

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit 4/Module Overview

Compelling Question:

How did the Constitution and Bill of Rights give Americans a foundation for political and economic success?

Storyline:

On January 20, 2021, Amanda Gorman, a 22-year-old activist and poet, delivered a stirring recitation of her poem, "The Hill We Climb," at President Joe Biden's inauguration. One powerful excerpt from the poem states, ". . . and yes we are far from polished. Far from pristine. But that doesn't mean we are striving to form a union that is perfect. We are striving to forge a union with purpose, to compose a country committed to all cultures, colors, characters, and conditions of man."

How did the Constitution and Bill of Rights lay the framework for such a vision?

Learning Targets:

What are the key features of the U.S. Constitution? **(Lesson 14)**

What are the basic rights and freedoms of the American people? **(Lesson 15)**

What does it mean to be a citizen of the United States? **(Lesson 16)**

How did the Founding Fathers create the economy we use today? **(Lesson 17)**

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Standards Covered in Current Unit/Module
Related Standards and Learning Goals
<p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p>6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).</p> <p>6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</p> <p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p>

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6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due

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process).

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States has impacted economic opportunities.

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

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6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 14 - The Constitution - 8 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify the weaknesses in the Articles of Confederation and the work of the delegates to the Constitutional Convention that led to the creation of the U.S. Constitution. Examine and list the key powers of the three branches of government created by the Constitution. Identify which branch(es) of the government can act in certain situations. Identify three issues that the delegates to the Constitutional Convention agreed on and three that they debated. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity: Creating a graphic organizer of the U.S. Government (pg 287) Show What You Know: Matching branches with their functions (pg 299-300) <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 14 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> Articles of Confederation, cabinet, checks & balances, 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> All teacher resources are available online Student workbooks also come in a digital format All materials for the hands-on activities are available on the on; one platform Teaching maps and photographs for each lesson are available under the map or media library tabs Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. Video components are available for some lessons. The online platform has review games as well

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		compromise, Constitution, Constitutional Convention, executive branch, impeach, judicial branch, legislative branch, veto	as vocabulary activities for every unit.
Lesson 15 - The Bill of Rights - 10 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Use visual literacy skills to match illustrations to the freedoms protected in the Bill of Rights. Identify key rights protected under the Bill of Rights. Prepare, present, and explain mini dramas that represent key amendments in the Bill of Rights. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Bill of Rights Mini Dramas (pg 305) Show What You Know: Analyze Newspaper Headlines (pg 315-316) <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 15 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> amendment, Bill of Rights, civil, due process, jury, prejudice, ratify 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> All teacher resources are available online Student workbooks also come in a digital format All materials for the hands-on activities are available on the on; one platform Teaching maps and photographs for each lesson are available under the map or media library tabs Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. Video components are available for some lessons. The online platform has review games as well as vocabulary activities for every unit.
Lesson 16 - Our Role in Government - 7 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Explain the civic responsibilities of U.S. citizens. Analyze quotations from the Founders about civic values and discuss if they are still relevant today. Analyze options and take informed action to address a local or regional problem. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity - Civic Values then and Now (pg 321) Show What You Know: George Washington's 101 Rules for Civic Values (pg 333-334) <p>Summative Assessment(s):</p>	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> All teacher resources are available online Student workbooks also come in a digital format All materials for the hands-on activities are available on the on; one platform Teaching maps and photographs for each lesson are available under the map or media library tabs Articles about citizenship are available under

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		<ul style="list-style-type: none"> • Lesson 16 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> • civic values, democratic responsibilities, interest group, political party 	<p>the citizenship tab. These articles are great nonfiction texts for tech reading skills.</p> <ul style="list-style-type: none"> ○ Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. ○ Video components are available for some lessons. ○ The online platform has review games as well as vocabulary activities for every unit.
Lesson 17 - Shaping America's Economy - 7 days	<ul style="list-style-type: none"> • See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Explain how the U.S. free market economy works. • Understand how the Constitution influences our economic system. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Hands-On Activity - Free Market Economy Puzzles (pg 339) • Show What You Know: Economic Concepts Organizer (pg 349-350) <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> • Lesson 17 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> • consumer, demand, free market economy, interest, producer, specialization, supply, tariff 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Student Journal • Materials <ul style="list-style-type: none"> ○ All teacher resources are available online ○ Student workbooks also come in a digital format ○ All materials for the hands-on activities are available on the on; one platform ○ Teaching maps and photographs for each lesson are available under the map or media library tabs ○ Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. ○ Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. ○ Video components are available for some lessons. ○ The online platform has review games as well as vocabulary activities for every unit.

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)