: A–C)</i> • I can use correct grammar, like parts of speech and verb tense, in my writing. <i>(L.KL.5.1: A–C)</i> • I can learn and use new vocabulary to improve my reading and writing. <i>(L.VL.5.2.B)</i> • I can use context clues to figure out the meaning of new words. <i>(L.VI.5.3: B)</i> <p>Social Studies:</p> <ul style="list-style-type: none"> • I can explain how people work together to make fair decisions in a community. <i>(6.1.5.CivicsDP.2)</i>

	<ul style="list-style-type: none"> • I can respect and listen to different opinions when making decisions. <i>(6.1.5.CivicsPR.4)</i> • I can explain how rules and laws protect people’s rights and fairness. <i>(6.1.5.CivicsHR.2)</i> • I can describe peaceful ways to solve disagreements in my community and the world. <i>(6.1.5.CivicsCM.1)</i> • I can explain how where something is located affects how people live and connect. <i>(6.1.5.GeoGI.1)</i> • I can use maps, graphs, and other tools to understand people and places. <i>(6.1.5.GeoGI.4)</i> • I can describe how people’s actions and choices shape history. <i>(6.1.5.HistoryCC.2)</i> • I can use primary and secondary sources to learn about the past. <i>(6.1.5.HistoryCC.3)</i> • I can explain how ideas, inventions, and technologies change how people live. <i>(6.1.5.HistoryCC.7)</i> • I can recognize and value stories of people and groups who may not always be included in history. <i>(6.1.5.HistoryUP.1)</i> • I can take action to make a positive difference in my community. <i>(6.3.5.CivicsPD.2)</i>
--	--

Instructional Strategies	Instructional Resources
Whole Group <ul style="list-style-type: none"> • Collaborative Reading 	<ul style="list-style-type: none"> • Teacher’s Manual • https://www.nj.gov/education/lear/

<ul style="list-style-type: none"> ● Think-Pair-Share ● Turn and Talk ● Active Classroom <ul style="list-style-type: none"> ○ Name that Ingredient ○ Travel Back in Time ○ Round-Robin Brainstorming ○ Where Am I? ○ Collage ○ What Is It? ○ Act It Out! ○ Turn and Talk ○ What's My Message? ○ Three Minute Pause ○ Draw a Map ○ Interact to Learn and Have Fun ○ Make and Play a Game ○ Cartoon Time! ○ Clue Me In ○ Puzzle It ○ Draw a Picture Book ● Sing about It ● Blooket, Kahoot! <p>Small Group</p> <ul style="list-style-type: none"> ● Direct Instruction <p>Additional Strategies/Center Time Project-based learning/Culminating Task</p>	<ul style="list-style-type: none"> ● https://fcrr.org/student-center-activities/fourth-and-fifth-grade <ul style="list-style-type: none"> ○ Practice and Read ○ Chunk It Up ○ Getting to the Root of It ○ Text Structure Sort ● Trade Books <ul style="list-style-type: none"> ○ On This Long Journey, the Journal of Jesse Smoke, a Cherokee Boy, the Trail of Tears (My Name Is America series) <ul style="list-style-type: none"> ■ A fictional diary of a Cherokee boy enduring the forced removal known as the Trail of Tears ○ The Quilt Walk by Sandra Dallas <ul style="list-style-type: none"> ■ Follows a young girl traveling west from Illinois to Colorado by covered wagon; rich in frontier detail ○ Number the Stars by Lois Lowry <ul style="list-style-type: none"> ■ Set during WWII, this emotional novel highlights bravery and resistance—not frontier-related, but offers strong historical context and empathy-building ○ Bud, Not Buddy by Christopher Paul Curtis <ul style="list-style-type: none"> ■ A great choice for students—set during the Great Depression, it's a moving journey with historical depth and accessible language
---	---

Tier II Vocabulary	Tier III Vocabulary
propose	electoral college
accumulate	inauguration

<p>pioneer</p> <p>crucial</p> <p>capable</p> <p>eliminate</p> <p>construct</p> <p>violate</p> <p>adapt</p> <p>reform</p> <p>advocate</p>	<p>Cabinet</p> <p>political party</p> <p>frontier</p> <p>caravan</p> <p>interpreter</p> <p>impressment</p> <p>nationalism</p> <p>anthem</p> <p>secede</p> <p>Monroe Doctrine</p> <p>foreign policy</p> <p>Trail of Tears</p> <p>famine</p> <p>abolition</p> <p>academy</p>
--	--

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
<ul style="list-style-type: none"> • Lesson Checks • Exit Tickets • Reading Check 	<p>At the end of each unit:</p> <ul style="list-style-type: none"> • Social Studies chapter assessment • Social Studies lesson quizzes 	<p>Projects</p> <p>Presentations</p>

<ul style="list-style-type: none"> • Collaborative Reading assignment • 	<ul style="list-style-type: none"> • Unit ELA assessment 	
---	---	--

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking Content • Use mnemonic devices 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating • Sentence starters • Student choice for project or approach to assignment 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 			<ul style="list-style-type: none"> • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	
---	--	--	---	--

Related State Mandates	
<input type="checkbox"/> Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin</i>) <input type="checkbox"/> LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. <input type="checkbox"/> Other:	<input type="checkbox"/> Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (<i>Harriet Tubman</i>) <input type="checkbox"/> Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions. <input type="checkbox"/> Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change:** *Follow the Moon Home*,
- ☐ **Other Interdisciplinary Connections:**
 - ☐ **ELA:**
 - ☐ **Math:**
 - ☐ **Social Studies:**
 - ☐ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Creativity and Innovation**
 - ☐ **Critical Thinking and Problem Solving**
 - ☐ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**
- ☐ **9.4 Life Literacies and Key Skills**

- ☐ **Digital Citizenship**
- ☐ **Information and Media Literacy**
- ☐ **Technology Literacy**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☐ **1.2 Media Arts**
 - ☐ **Creating - Conceive, Develop, and/or Construct**
 - ☐ **Performing - Integrate, Practice, and/or Present**
 - ☐ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☐ **Connecting - Synthesize and/or Relate**

Unit 8

Unit 8: Westward Expansion	Pacing (Weeks): 4 weeks
<p>Unit Description:</p> <p>ELA: In this unit, students strengthen their reading, writing, listening, and speaking skills to become effective communicators and critical thinkers. They learn to identify central ideas and themes in both literature and informational texts, while analyzing how authors use evidence to support their ideas. Students also work on reading with fluency and accuracy to deepen comprehension and enjoyment. Along the way, they expand their vocabulary knowledge, exploring word meanings, figurative language, and multiple-meaning words, while practicing how to adapt communication for different audiences and purposes.</p> <p>Social Studies: In this unit, students explore how geography, economics, and history shape communities and influence daily life. They learn how people interact with their environment, make decisions about resources, and connect through trade and innovation. Using maps and geographic tools, students examine multiple perspectives to better understand people, places, and events. By studying both past and present choices, students discover how human decisions have lasting impacts on societies and the environment.</p>	

Essential Questions	Enduring Understandings
<p>ELA</p> <ul style="list-style-type: none"> How can I adapt my speech and writing to effectively communicate with different audiences and for different purposes? <i>SL.AS.5.6</i> How do authors use evidence to support themes, ideas, or arguments in literature? <i>RL.CT.5.8</i> How do authors use evidence to support themes, ideas, or arguments in informational texts? <i>RI.CT.5.8</i> How can understanding a story's main idea, theme, or central message help me connect to its deeper meaning? <i>RL.CI.5.2</i> 	<p>ELA</p> <p>Effective communication requires adapting language, tone, and style to suit different audiences and purposes. <i>SL.AS.5.6</i></p> <p>Authors use evidence to develop and support themes, ideas, and arguments in literature. <i>RL.CT.5.8</i></p> <p>Authors use evidence to develop and support ideas and arguments in informational texts. <i>RI.CT.5.8</i></p> <p>Identifying themes and central messages in stories helps readers connect with deeper meanings. <i>RL.CI.5.2</i></p> <p>Identifying central ideas in informational texts helps readers</p>

<ul style="list-style-type: none"> • How can identifying the central idea of an informational text help me understand and explain what the author wants me to learn? <i>RI.CI.5.2</i> • How can I read fluently and accurately to better understand and enjoy a text? <i>L.RF.5.4: A-C</i> • How can improving my fluency and accuracy in reading help me grow as a reader? <i>L.RF.4.4: A-C</i> • How does understanding word relationships, multiple-meaning words, and figurative language help me become a stronger reader and communicator? <i>L.VL.5.2.B</i> <p>Social Studies:</p> <ul style="list-style-type: none"> • How do human decisions about where to live and how to use land shape communities over time? <i>6.1.5.GeoPP.3</i> • In what ways does the physical environment influence how people live, work, and move? <i>6.1.5.GeoHE.1</i> • How do human activities affect the environment, and how does the environment affect human activities? <i>6.1.5.GeoHE.2</i> • How do maps, globes, and other geographic tools help us understand people, places, and environments? <i>6.1.5.GeoGI.1</i> • Why is it important to examine multiple perspectives when interpreting geographic data? <i>6.1.5.GeoGI.4</i> • How does trade and the exchange of goods, services, and 	<p>understand the author’s purpose and message. <i>RI.CI.5.2</i></p> <p>Fluent and accurate reading allows readers to focus on comprehension and enjoyment of a text. <i>L.RF.5.4: A-C</i></p> <p>Developing fluency and accuracy in earlier grades builds a strong foundation for comprehension. <i>L.RF.4.4: A-C</i></p> <p>Understanding word relationships, figurative language, and multiple-meaning words strengthens both comprehension and communication. <i>L.VL.5.2.B</i></p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Human decisions about land use and settlement shape communities and have lasting effects on society and the environment. <i>6.1.5.GeoPP.3</i> • The physical environment influences how people live, work, and move, while people also adapt and modify their surroundings. <i>6.1.5.GeoHE.1–2</i> • Geographic tools and data help us understand the world, and considering multiple perspectives allows for a fuller picture of people, places, and events. <i>6.1.5.GeoGI.1, 6.1.5.GeoGI.4</i> • Trade and the exchange of goods, services, and ideas connect people, regions, and cultures. <i>6.1.5.EconET.2</i> • Communities and individuals must make choices about how to use limited resources, and those decisions have
--	---

<p>ideas connect people and places? <i>6.1.5.EconET.2</i></p> <ul style="list-style-type: none"> • How do individuals and communities make decisions about how to use limited resources? <i>6.1.5.EconNM.2</i> • What factors influence people’s choices as consumers, workers, and producers? <i>6.1.5.EconNM.3</i> • How do innovation and technology affect economic decision-making and daily life? <i>6.1.5.EconNM.4</i> • Why is it important to study different perspectives from the past, and how do they shape our understanding of history? <i>6.1.5.HistoryCC.2</i> 	<p>consequences. <i>6.1.5.EconNM.2</i></p> <ul style="list-style-type: none"> • Economic choices are shaped by consumer needs, worker roles, producer decisions, and available resources. <i>6.1.5.EconNM.3</i> • Innovation and technology influence economies and change the way people live and work. <i>6.1.5.EconNM.4</i> • Examining history through multiple perspectives helps us better understand the past and how it shapes the present. <i>6.1.5.HistoryCC.2</i>
---	---

NJSL Standards	Learning Objectives
<p>ELA: SL.AS.5.6 RL.CT.5.8 RI.CT.5.8 RL.CI.5.2 RI.CI.5.2 L.RF.5.4: A-C L.RF.4.4: A-C L.VL.5.2.B</p> <p>Social Studies: 6.1.5.GeoPP.3 6.1.5.GeoHE.1 6.1.5.GeoHE.2 6.1.5.GeoGI.1</p>	<p>ELA</p> <ul style="list-style-type: none"> • I can adjust the way I speak and write depending on who I’m talking to and why. <i>SL.AS.5.6</i> • I can explain how an author uses evidence to support a theme, idea, or argument in a story. <i>RL.CT.5.8</i> • I can explain how an author uses evidence to support ideas or arguments in informational text. <i>RI.CT.5.8</i> • I can identify the theme or central message in a story and explain what it means. <i>RL.CI.5.2</i> • I can find the central idea in an informational text and explain what the author wants me to learn. <i>RI.CI.5.2</i>

<p> 6.1.5.GeoGI.4 6.1.5.EconET.2 6.1.5.EconNM.2 6.1.5.EconNM.3 6.1.5.EconNM.4 6.1.5.HistoryCC.2 </p>	<ul style="list-style-type: none"> • I can read fluently, accurately, and with expression to help me understand what I read. <i>L.RF.5.4: A-C</i> • I can practice reading smoothly and accurately so I better understand the text. <i>L.RF.4.4: A-C</i> • I can figure out the meaning of words and phrases, including figurative language and words with more than one meaning. <i>L.VL.5.2.B</i> <p>Social Studies:</p> <ul style="list-style-type: none"> • I can explain how people’s choices about where to live and how to use land affect communities. <i>6.1.5.GeoPP.3</i> • I can describe how the physical environment influences how people live, work, and move. <i>6.1.5.GeoHE.1</i> • I can explain how human activities affect the environment and how the environment affects people. <i>6.1.5.GeoHE.2</i> • I can use maps, globes, and other geographic tools to learn about people, places, and environments. <i>6.1.5.GeoGI.1</i> • I can explain why it is important to look at different perspectives when studying geographic data. <i>6.1.5.GeoGI.4</i> • I can explain how trade and the exchange of goods, services, and ideas connect people and places. <i>6.1.5.EconET.2</i> • I can describe how people make choices about using limited resources. <i>6.1.5.EconNM.2</i> • I can explain what influences people’s choices as consumers, workers, and producers. <i>6.1.5.EconNM.3</i> • I can explain how innovation and technology affect economic decisions and people’s daily lives. <i>6.1.5.EconNM.4</i>
---	--

	<ul style="list-style-type: none"> I can explain why it is important to study different perspectives from the past to better understand history. <i>6.1.5.HistoryCC.2</i>
--	--

Instructional Strategies	Instructional Resources
<p>Whole Group</p> <ul style="list-style-type: none"> Collaborative Reading Think-Pair-Share Turn and Talk Active Classroom <ul style="list-style-type: none"> Name that Ingredient Travel Back in Time Round-Robin Brainstorming Where Am I? Collage What Is It? Act It Out! Turn and Talk What's My Message? Three Minute Pause Draw a Map Interact to Learn and Have Fun Make and Play a Game Cartoon Time! Clue Me In Puzzle It Draw a Picture Book Sing about It Blooket, Kahoot! <p>Small Group</p> <ul style="list-style-type: none"> Direct Instruction 	<ul style="list-style-type: none"> Teacher's Manual https://www.nj.gov/education/lear/ https://fcrr.org/student-center-activities/fourth-and-fifth-grade <ul style="list-style-type: none"> Chunk It Up Reading Chunks Fleeting Phrases Impressive Expressive Context Clues Make It Meaningful Getting to the Root of It Text Structure Sort Trade Books <ul style="list-style-type: none"> Erie Trail West <ul style="list-style-type: none"> A historical fiction narrative featuring an 11-year-old girl traveling via the Erie Canal, offering vivid first-person perspectives of canal life. Boom Town by Sonia Levitin <ul style="list-style-type: none"> A picture-book tale of entrepreneurial spirit—Amanda sets up a pie business in Gold Rush California, sparking town growth and thriving commerce. By the Great Horn Spoon! by Sid Fleischman <ul style="list-style-type: none"> A rollicking historical adventure about a boy and his butler journeying to California during the Gold Rush. It's full of humor, panning for gold, and clever

Additional Strategies/Center Time Project-based learning/Culminating Task	<p>problem-solving.</p> <ul style="list-style-type: none"> ○ The Amazing Impossible Erie Canal <ul style="list-style-type: none"> ■ A beautifully illustrated picture book packed with Erie Canal history—great for engaging elementary readers. ○ Minn of the Mississippi by Holling Clancy Holling <ul style="list-style-type: none"> ■ A richly illustrated journey following a snapping turtle from the Mississippi’s headwaters to its delta—great for geographic and natural history cross-curricular connections.
---	--

Tier II Vocabulary	Tier III Vocabulary
<p>process</p> <p>determine</p> <p>defend</p> <p>declare</p> <p>challenge</p> <p>enable</p> <p>method</p> <p>innovation</p> <p>discrimination</p> <p>profit</p>	<p>mass production</p> <p>canal</p> <p>vaquero</p> <p>annex</p> <p>Manifest Destiny</p> <p>wagon train</p> <p>prairie schooner</p> <p>persecution</p> <p>gold rush</p> <p>entrepreneur</p> <p>Pony Express</p>

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
<ul style="list-style-type: none"> • Lesson Checks • Exit Tickets • Reading Check • Collaborative Reading assignment • 	<p>At the end of each unit:</p> <ul style="list-style-type: none"> • Social Studies chapter assessment • Social Studies lesson quizzes • Unit ELA assessment 	<p>Projects Presentations</p>

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	Gifted and Talented
<ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary 	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Extended time • Provide notes • Chunking Content • Utilize preferential seating • Pre-teach vocabulary prior to reading complex text. • Provide additional options to demonstrate knowledge. 	<ul style="list-style-type: none"> • Tabletop Mini Lessons • Restate, reword, clarify directions • Use audio materials • Re-teach concepts using small groups • Provide notes and images • Chunking Content • Shorten assignments to focus on mastery concept • Utilize preferential seating 	<ul style="list-style-type: none"> • Expanding time for free reading • Additional student-driven opportunities • Student choice for project or approach to assignment • Inquiry-based instruction • Provide additional options to demonstrate knowledge.

<ul style="list-style-type: none"> • Chunking Content • Use mnemonic devices • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Utilize preferential seating • Provide additional options to demonstrate knowledge. 			<ul style="list-style-type: none"> • Sentence starters • Student choice for project or approach to assignment • Use video to demonstrate understanding of content. • Provide additional options to demonstrate knowledge. • SIOP model strategies 	
---	--	--	---	--

Related State Mandates	
<input type="checkbox"/> Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin</i>)	<input type="checkbox"/> Amistad Law N.J.S.A. 18A:35-4.43 Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (<i>Harriet Tubman</i>)
<input type="checkbox"/> LGBT and Disabilities Law N.J.S.A. 18A:35-4.35 Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.	<input type="checkbox"/> Asian Americans and Pacific Islanders P.L. 2021, c.416 Incorporate Asian American and Pacific Islander history and contributions.
	<input type="checkbox"/> Holocaust Law N.J.S.A. 18A:35-28 Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

☐ Other:

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change:** *Follow the Moon Home*,
- ☐ **Other Interdisciplinary Connections:**
 - ☐ **ELA:**
 - ☐ **Math:**
 - ☐ **Social Studies:**
 - ☐ **Science:**

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
 - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
 - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
 - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☐ **9.2 Career Awareness and Planning**
- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Creativity and Innovation**
 - ☐ **Critical Thinking and Problem Solving**
 - ☐ **Global and Cultural Awareness**

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**

- ☐ **9.4 Life Literacies and Key Skills**
 - ☐ **Digital Citizenship**
 - ☐ **Information and Media Literacy**
 - ☐ **Technology Literacy**

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☐ **1.2 Media Arts**
 - ☐ **Creating - Conceive, Develop, and/or Construct**
 - ☐ **Performing - Integrate, Practice, and/or Present**
 - ☐ **Responding - Perceive, Evaluate, and/or Interpret**
 - ☐ **Connecting - Synthesize and/or Relate**