

Unit 3 - The American Revolution

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

In this unit, students will analyze the tension which led to the Colonies declaring their independence. Students will also examine founding documents, such as the Declaration of Independence. Students will critically examine the documents and the events of the American Revolution through the Constitutional Convention.

Enduring Understandings

Essential Questions

Learning Objectives

Standards: Content

Standards: Interdisciplinary

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| ELA.RI.CR.5.1 | Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. |
| ELA.RI.CI.5.2 | Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. |
| ELA.RI.TS.5.4 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| ELA.RI.MF.5.6 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| ELA.RI.CT.5.8 | Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics. |

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| ELA.W.AW.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| ELA.W.IW.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| ELA.W.IW.5.2.A | Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension. |
| ELA.W.IW.5.2.B | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| ELA.W.IW.5.2.C | Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). |
| ELA.W.IW.5.2.E | Provide a conclusion related to the information of explanation presented. |
| ELA.W.SE.5.6 | Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources. |
| ELA.SL.PE.5.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| ELA.SL.PE.5.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |
| ELA.SL.PE.5.1.D | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| ELA.SL.II.5.2 | Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| CS.3-5.8.1.5.IC.1 | Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. |
| CS.3-5.8.2.5.ITH.1 | Explain how societal needs and wants influence the development and function of a product and a system. |
| TECH.9.4.5.IML.1 | Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). |

Assessment Evidence

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| Formative | Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions |
| Summative | Tests, Quizzes, Projects, Written and Oral Responses |
| Alternative & Benchmark | Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments Benchmark – Teacher generated unit assessments, project based activities |
| <u>Assessment Evidence Resource</u> | |

Instructional Resources

[Social Studies Primary Source List](#)

[Instructional Resource List](#)

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

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| | Amistad | | Diversity, Equity, and Inclusion |
| | Holocaust | | LGBT and Disabilities (Grades 6-12) |
| | Climate Change | | Asian American & Pacific Islander |

Social Emotional Learning (SEL) Competencies

[NJ Social and Emotional Learning Competencies & Sub-Competencies](#)

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|---|-----------------------------|---|---------------------|
| | Self-Awareness | X | Relationship Skills |
| X | Responsible Decision-Making | | Social Awareness |
| | Self-Management | | |

21st Century Skills & Themes

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|---|--------------------------------|---|------------------------|------------------------------------|
| X | Global and Cultural Awareness | X | Technology Literacy | Planning and Budgeting |
| X | Creativity and Innovation | | Financial Institutions | Risk Management and Insurance |
| X | Information and Media Literacy | X | Digital Citizenship | Economic and Government Influences |
| X | Critical Thinking and Problem | | Credit Profile | Career Awareness and |

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|---|--------------------------------|--|----------------------|----------|
| | Solving | | | Planning |
| X | Civic Financial Responsibility | | Financial Psychology | |