

Social Studies Grade 5

Unit Title: Unit 1 Module A - Depending Upon Each Other

Overview: This unit of study focuses on relationships and how these relationships affect the community. Learners will explain how people change in reaction to their surroundings. They will also engage in determining the theme in literary texts and using dialogue and details to develop challenging character experiences.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **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.3** - Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.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.

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- **L.RF.5.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression.

NJSLS Reading

- **RL.CR.5.1.** Quote accurately from a literary text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RL.CT.5.8.** Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

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NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.B.** Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- **L.WF.5.2.D.** Distinguish between frequently confused words.
- **L.WF.5.2.E.** Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- **L.WF.5.2.G.** Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.VL.5.2.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.VL.5.2.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- **L.VI.5.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.

NJSLS Writing

- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.NW.5.3.A.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.NW.5.3.B.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **W.NW.5.3.C.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- **W.NW.5.3.D.** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.NW.5.3.E.** Provide a conclusion that follows from the narrated experiences or events.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

NJSLS Speaking and Listening

- **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.
- **SL.PE.5.1.B.** - Follow agreed-upon rules for discussion and carry out assigned roles.

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- **SL.PE.5.1.C.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PI.5.4** Report on a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **(Climate Change)**

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

| Skills | K-5 |
|-------------------------------|--|
| Chronological Thinking | -Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past |
| Spatial Thinking | -Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. |
| Critical Thinking | -Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.). |
| Presentational Skills | -Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace. |

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read a louds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

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| Standard | Performance Expectations | Core Ideas |
|------------|---|--|
| 9.1.5.CR.1 | Compare various ways to give back and relate them to your strengths, interests, and other personal factors. | You can give back in areas that matter to you. |
| 9.1.5.EG.5 | Identify sources of consumer protection and assistance | Complying with local and federal government agencies is beneficial to the community. |

Central Idea/Enduring Understanding:

Social Studies

- The United States democratic system requires active participation of its citizens.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.

READING/WRITING

- Readers understand that themes in literary texts are developed through the characters, settings, and events.
- Writers understand that various narrative techniques can be used to develop stories.
- Learners understand that people change in reaction to their surroundings.

Content:

Social Studies

- *Night of the Spadefoot Toads* by Bill Harley - A story of a boy who moves from Arizona to Massachusetts who becomes friends with his science teacher. Through this friendship, Ben discovers and helps protect a habitat while dealing with relationships, friendships, loneliness, and honesty.

Essential/Guiding Question:

Social Studies

- What is the process for creating change at the local, state, or national level?
- What kind of information can be found on different types of maps and how may the information found be useful?
- What do physical and political maps show?
- How have landforms, climate and weather, and the availability of resources impacted where and how people live and work in different regions of New Jersey and the United States?
- How does human interaction impact the environment?
- How are the regions of the United States similar and different?
- Why are some areas more suited for settlement than others?
- What impact does the advancement in science and technology have on individuals and/or societies?

READING/WRITING

- How do readers determine themes in literary texts?
- How do writers use dialogue and details to develop characters and their experiences?

Skills(Objectives):

Social Studies

- Creating Change
- Environment and Human Interactions
- Map Skills
- Landforms
- Climate
- Weather
- Settlement

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Reading/Writing

- *Night of the Spadefoot Toads* by Bill Harley - A story of a boy who moves from Arizona to Massachusetts who becomes friends with his science teacher. Through this friendship, Ben discovers and helps protect a habitat while dealing with relationships, friendships, loneliness, and honesty.
- *Shells from Every Living Thing* by Cynthia Rylant - A text that shows how a boy and his aunt learn to live with each other after the death of his parents.
- *Hatchet* by Gary Paulson - A story about a boy who survives a plane crash and is trying to survive alone in the wilderness with only a hatchet.
- Readers will determine themes in literary texts by comparing and contrasting characters, settings, and events.
- Writers will use dialogue and details to develop challenging character experiences.
- Learners will explain how people change in reaction to their surroundings.

- Advances of Science and Technology

Reading/Writing

- Compare and contrast characters
- Author's craft
- Point of view
- Plot
- Character motivation
- Compare setting
- Style
- Dialogue
- Theme
- Figurative Language
- Developing Theme
- Repetition
- Character and Events
- Characterization
- Compare and contrast setting
- Compare and contrast topics
- Write about characters
- Write a literary analysis
- Retell a scene from a different point of view
- Write to establish a situation
- Write a description of a character
- Write a sequence of events
- Describe a setting
- Write a dialogue between two characters
- Revise to add details supporting a theme
- Write a new scene
- Review and revise a scene
- Plan an original story
- Draft a scene
- Revise and rewrite a narrative
- Edit and proofread a narrative
- Publish and present a narrative
- Write using multiple sources
- Write a short story

Interdisciplinary Connections:

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Visual and Performing Arts

- **1.2.5.Cr1a:** Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- **1.2.5.Cr1e:** Model ideas and plans in an effective direction.

Health & PE

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- **2.1.5.EH.2:** Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Narrative Task:** Write a Short Story - Scholars will write a short story about a character who cares about his or her surroundings. They will describe the actions the character takes to show his or her understanding of the environment.
- **Social Studies Creation:** Create a geographical map of their immediate environment (home/block).
- **Scholars will:**
 - create and organize a sequence of events with a clear beginning, middle, and end.
 - use narrative techniques, including dialogue and description, to develop events and characters.
 - use transition words to connect the events.
 - include an ending that brings the story to a conclusion.

Student Self-Assessment:

- **Social Studies - Turn and Talk:** Students will create a rubric to ensure their understanding of the material taught and information provided on their geographical map.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Days 1-5: Establish and analyze beginning of the year rules and routines.
- Day 7: Discuss teacher responsibility to maintain fair and consistent rules
- Day 8: Discuss the importance of assuming personal responsibility for rules and regulations.
- Day 10: Provide examples from the texts on how people should accept responsibility and why this was important.

Daily Lesson Components (see ReadyGen TE)

Resources:

SOCIAL STUDIES:

- *Anchor Charts*
- *Night of the Spadefoot Toads*
- *Shells*
- *Hatchet*
- *Social Studies Weekly*
- *Epic*
- *Ducksters.com*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)

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| <p>READING: Daily Lessons Days 1-11: <i>Night of the Spadefoot Toads</i> Days 12-13: “<i>Shells</i>” Day 14: <i>Night of the Spadefoot Toads & “Shells”</i> Days 15-16: <i>Hatchet</i> Day 17: <i>Night of the Spadefoot Toads & Hatchet</i> Day 18: <i>Night of the Spadefoot Toads, “Shells,” & Hatchet</i></p> <p>Build Understanding</p> <ul style="list-style-type: none">• Set the Purpose• Engage Scholars• Read• Turn and Talk <p>Close Read:</p> <ul style="list-style-type: none">• Cite Text Evidence• By-the-Way Words & Benchmark Vocabulary• Reading/Language Analysis <p>WRITING: Informational/Explanatory Writing</p> <ul style="list-style-type: none">• Set the Purpose• Teach and Model• Prepare to Write• Independent Writing Practice• Share Writing | <ul style="list-style-type: none">• NJ Commission on Holocaust Education• Learning for Justice <p>Disabilities Law Resources:</p> <ul style="list-style-type: none">• GLSEN Educator Resources• Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none">• <i>Night of the Spadefoot Toads</i>• “<i>Shells</i>”• <i>Hatchet</i> <p>WRITING: Texts</p> <ul style="list-style-type: none">• <i>Night of the Spadefoot Toads</i>• “<i>Shells</i>”• <i>Hatchet</i> | | |
| <p><u>Differentiation:</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p> | | | |
| <p>High-Achieving Students</p> | <p>On Grade Level Students</p> | <p>Struggling Students</p> | <p>Special Needs/ELL</p> |
| <p>Readers & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts-Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth | <p>Readers & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts-Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis• Sleuth | <p>Readers & Writer’s Journal</p> <ul style="list-style-type: none">• Prompts-Write in Response to Reading• Benchmark Vocabulary Practice <p>Small Group Options</p> <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis• Sleuth• Foundational Skills• Guided Writing <p>Realize Online Platform</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time</p> |

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| Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading | Realize Online Platform <ul style="list-style-type: none"> Games/Videos Listen to Reading | <ul style="list-style-type: none"> Games Videos Listen to Reading | Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries |
| Text Club Routines TR 24-27 | Text Club Routines TR 24-27 | Scaffolded Strategies Handbook <ul style="list-style-type: none"> Unlock the text Unlock the writing Performance Based Assessment Lesson | |
| Reading or Language Analysis Practice/Apply Using Small Group Discussion Routine | Reading or Language Analysis Practice/Apply Using Small Group Discussion Routine | Scaffolded Instruction-Strategic Support If...Then...Quick Check Ready Up! Intervention | |

Unit Title: Unit 1 Module B-Depending Upon Each Other

Overview: This unit of study focuses on relationships and their importance to a community. Learners will explain how people change in reaction to their surroundings. Students will also engage in determining the theme in literary texts and using dialogue and details to develop challenging character experiences.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- **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.GeoGI.1** - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.GeoGI.4** - Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- **6.1.5.EconET.3** - Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **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.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.4** - Compare and contrast how the availability of resources affects people across the world differently.
- **6.1.5.GeoGI.1** - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).

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- **L.RF.5.4.A.** Read on-level with purpose and understanding.

NJSLS Reading

- **RL.CR.5.1.** Quote accurately from a literary text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
- **RI.CR.5.1.** Quote accurately from an informational text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **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 (Climate Change)
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **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.

NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.C.** Ensure agreement between subject and verb and between pronoun and antecedent.
- **L.WF.5.2.D.** Distinguish between frequently confused words.
- **L.WF.5.2.E.** Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1B.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VL.5.2C.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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- **L.VI.5.3C.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLS Writing

- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **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.
- **W.IW.5.2.B** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (**Climate Change**)
- **W.IW.5.2.C** Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- **W.IW.5.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.IW.5.2.E** Provide a conclusion related to the information of explanation presented.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.
- **W.WP.5.4.B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- **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.
- **W.RW.5.7.** Write routinely over extended time frames (**with time for research and revision**) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS Speaking and Listening

- **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.
- **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.
- **SL.PE.5.1.C.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

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| | |
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Career Readiness, Life Literacies and Key Skills

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| 9.1.5.EG.1 | Compare various ways to give back and relate them to your strengths, interests, and other personal factors. | You can give back in areas that matter to you. |
| 9.15.EG.5 | Identify sources of consumer protection and assistance. | There are agencies, laws, and resources to protect individuals as consumers. |

Central Idea/Enduring Understanding: **SOCIAL STUDIES**

- In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

Essential/Guiding Question: **SOCIAL STUDIES**

- Why is it important for people of diverse cultures to collaborate to find solutions to challenges?
- How have landforms, climate and weather, and the availability of resources impacted where and how

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- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- People make decisions based on their needs, wants, and the availability of resources.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.

READING/WRITING

- Readers understand the relationships between individuals, concepts, and events based on information provided in texts.
- Writers understand how to develop a topic with facts, definitions, and concrete details.
- Learners understand that all living things interact with and affect one another.

people live and work in different regions of New Jersey and the United States?

- How does human interaction impact the environment?
- What are some ways people use and distribute natural resources?
- What impact does the advancement in science and technology have on individuals and/or societies?
- How can geographic and demographic tools be used to better understand cultural differences?
- What is the difference between a want and a need and how does scarcity and choice influence decisions?
- How has the development of communication systems led to increased collaboration and the spread of ideas?
- How is culture expressed through and influenced by the behavior of people?

READING/WRITING

- How do readers identify relationships and interactions in texts?
- How do writers develop a topic?

Content:

SOCIAL STUDIES

- *Washed Up!* by Payal Kapadia - A realistic fiction about a reality show where three families compete to win by surviving on a remote island.
- *Rain Forest Food Chains* by Heidi Moore - A text that shows how animals of the rainforest are connected and dependent upon one another. It also shows how humans affect the rainforest and what they can do to preserve it.

READING/WRITING

- *Washed Up!* by Payal Kapadia - A realistic fiction about a reality show where three

Skills(Objectives):

SOCIAL STUDIES

- Wants and Needs
- Availability of Resources
- Human Interaction Impacts the Environment
- Landforms
- Diverse Cultures
- Advances in Science and Technology Related to Communications

READING/WRITING

- Relationships and interactions between characters
- Relations and interactions between settings

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| <p>families compete to win by surviving on a remote island.</p> <ul style="list-style-type: none"> • <i>Rain Forest Food Chains</i> by Heidi Moore - A text that shows how animals of the rainforest are connected and dependent upon one another. It also shows how humans affect the rainforest and what they can do to preserve it. • <i>Pale Male</i> by Janet Schulman - An information text about a red-tailed hawk living in New York City. • Readers will explain the relationships between scientific concepts presented in texts. | <ul style="list-style-type: none"> • Developing theme • Determine theme • Relationships between ideas • Synthesizing information • Cause and effect • Plot/key events • Characters impact sequence of events • Main ideas and key details • Reasons and evidence • Problem-solution structure • Multiple accounts • Write an introductory paragraph • Develop an outline • Incorporate quotations into a draft • Revise for organization and transitions • Develop a conclusion • Write an analysis • Write a draft • Write an informative/explanatory text • Informative/explanatory writing • Include facts and details in a text • Add domain-specific terminology • Add visuals • Conduct research and take notes • Synthesize information • Create an outline |
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Interdisciplinary Connections Readers will explain the relationships between scientific concepts presented in texts. Writers will examine a topic and convey ideas with facts, definitions, and details. Readers will explain how living things interact with and affect one another.

Health & PE

- **2.1.5.PGD.1:** Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- **2.2.5.MSC.1:** Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

Stage 2: Assessment Evidence

Performance Tasks:

Performance-Based Assessment:

- **Informative/Explanatory Task:** Write About Environments - Scholars will write a clear and logical informative essay that describes one of the environments they read about in the selections.
- **Social Studies Creation:** Scholars will create a powerpoint of their local

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics

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| <p>community (possibly extending past town boundaries).</p> <ul style="list-style-type: none"> ● Scholars will: <ul style="list-style-type: none"> ○ clearly introduce the topic. ○ group related information in a logical way. ○ use visuals, facts, and definitions related to the topic. ○ use domain-specific language and vocabulary to inform the readers. ○ provide a conclusion <p>Student Self-Assessment:</p> <ul style="list-style-type: none"> ● Social Studies: Students will create a rubric to ensure their understanding of the material taught and information provided on their powerpoint. | <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary <ul style="list-style-type: none"> ● Writing Keystones: <ul style="list-style-type: none"> ○ Checklists ● Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Selection Test - Anchor Text ● Performance-Based Assessment |
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Stage 3: Learning Plan

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| <p><u>Learning Opportunities/Strategies:</u></p> <p>SOCIAL STUDIES: Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Days 1-2: Exploring new ecosystems and how people adapt to their new surroundings. ● Day 4: Students will find facts, details, and examples related to how animals, plants, and humans are affected by what is happening in the island environment ● Day 9: Students should find ways animals and plants in the rainforest depend on one another & how the human population helps/hurts our ecosystems. ● Day 12: Students will learn how our agriculture and industry endanger the rain forests. <p><u>Daily Lesson Components (see ReadyGen TE)</u></p> <p>READING: Daily Lessons</p> <p>Days 1-8: <i>Washed Up!</i></p> <p>Days 9-12: <i>Rain Forest Food Chains</i></p> <p>Day 13: <i>Washed Up!</i> & <i>Rain Forest Food Chains</i></p> <p>Days 14-16: <i>Pale Male</i></p> <p>Day 17: <i>Washed Up!</i> & <i>Pale Male</i></p> <p>Day 18: <i>Washed Up!</i>, <i>Pale Male</i>, & <i>Rain Forest Food Chains</i></p> <p>Build Understanding</p> <ul style="list-style-type: none"> ● Set the Purpose | <p><u>Resources:</u></p> <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> ● <i>Anchor Charts</i> ● <i>Washed Up!</i> ● <i>Rain Forest Food Chains</i> ● <i>Pale Male</i> ● <i>Social Studies Weekly</i> ● <i>Epic</i> ● <i>Ducksters.com</i> ● Cooperative Children's Book Center <p>Additional Social Studies Resources:</p> <ul style="list-style-type: none"> ● The New Jersey Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Learning for Justice <p>Disabilities Law Resources:</p> <ul style="list-style-type: none"> ● GLSEN Educator Resources ● Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p> <p>READING: Texts</p> <ul style="list-style-type: none"> ● <i>Washed Up!</i> ● <i>Rain Forest Food Chains</i> ● <i>Pale Male</i> |
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| <ul style="list-style-type: none">Engage ScholarsReadTurn and Talk <p>Close Read:</p> <ul style="list-style-type: none">Cite Text EvidenceBy-the-Way Words & Benchmark VocabularyReading/Language Analysis <p>WRITING: Informational/Explanatory Writing</p> <ul style="list-style-type: none">Set the PurposeTeach and ModelPrepare to WriteIndependent Writing PracticeShare Writing | <p>WRITING: Texts</p> <ul style="list-style-type: none"><i>Washed Up!</i><i>Rain Forest Food Chains</i><i>Pale Male</i> | | |
| <p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p> | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| <p>Readers & Writer’s Journal</p> <ul style="list-style-type: none">Prompts-Write in Response to ReadingBenchmark Vocabulary Practice <p>Small Group Options</p> <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">Games/VideosListen to Reading <p>Text Club Routines TR 24-27</p> | <p>Readers & Writer’s Journal</p> <ul style="list-style-type: none">Prompts-Write in Response to ReadingBenchmark Vocabulary Practice <p>Small Group Options</p> <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading AnalysisSleuth <p>Realize Online Platform</p> <ul style="list-style-type: none">Games/VideosListen to Reading <p>Text Club Routines TR 24-27</p> | <p>Readers & Writer’s Journal</p> <ul style="list-style-type: none">Prompts-Write in Response to ReadingBenchmark Vocabulary Practice <p>Small Group Options</p> <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading AnalysisSleuthFoundational SkillsGuided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none">Games/VideosListen to Reading <p>Scaffolded Strategies Handbook</p> <ul style="list-style-type: none">Unlock the textUnlock the writing | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p> |

Social Studies Grade 5

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| Reading or Language Analysis Practice/Apply Using Small Group Discussion Routine | Reading or Language Analysis Practice/Apply Using Small Group Discussion Routine | <ul style="list-style-type: none"> Performance Based Assessment Lesson Scaffolded Instruction-Strategic Support If...Then...Quick Check Ready Up! Intervention | |
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Unit Title: Unit 2 Module A - Finding Courage

Overview: This unit of study focuses on how characters find courage in their environments. Students will choose examples of inequality and injustices either from the selections, their own lives, or the world around them. They will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies -

- **6.1.5.CivicsPI.2** - Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- **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).
- **6.1.5.CivicsPD.3** - Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsPD.4** - Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
- **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 process).
- **6.1.5.CivicsHR.4** - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **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.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.GeoGI.1** - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.EconNM.7** - Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- **6.1.5.HistoryCC.2** - Use a variety of sources to illustrate how the American identity has evolved over time.

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- **6.1.5.HistoryCC.4** - Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- **6.1.5.HistoryCC.7** - Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- **6.1.5.HistoryCC.14** - Compare the practice of slavery and indentured servitude in Colonial labor systems.
- **6.1.5.HistoryUP.6** - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- **L.RF.5.4.C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.CR.5.1.** Quote accurately from a literary text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RL.MF.5.6.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
- **RL.CT.5.8.** Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
- **RI.CR.5.1.** Quote accurately from an informational text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

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NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.B.** Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- **L.WF.5.2.C.** Ensure agreement between subject and verb and between pronoun and antecedent.
- **L.WF.5.2.E.** Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- **L.WF.5.2.F.** Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- **L.WF.5.2.G.** Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1C.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VL.5.2.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.VL.5.2.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.5.3C.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLS Writing

- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.AW.5.1.A.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **W.AW.5.1.B.** Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- **W.AW.5.1.C.** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **W.AW.5.1.DD.** Provide a conclusion related to the opinion presented.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.
- **W.WP.5.4.B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

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NJSLS Speaking and Listening

- **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.
- **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.
- **SL.PE.5.1.B.** - Follow agreed-upon rules for discussion and carry out assigned roles.
- **SL.PE.5.1.C.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.D.** - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

| Skills | K-5 |
|-------------------------------|--|
| Chronological Thinking | -Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past |
| Spatial Thinking | -Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. |
| Critical Thinking | -Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.). |
| Presentational Skills | -Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace. |

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

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Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|--------------------|---|--|
| 9.1.5.RMI.1 | Identify risks that individuals and households face. | Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk. |
| 9.1.5. EG.5 | Identify sources of consumer protection and assistance. | There are agencies, laws, and resources to protect individuals as consumers. |

Central Idea/Enduring Understanding:

SOCIAL STUDIES:

- The United States democratic system requires active participation of its citizens.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.

READING/WRITING:

- Readers understand that themes in literary texts are developed through the characters, settings, and events.
- Writers understand that various narrative techniques can be used to develop stories.
- Learners understand that people change in reaction to their surroundings.

Essential/Guiding Question:

SOCIAL STUDIES:

- What is the process for creating change at the local, state, or national level?
- What kind of information can be found on different types of maps and how may the information found be useful?
- What do physical and political maps show?
- How have landforms, climate and weather, and the availability of resources impacted where and how people live and work in different regions of New Jersey and the United States?
- How does human interaction impact the environment?
- How are the regions of the United States similar and different?
- Why are some areas more suited for settlement than others?
- What impact does the advancement in science and technology have on individuals and/or societies?

READING/WRITING:

- How do readers determine themes in literary texts?
- How do writers use dialogue and details to develop characters and their experiences?

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| <p>Content:</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • <i>The Road to Freedom</i> by Lesa Cline-Ransom - A narrative realistic fiction of a girl and her mother escaping slavery through the Underground Railroad. • <i>Operation Clean Sweep</i> by Darleen Bailey Beard - A story of a boy and his friend who live in a small town. The boys' lives are turned upside down when the women of the town decide to exercise their right to vote in an unexpected way. • <i>Chavez: Champion of Workers</i> by Tyler Schumacher - A biographical overview of Chavez's life and the role he played in organizing migrant workers. <p>Reading/Writing:</p> <ul style="list-style-type: none"> • <i>The Road to Freedom</i> by Lesa Cline-Ransom - A narrative realistic fiction of a girl and her mother escaping slavery through the Underground Railroad. • <i>Operation Clean Sweep</i> by Darleen Bailey Beard - A story of a boy and his friend who live in a small town. The boys' lives are turned upside down when the women of the town decide to exercise their right to vote in an unexpected way. • <i>Chavez: Champion of Workers</i> by Tyler Schumacher - A biographical overview of Chavez's life and the role he played in organizing migrant workers. • Poetry: <i>Harriet Tubman</i> by Eloise Greenfield • Readers will quote accordingly from a text when summarizing the events of the main ideas and details. • Writers will state and support an opinion using evidence from a variety of sources. • Learners will demonstrate understanding of ways in which people respond to inequality and injustice. | <p>Skills(Objectives):</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Suffrage • Slavery • Prejudice • Discrimination • Civil Rights • Social Activism • Civic Responsibility • Citizenship • Cultural Diversity • Immigrant • Immigration <p>Reading/Writing:</p> <ul style="list-style-type: none"> • Point of View • Illustrations • Character Responses • Summarize • Information from Illustrations • Theme • Compare Historical Accounts • Compare and Contrast Characters • Compare and Contrast Stories • Cause-Effect Relationships • Compare and Contrast Visuals • Write an Opinion • State and Support an Opinion • Support an Opinion • Write an Opinion Statement and Introduction • Use Evidence to Support an Opinion • Draft an Outline • Revise an Opinion • Add Transitions • Revise and Conclude • Write from Multiple Perspectives • Write an Opinion Essay • Plan and Prewrite an Opinion Speech • Draft an Opinion Speech • for Structure and Word Choice • Use Peer Review to Improve Opinion Writing • Prepare to Present • Prepare to Write |
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Interdisciplinary Connections: Learners will understand that people respond to inequality and injustice in different ways through read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Health & PE

- **2.1.5.CHSS.1:** Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- **2.1.5.CHSS.2:** Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Narrative/Social Studies Task:** Scholars will choose an injustice either from the selections, their own lives, or the world around them. They will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts.
- **Scholars will:**
 - create and organize a sequence of events with a clear beginning, middle, and end.
 - use narrative techniques, including dialogue and description, to develop events and characters.
 - use transition words to connect the events.
 - include an ending that brings the story to a conclusion.

Student Self-Assessment:

- **Social Studies - Turn & Talk:** Students will complete a Turn & Talk to demonstrate their understanding of inequality &/or injustices using details & text evidence to support their opinions.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Day 1 & 2: Students will differentiate between inequality and injustice by providing examples.

Resources:

SOCIAL STUDIES:

- *Anchor Charts*
- *The Road to Freedom*
- *Poem: Harriet Tubman*
- *Operation Cleansweep*

Social Studies Grade 5

- Day 3-10: Discusses how slaves escaped, & what “tools” they used to help them along their journey to freedom
- Day 6-10: Discusses how other sacrifice their own safety in an effort to help/assist slaves in their escaping
- Day 8: Introduction to Harriet Tubman
- Day 11 & 12: Focus is on democracy and the voting process.

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-10: *The Road to Freedom*

Day 11: *Harriet Tubman*

Day 12-13: *Operation Cleansweep*

Days 14: *The Road to Freedom & Operation Cleansweep*

Day 15-16: *Chavez: Champion of Workers*

Day 17-18: *The Road to Freedom, Operation Cleansweep & Chavez: Champion of Workers*

Build Understanding

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary
- Reading/Language Analysis

WRITING: Informational/Explanatory Writing

- Set the Purpose
- Teach and Model
- Prepare to Write
- Independent Writing Practice
- Share Writing

- *Chavez: Champion of Workers*
- *Social Studies Weekly*
- *Epic*
- *Ducksters.com*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

READING: Texts

- *The Road to Freedom*
- *Poem: Harriet Tubman*
- *Operation Cleansweep*
- *Chavez: Champion of Workers*

WRITING: Texts

- *The Road to Freedom*
- *Poem: Harriet Tubman*
- *Operation Cleansweep*
- *Chavez: Champion of Workers*

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
|--|--|---|---|
| Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading | Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading | Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into |

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| | | | |
|--|--|---|---|
| <ul style="list-style-type: none"> Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p> | <ul style="list-style-type: none"> Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p> | <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance - Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support</p> <p>If...then...Quick Check</p> <p>ReadyUp! Intervention</p> | <p>smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p> |
|--|--|---|---|

Unit Title: Unit 2 Module B - Finding Courage

Overview: This unit of study focuses on how characters find courage in their environments. Students will choose examples of inequality and injustices either from the selections, their own lives, or the world around them. They will use their example of inequality or injustice to write an opinion speech with facts, details, and evidence from the texts.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies

- 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.
- 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).
- 6.1.5.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

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violations of fundamental rights (e.g., fairness, civil rights, human rights).

- **6.1.5.CivicsPR.2** - Describe the process by which immigrants can become United States citizens.
- **6.1.5.CivicsHR.2** - Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- **6.1.5.CivicsHR.3** - Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- **6.1.5.CivicsHR.4** - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **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.GeoGI.1** - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.GeoGI.3** - Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- **6.1.5.GeoSV.2** - Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- **6.1.5.EconET.1** - Identify positive and negative incentives that influence the decisions people make
- **6.1.5.EconNM.7** - Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- **6.1.5.HistoryCC.4** - Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- **6.1.5.HistoryCC.7** - Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- **6.1.5.HistoryCC.14** - Compare the practice of slavery and indentured servitude in Colonial labor systems.
- **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.
- **6.1.5.HistoryUP.6** - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- **L.RF.5.4.A.** Read on-level with purpose and understanding.
- **L.RF.5.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.5.4.C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.

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- **RI.CR.5.1.** Quote accurately from an informational text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **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.
- **RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- **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.
- **RI.CT.5.8.** Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.

NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.B.** Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- **L.WF.5.2.C.** Ensure agreement between subject and verb and between pronoun and antecedent.
- **L.WF.5.2.D.** Distinguish between frequently confused words.
- **L.WF.5.2.E.** Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- **L.WF.5.2.F.** Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- **L.WF.5.2.G.** Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1B.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.KL.5.1C.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VL.5.2.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.VL.5.2.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- **L.VL.5.2C.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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- **L.VI.5.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.5.3C.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLS Writing

- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **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.
- **W.IW.5.2.B** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.IW.5.2.C** Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- **W.IW.5.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.IW.5.2.E** Provide a conclusion related to the information of explanation presented.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.
- **W.WP.5.4.B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- **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.
- **W.RW.5.7.** Write routinely over extended time frames (**with time for research and revision**) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS Speaking and Listening

- **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.
- **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.
- **SL.PE.5.1.B.** - Follow agreed-upon rules for discussion and carry out assigned roles.
- **SL.PE.5.1.C.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.D.** - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

| Skills | K-5 |
|-------------------------------|--|
| Chronological Thinking | -Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past |
| Spatial Thinking | -Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. |
| Critical Thinking | -Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.). |
| Presentational Skills | -Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace. |

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|--------------------|---|--|
| 9.1.5.CR.1: | Compare various ways to give back and relate them to your strengths, interests, and other personal factors. | You can give back in areas that matter to you. |

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| 9.1.5.RMI.1: | Identify risks that individuals and households face. | Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk. |
| <p><u>Central Idea/Enduring Understanding:</u> SOCIAL STUDIES</p> <ul style="list-style-type: none"> • The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. • The United States democratic system requires active participation of its citizens. • In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems. • People make decisions based on their needs, wants, and the availability of resources. • Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. • Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. • Cultures struggle to maintain traditions in a changing society. • Prejudice and discrimination can be obstacles to understanding other cultures. • People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. | | <p><u>Essential/Guiding Question:</u> SOCIAL STUDIES</p> <ul style="list-style-type: none"> • What are the responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)? • How do the actions of Dr. Martin Luther King, Jr., and other civil rights leaders serve as catalysts for social change and inspire social activism in subsequent generations? • How do the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels? • What is the process for creating change at the local, state, or national level? • Why is it important for people of diverse cultures to collaborate to find solutions to global problems.? • How do national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need? • What is the difference between a want and a need? • Why do people immigrate into New Jersey and the United States and what challenges do they encounter? • What impact does voluntary and involuntary immigration have on America's growth as a nation? • How is culture expressed through and influenced by the behavior of people? • How do various cultural groups maintain traditions in a changing society? • How can stereotyping and prejudice lead to conflict? • How can one's experiences and events be interpreted differently by people with different cultural or individual perspectives? • Why is it important to understand the perspectives of other cultures in an interconnected world? |

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| <p>READING/WRITING:</p> <ul style="list-style-type: none"> • Readers understand the relationships between individuals and historical events are important to their understanding of a text. • Writers understand that informative writing uses linking words and phrases and specific vocabulary to convey ideas and information. • Learners understand that social movements are produced by a unique combination of leadership and events. | <p>READING/WRITING:</p> <ul style="list-style-type: none"> • How does understanding the relationships between individuals and historical events help readers comprehend a text? • How do writers clearly convey ideas and information? |
| <p><u>Content:</u></p> <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> • <i>Real-Life Superheroes</i> by Alison Hawes - An informational text about four individuals from history who took personal risks to make important changes in society. • <i>The Great Migration</i> by Jacob Lawrence - A story of a man whose parents and other relatives lived through a time of great change. It explores the events that led up to it, the difficulties faced, and what happened when they arrived in the North. • <i>Angel Island</i> by Alice K. Flanagan - An informational text about Chinese immigration to the United States through a historic landmark, Angel Island. <p>READING/WRITING:</p> <ul style="list-style-type: none"> • <i>Real-Life Superheroes</i> by Alison Hawes - An informational text about four individuals from history who took personal risks to make important changes in society. • <i>The Great Migration</i> by Jacob Lawrence - A story of a man whose parents and other relatives lived through a time of great change. It explores the events that led up to it, the difficulties faced, and what happened when they arrived in the North. • <i>Angel Island</i> by Alice K. Flanagan - An informational text about Chinese | <p><u>Skills(Objectives):</u></p> <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> • Suffrage • Slavery • Prejudice • Discrimination • Civil Rights • Civil Rights Leaders • Social Activism • Civic Responsibilities • Cultural Diversity • Immigrant • Immigration • Historic Landmarks • Segregation • Humanitarians <p>READING/WRITING:</p> <ul style="list-style-type: none"> • Main Ideas and Key Details • Locate Key Information • Relationship Between Historical People and Concepts • Cause-Effect Relationships • Multiple Accounts of an Event • Compare and Contrast Structure • Reasons and Evidence • Interactions Between People and Events • Integrate Information Across Texts • Write an Introduction • Organize and Outline Informative/Explanatory Text • Develop Informative/Explanatory Text with Quotations • Develop Informative/Explanatory Text with Facts and Details • Add Precise Language to Informative/Explanatory |

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| <p>immigration to the United States through a historic landmark, Angel Island.</p> | <ul style="list-style-type: none"> • Add Visuals and Text Features to Informative/Explanatory Text • Add Transitions to Explanatory/Informative Text • Write a Conclusion • Write a Compare and Contrast Essay • Take Notes on Research • Evaluate Sources for a Research Paper • Use Research to Plan an Informative Presentation • Draft a Presentation • Revise and Rewrite to Incorporate Feedback • Peer Review • Publish and Present Information • Write an Analysis Essay • Write an Informative/Explanatory Text |
|--|---|

Interdisciplinary Connections: Learners will understand that people respond to inequality and injustice in different ways through read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Health & PE

- **2.1.5.CHSS.1:** Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- **2.1.5.CHSS.2:** Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Social Studies - Give a Talk:** Brainstorm, Collect Information, Give a Talk - Scholars will talk about what it means to have courage.
- **Informative/Explanatory Task:** Write About Courage - Scholars will write a brief essay to explain the courage exhibited by one of the people in *Real-Life Superheroes*.
- **Scholars will:**
 - introduce and describe the person they have chosen to write about.
 - use facts, definitions, details, and quotations to explain how this person showed courage.
 - use transitions, such as *however, although, nevertheless, similarly, moreover, and in addition*.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

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- provide a conclusion.
- include graphics or visuals to enhance comprehension.

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary

Connections

- Days 1-2: Compare ideas and accounts of various famous people in history and how they contributed to society.
- Days 3-5: Discuss the Great Migration of African Americans in the South around World War 1 who traveled in search of better lives in the northern industrial cities.
- Days 10-13: An exploration of courageous crusaders who made a difference in the lives of countless others with comparisons of current courageous leaders who have taken risks.

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-7: *Real-Life Superheroes*

Days 8-10: *The Great Migration*

Day 11: *Real-Life Superheroes & The Great Migration*

Days 12-16: *Angel Island*

Day 17: *Real-Life Superheroes & Angel Island*

Day 18: *Real-Life Superheroes, The Great Migration & Angel Island*

Build Understanding

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary
- Reading/Language Analysis

WRITING: Informational/Explanatory Writing

- Set the Purpose
- Teach and Model
- Prepare to Write

Resources:

SOCIAL STUDIES:

- *Anchor Charts*
- *Real-Life Superheroes*
- *The Great Migration*
- *Angel Island*
- *Social Studies Weekly*
- *Epic*
- *Ducksters.com*
- [*Cooperative Children's Book Center*](#)

Additional Social Studies Resources:

- [*The New Jersey Amistad Commission Interactive Curriculum*](#)
- [*NJ Commission on Holocaust Education*](#)
- [*Learning for Justice*](#)

Disabilities Law Resources:

- [*GLSEN Educator Resources*](#)
- [*Respect Ability: Fighting Stigmas, Advancing Opportunities*](#)

**Be sure to only include applicable resources.*

READING: Texts

- *Real-Life Superheroes*
- *The Great Migration*
- *Angel Island*

WRITING: Texts

- *Real-Life Superheroes*
- *The Great Migration*
- *Angel Island*

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| <ul style="list-style-type: none">• Independent Writing Practice• Share Writing | | | |
|--|--|---|--|
| Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation. | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Text Club Routines TR24-27Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine | Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Extension• Sleuth Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Text Club Routines TR24-27Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine | Reader's & Writer's Journal <ul style="list-style-type: none">• Prompts - Write in Response to Reading• Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">• Guided Reading• Conference on Independent Reading• Reading Analysis Support• Sleuth• Foundational Skills• Guided Writing Realize Online Platform <ul style="list-style-type: none">• Games/Videos• Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">• Unlock the Text• Unlock the Writing• Performance-Based Assessment LessonScaffolded Instruction - Strategic SupportIf...then...Quick CheckReadyUp! Intervention | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries |

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Unit Title: Unit 3 Module A/B- Understanding the Universe

Overview: This unit of study focuses on how characters make sense of the universe. Readers will use a text's chapters and sections to explain its structure. Students will also create a Science Fiction narrative that is clearly developed and focused on the task, purpose, and audience.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **6.1.5.CivicsHR.3** - Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- **6.1.5.CivicsHR.4** - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.EconET.1** - Identify positive and negative incentives that influence the decisions people make
- **6.1.5.EconNM.4** - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.5.HistoryCC.2** - Use a variety of sources to illustrate how the American identity has evolved over time.
- **6.1.5.HistoryUP.5** - Compare and contrast historians' interpretations of important historical ideas, resources and events.
- **6.1.5.HistoryUP.6** - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- **L.RF.5.4.A.** Read on-level with purpose and understanding.
- **L.RF.5.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression.

NJSLS Reading

- **RL.CR.5.1.** Quote accurately from a literary text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

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- **RL.MF.5.6.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
- **RL.CT.5.8.** Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
- **RI.CR.5.1.** Quote accurately from an informational text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- **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.

NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.B.** Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- **L.WF.5.2.C.** Ensure agreement between subject and verb and between pronoun and antecedent.
- **L.WF.5.2.F.** Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1B.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.KL.5.1C.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VL.5.2.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.VI.5.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.5.3C.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLS Writing

- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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- **W.NW.5.3.A.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.NW.5.3.B.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **W.NW.5.3.C.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- **W.NW.5.3.D.** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.NW.5.3.E.** Provide a conclusion that follows from the narrated experiences or events.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

NJSLS Speaking and Listening

- **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.
- **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.
- **SL.PE.5.1.B.** - Follow agreed-upon rules for discussion and carry out assigned roles.
- **SL.PE.5.1.C.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE.5.1.D.** - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

| Skills | K-5 |
|-------------------------------|--|
| Chronological Thinking | -Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past |
| Spatial Thinking | -Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. |
| Critical Thinking | -Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.). |
| Presentational Skills | -Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace. |

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Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|--------------------|---|--|
| 9.2.5 CAP.8 | Identify risks that individuals and households face. | Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk. |
| 9.1.5.CR.1 | Compare various ways to give back and relate them to your strengths, interests, and other personal factors. | You can give back in areas that matter to you. |

Central Idea/Enduring Understanding:

Social Studies:

- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Historical facts and trends can affect the future.

Reading/Writing:

- Readers understand that a series of chapters and sections fit together to provide the basic structure of a text.
- Writers understand that narratives should be clearly developed and organized to fit the task, purpose, and audience.
- Learners understand that the universe is a complex place.

Essential/Guiding Question:

Social Studies:

- How does the past affect the present and future?
- What is the impact of scientific and historical events on the future?

Reading/Writing:

- How do readers use chapters and sections to understand the structure of a text?
- How do writers create a developed and focused narrative?

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Content:

Social Studies:

- *George's Secret Key to the Universe* - The inner workings of social development and how history has provided us with useful tools in aiding in future developments.
- *Jess & Layla's Astronomical Assignment* - A look back in time allows us to learn how the understanding of our universe and the astronomers responsible for those understandings have enabled us to gain greater knowledge with what lies beyond our world.

Reading/Writing:

- *George's Secret Key to the Universe* - The inner workings of social development and how history has provided us with useful tools in aiding in future developments.
- *Jess & Layla's Astronomical Assignment* - A look back in time allows us to learn how the understanding of our universe and the astronomers responsible for those understandings have enabled us to gain greater knowledge with what lies beyond our world.

Skills(Objectives):

Social Studies:

- Social Development
- Interpersonal Relationships
- Human Behavior
- Perseverance
- Bullying
- Friendships
- Teamwork
- Historic Events
- Historical Scientific Exploration
- Historical Scientific Discoveries

Reading/Writing:

- Problem and Solution
- Character
- Point of View
- Context Clues
- Sequence
- Story Structure
- Word Choice
- Analyze Visuals
- Subject of a Biography
- Draw Inferences
- Main Idea and Key Details
- Compare and Contrast Characters
- Cause and Effect
- Make Connections Across Texts
- Write to Support a Topic
- Write a Paragraph with a Clear Purpose
- Write a Short Biography
- Write an Informative/Explanatory Paragraph
- Write and Support a Topic Sentence
- Retell Events in Correct Order
- Research and Write an Essay
- Create a Visual and Caption
- Write a Paragraph Using Specific Language
- Write a Summary Paragraph
- Write a Paragraph to Introduce a Person
- Write a Guiding Question to Guide Research
- Write a Draft Using Concrete Words
- Organize Ideas in a Draft
- Strengthen Draft with Linking Words
- Write an Engaging Conclusion
- Revise, Edit, and Proofread
- Format and Publish Text

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Interdisciplinary Connections:

The texts/activities in this unit will support the learning and understanding of past and present scientific and historical trends

Health & PE

- **2.1.5.PGD.1:** Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- **2.1.5.EH.3:** Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- **2.3.5.PS.4:** Develop strategies to safely communicate through digital media with respect.

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Social Studies - Give a Talk:** Brainstorm, Collect Information, Give a Talk - Scholars will talk about how early scientists and space explorers used teamwork and perseverance to discover and explore our solar system.
- **Informative/Explanatory Task:** Write About Teamwork and Perseverance - Scholars will write a brief essay explaining how they could use teamwork and perseverance to explore and/or discover something in their world.
- **Scholars will:**
 - introduce and describe the exploration/discovery they have chosen to write about.
 - use facts, definitions, details, and quotations to explain how they would use teamwork and perseverance to achieve their goals.
 - use transitions, such as *however*, *although*, *nevertheless*, *similarly*, *moreover*, and *in addition*.
 - provide a conclusion.
 - include graphics or visuals to enhance comprehension.

Other Evidence:

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Discuss George's scientific journey and the characters in the text who helped or hindered his adventure.

Resources:

SOCIAL STUDIES:

- *Anchor Charts*
- *George's Secret Key to the Universe*
- *The Man Who Went to the Far Side of the Moon*
- *Jess and Layla's Astronomical Assignment*
- *Our Mysterious Universe*

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- Discuss the importance of teamwork on the explorers introduced in *The Man Who Went to the Far Side of the Moon*.
- Using information from all four texts, compare the ideas and accounts of various scientists in history and how their discoveries contributed to society.

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Unit 3, Module A: *George's Secret Key to the Universe, The Man Who Went to the Far Side of the Moon*

Unit 3, Module B: *Jess and Layla's Astronomical Assignment, Our Mysterious Universe*

Build Understanding

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary
- Reading/Language Analysis

WRITING: Informational/Explanatory Writing

- Set the Purpose
- Teach and Model
- Prepare to Write
- Independent Writing Practice
- Share Writing

- *Social Studies Weekly*
- *Epic*
- *Ducksters.com*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

READING: Texts

- *George's Secret Key to the Universe*
- *Our Mysterious Universe*
- *Jess and Layla's Astronomical Assignment*

WRITING: Texts

- *George's Secret Key to the Universe*
- *The Man Who Went to the Far Side of the Moon*
- *Jess and Layla's Astronomical Assignment*
- *Our Mysterious Universe*

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
|---|---|--|---|
| <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading | <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading | <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual,</p> |

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| | | | |
|--|---|---|--|
| <ul style="list-style-type: none"> Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p> | <ul style="list-style-type: none"> Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p> | <ul style="list-style-type: none"> Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support</p> <p>If...then...Quick Check</p> <p>ReadyUp! Intervention</p> | <p>kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p> |
|--|---|---|--|

Unit Title: Unit 4 Module A - Exploring New Worlds

Overview: In this unit of study, readers will use details in texts to compare and contrast topics. Students will compose opinion pieces on topics or texts, supporting a point of view with reasons and information and quoting accurately from text. They will explain both positive and negative effects caused by various explorations.

Stage 1: Desired Results

Standards & Indicators:

NJSLS SOCIAL STUDIES:

- 6.1.5.CivicsDP.3** - Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.GeoPP.1** - Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 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.3** - Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoPP.5** - Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoSV.1** - Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another

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town, to compare the number of people living at two or more locations).

- **6.1.5.GeoSV.2** - Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- **6.1.5.GeoSV.5** - Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- **6.1.5.GeoGI.3** - Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- **6.1.5.EconET.3** - Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **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.EconNM.1** - Explain the ways in which the government pays for the goods and services it provides.
- **6.1.5.EconNM.3** - Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **6.1.5.EconNM.4** - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **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.6** - Examine the qualities of entrepreneurs in a capitalistic society.
- **6.1.5.EconGE.4** - Compare and contrast how the availability of resources affects people across the world differently.
- **6.1.5.HistoryCC.4** - Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- **6.1.5.HistoryCC.5** - Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryCC.6** - Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.5.HistoryCC.10** - Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryCC.11** - Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- **6.1.5.HistoryUP.4** - Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- **6.1.5.HistoryUP.6** - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.HistorySE.1** - Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- **6.1.5.HistorySE.2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).

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- **L.RF.5.4.A.** Read on-level with purpose and understanding.

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- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
- **RI.CR.5.1.** Quote accurately from an informational text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- **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.

NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.B.** Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- **L.WF.5.2.E.** Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- **L.WF.5.2.F.** Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- **L.WF.5.2.G.** Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1B.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.KL.5.1C.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.VL.5.2.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.VL.5.2.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- **L.VL.5.2C.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.5.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.VI.5.3C.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLS Writing

- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.AW.5.1.A.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **W.AW.5.1.B.** Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- **W.AW.5.1.C.** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **W.AW.5.1.DD.** Provide a conclusion related to the opinion presented.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.D.** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.
- **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.
- **W.RW.5.7.** Write routinely over extended time frames (**with time for research and revision**) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS Speaking and Listening

- **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.
- **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.

Social Studies Grade 5

- **SL.PE.5.1.C.** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE5.1.D.** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

| Skills | K-5 |
|-------------------------------|--|
| Chronological Thinking | -Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past |
| Spatial Thinking | -Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. |
| Critical Thinking | -Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.). |
| Presentational Skills | -Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace. |

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

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| Career Readiness, Life Literacies and Key Skills | | |
|--|---|--|
| Standard | Performance Expectations | Core Ideas |
| 9.1.5.EG.1 | Explain and give examples of what is meant by the term “tax.” | Taxes are collected on a variety of goods and services at the local, state, and federal levels. |
| 9.1.5.EG.2 | Describe how tax monies are spent. | |
| Central Idea/Enduring Understanding: Social Studies: <ul style="list-style-type: none"> Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. Availability of resources affects economic outcomes. Cultures struggle to maintain traditions in a changing society. People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere. The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. Reading/Writing: <ul style="list-style-type: none"> Readers understand that comparing and contrasting texts helps them build awareness of similar themes and topics. Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions. | | Essential/Guiding Question: Social Studies: <ul style="list-style-type: none"> How can one use physical and political maps to explain how the location and spatial relationship of places in the United States have contributed to cultural diffusion and economic interdependence? How are the production, distribution, and consumption of goods and services interrelated? How does the availability of resources affect people across the world differently? How have various cultural groups dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices? How can one’s experiences and events be interpreted differently by people with different cultural or individual perspectives? Why is it important to understand the perspectives of other cultures in an interconnected world? What led to the exploration of new water and land routes? How has the interaction among African, European, and Native American groups led to a cultural transformation? How did the search for natural resources lead to conflict and/or cooperation among European colonists and Native American groups in the New World? How are the voluntary and involuntary migratory experiences of different groups of people similar and different? Reading/Writing: <ul style="list-style-type: none"> How do readers quote accurately from a text when comparing and contrasting themes and topics? How do writers support a point of view with reasons and information? |

Social Studies Grade 5

- Learners understand that explorers have had both positive and negative effects on societies.

Content:

Social Studies:

- *Explorers: Triumphs and Troubles* by Paul Mason - An informational text about explorers, their journeys, and their successes and failures.
- *Pedro's Journal* by Pam Conrad - A fictional retelling of Columbus's journey to the New World from the point of view of a young ship's boy.

Reading/Writing:

- *Explorers: Triumphs and Troubles* by Paul Mason - An informational text about explorers, their journeys, and their successes and failures.
- *Pedro's Journal* by Pam Conrad - A fictional retelling of Columbus's journey to the New World from the point of view of a young ship's boy.
- "Secrets of Canyon Cave" by Gaby Triana - A fictional story of two young explorers discovering artifacts during a scavenger hunt.
- Readers will use details in texts to compare and contrast topics.
- Writers will compose opinion pieces on topics or texts, supporting a point of view with reasons and information and quoting accurately from text.
- Learners will explain both positive and negative effects caused by various experiences.

Skills(Objectives):

Social Studies:

- Explorers
- Native Americans
- European Colonists
- Cultural Differences
- Natural Resources
- Map Skills

Reading/Writing:

- Author's Purpose and Point of View
- Historical Context
- Reasons and Evidence
- Cause-Effect Relationships
- Relationships Between Individuals and Concepts
- Point of View
- Compare and Contrast Characters
- Character Motivation
- Structure
- Compare and Contrast Responses to Events
- Analyze Multiple Accounts
- Write an Opinion
- Write an Introduction
- Gather Information
- Create an Outline
- Write and Revise
- Revise to Add Transitions
- Write a Conclusion
- Write a Draft
- Revise or Rewrite an Opinion Essay
- Edit and Proofread an Opinion Essay
- Present an Opinion Essay
- Plan and Write an Opinion Essay
- Compare an Opinion Essay

Interdisciplinary Connections:

Learners will use read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Health & PE

Social Studies Grade 5

- **2.1.5.PGD.1:** Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- **2.1.5.EH.4:** Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- **Opinion/Social Studies Task:** Write about Exploration - Scholars write an opinion essay stating whether the positive or negative aspects of exploration had a greater effect on societies.
- **Scholars will:**
 - introduce the topic and state an opinion.
 - create an organizational structure in which ideas are logically grouped to support the purpose.
 - provide logically ordered reasons with facts and details to support the opinion.
 - link the opinion with reasons using words, phrases, and clauses.
 - provide a conclusion.
 - provide a list of sources.

Student Self-Assessment(s):

- **Social Studies - Turn & Talk:** Students will complete a Turn & Talk to introduce and support their opinion on whether the positive or negative aspects of exploration had a greater effect on societies.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary Connections

- Days 1 & 2: How explorers have had an impact on societies in both positive & negative ways.
- Day 3 & 4: Discusses the different tactics that explorers used along the way.
- Day 8: Relationships between people, the reasonings for exploration, & the long-term effects it had on all individuals involved.
- Day 10-13: Understanding of Columbus and why individuals are upset with him.

Resources:

SOCIAL STUDIES:

- *Anchor Charts*
- *Explorers: Triumphs & Troubles*
- *Pedro's Journal*
- *Secrets of Canon Cave*
- *Turtle's Race with Bear & How the Butterflies Came to Be*
- *Social Studies Weekly*
- *Epic*
- *Ducksters.com*

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- Day 13: An introduction to Marco Polo.
- Day 15: Exploration of desert areas & the discovery of hieroglyphics.

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-8: *Explorers: Triumphs & Troubles*

Day 9-13: *Pedro's Journal*

Day 14: *Explorers: Triumphs & Troubles & Pedro's Journal*

Days 15-16: *Secrets of Canon Cave*

Day 17: *Turtle's Race with Bear & How the Butterflies Came to Be*

Day 18: *Secrets of Canon Cave*

Build Understanding

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary
- Reading/Language Analysis

WRITING: Informational/Explanatory Writing

- Set the Purpose
- Teach and Model
- Prepare to Write
- Independent Writing Practice
- Share Writing

- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable resources.*

READING: Texts

- *Explorers: Triumphs & Troubles*
- *Pedro's Journal*
- *Secrets of Canon Cave*
- *Turtle's Race with Bear & How the Butterflies Came to Be*

WRITING: Texts

- *Explorers: Triumphs & Troubles*
- *Pedro's Journal*
- *Secrets of Canon Cave*
- *Turtle's Race with Bear & How the Butterflies Came to Be*

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
|---|---|---|---|
| <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading | <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading | <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> |

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| | | | |
|--|--|--|---|
| <ul style="list-style-type: none"> Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p> | <ul style="list-style-type: none"> Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p> | <ul style="list-style-type: none"> Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p> | <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p> |
|--|--|--|---|

Unit Title: Unit 4 Module B-Exploring New Worlds

Overview: In this unit of study, readers will use details in texts to compare and contrast topics. Students will compose opinion pieces on topics or texts, supporting a point of view with reasons and information and quoting accurately from text. They will explain both positive and negative effects caused by various explorations.

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Social Studies

- 6.1.5.CivicsDP.3** - Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.GeoPP.1** - Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2** - Describe how landforms, climate and weather, and availability of resources have

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- impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.5.GeoPP.3** - Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
 - **6.1.5.GeoPP.5** - Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
 - **6.1.5.GeoSV.1** - Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
 - **6.1.5.GeoSV.2** - Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
 - **6.1.5.GeoSV.5** - Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
 - **6.1.5.GeoGI.3** - Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
 - **6.1.5.EconET.3** - Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
 - **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.EconNM.1** - Explain the ways in which the government pays for the goods and services it provides.
 - **6.1.5.EconNM.3** - Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
 - **6.1.5.EconNM.4** - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
 - **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.6** - Examine the qualities of entrepreneurs in a capitalistic society.
 - **6.1.5.EconGE.4** - Compare and contrast how the availability of resources affects people across the world differently.
 - **6.1.5.HistoryCC.4** - Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
 - **6.1.5.HistoryCC.5** - Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
 - **6.1.5.HistoryCC.6** - Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
 - **6.1.5.HistoryCC.10** - Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
 - **6.1.5.HistoryCC.11** - Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
 - **6.1.5.HistoryUP.4** - Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
 - **6.1.5.HistoryUP.6** - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
 - **6.1.5.HistoryUP.7** - Describe why it is important to understand the perspectives of other cultures in an interconnected world.
 - **6.1.5.HistorySE.1** - Examine multiple accounts of early European explorations of North America including

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major land and water routes, reasons for exploration, and the impact the exploration had.

- **6.1.5.HistorySE.2** - Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

NJSLS Foundational Skills: Reading Language

- **L.RF.5.3.** Know and apply grade level phonics and word analysis skills in decoding and encoding words; Used combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context).
- **L.RF.5.4.B.** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.5.4.C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.CR.5.1.** Quote accurately from a literary text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.VI.5.3** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.TS. 5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
- **RI.CR.5.1.** Quote accurately from an informational text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- **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.

NJSLS Foundational Skills: Writing Language

- **L.WF.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.WF.5.2.A.** Avoid fragments, run-ons and rambling sentences, and comma splices.
- **L.WF.5.2.D.** Distinguish between frequently confused words.
- **L.WF.5.2.F.** Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- **L.WF.5.2.H.** Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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- **L.KL.5.1A.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- **L.KL.5.1B.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.VL.5.2.A** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.VI.5.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.VI.5.3A.** Interpret figurative language, including similes and metaphors, in context.
- **L.VI.5.3B.** Recognize and explain the meaning of common idioms, adages, and proverbs.

NJSLS Writing

- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.AW.5.1.A.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **W.AW.5.1.B.** Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- **W.AW.5.1.C.** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- **W.AW.5.1.DD.** Provide a conclusion related to the opinion presented.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WP.5.4.A.** Consider audience, purpose, and intent before writing.
- **W.WP.5.4.B.** Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- **W.WP.5.4.C.** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.5.4.E.** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

NJSLS Speaking and Listening

- **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.
- **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.
- **SL.PE.5.1.B.** - Follow agreed-upon rules for discussion and carry out assigned roles.
- **SL.PE.5.1.C.** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.PE5.1.C.** - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

| Skills | K-5 |
|-------------------------------|---|
| Chronological Thinking | -Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past |

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| | |
|------------------------------|--|
| Spatial Thinking | -Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. |
| Critical Thinking | -Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.). |
| Presentational Skills | -Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace. |

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- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

Read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|-------------------|---|---|
| 9.1.5.CR.1 | Compare various ways to give back and relate them to your strengths, interests, and other personal factors. | You can give back in areas that matter to you. |
| 9.1.5.EG.2 | Describe how tax monies are spent. | Taxes are collected on a variety of goods and services at the local, state, and federal levels. |

Central Idea/Enduring Understanding:

Social Studies:

- Rules and laws are developed to protect people's rights and the security and welfare of society.

Essential/Guiding Question:

Social Studies:

- How do rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good?
- How are fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom

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- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and nation.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- Cultures struggle to maintain traditions in a changing society.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.
- European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- The colonists adapted ideas from European heritage and from Native American groups to develop new political and religious institutions and economic systems.

Reading/Writing:

- Readers understand that texts can have multiple themes and main ideas.

of expression, freedom of religion, the right to vote, and the right to due process) and contribute to the continuation and improvement of American democracy?

- How can comparing and contrasting information on different types of maps be useful?
- How can one use physical and political maps to explain how the location and spatial relationship of places in the United States have contributed to cultural diffusion and economic interdependence?
- What impact did European colonization have on Native American populations, including the Lenni Lenape of New Jersey?
- What are the reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and what were the challenges they encountered?
- What is the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today?
- How is culture expressed through and influenced by the behavior of people?
- How have various cultural groups dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices?
- How can one's experiences and events be interpreted differently by people with different cultural or individual perspectives?
- Why is it important to understand the perspectives of other cultures in an interconnected world?
- What led to the exploration of new water and land routes?
- How has the interaction among African, European, and Native American groups led to a cultural transformation?
- What factors impacted emigration, settlement patterns, and regional identities of the colonies?
- How did the search for natural resources lead to conflict and/or cooperation among European colonists and Native American groups in the New World?
- How are the voluntary and involuntary migratory experiences of different groups of people similar and different?

Reading/Writing:

- How do readers determine multiple themes and main ideas?

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| | |
|--|---|
| <ul style="list-style-type: none"> Writers understand that a conclusion summarizes the opinion presented. Learners understand that exploration and settlement altered people's views and understanding of the world. | <ul style="list-style-type: none"> How do writers develop a strong conclusion when writing an opinion? |
|--|---|

Interdisciplinary Connections:

Learners will read different read alouds of exemplary children's literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Health & PE

- 2.1.5.PGD.1:** Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.EH.4:** Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Stage 2: Assessment Evidence

Performance Task(s):

Performance-Based Assessment:

- Opinion/Social Studies Task:** Scholars will refer to pgs. 30-31 of Explorers of North America and use what they have learned about explorations in history and preparing for the unknown to write an opinion essay. They will name five items they think would be the most important to bring on an exploration.
- Scholars will:** introduce the topic and state their opinions.
 - use an organizational structure in which ideas are logically grouped to support why these items would be the most important.
 - provide logically ordered reasons with facts and details to support their opinions.
 - link their opinions with reasons using words, phrases, and clauses.
 - provide a conclusion.

Student Self-Assessment(s):

- Social Studies - Turn & Talk:** Students will complete a Turn & Talk to demonstrate their understanding of the challenges of exploring unknown lands

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment
- End-of-Unit Assessment

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and the tools that will be the most important on their journey.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

SOCIAL STUDIES: Interdisciplinary

Connections

- Day 2 & 3: Inequalities between men & women; as Sarah cuts her hair because she knows it's unacceptable for a female to be on a ship.
- Day 5 & 6: Acceptance between cultures
- Day 7 & 8: Misunderstandings and resolutions
- Day 9: Comparisons between explorers
- Day 10-13: Focus on trade & travel overseas
- Day 15 & 16: Introduction Captain John Smith, Pocahontas, & John Rolfe - trade & "war"

Daily Lesson Components (see ReadyGen TE)

READING: Daily Lessons

Days 1-8: *Beyond the Horizon*

Days 9-13: *Explorers of North America*

Day 14: *Beyond the Horizon & Explorers of North America*

Days 15-16: *New Beginnings: Jamestown & the Virginia Colony*

Day 17: *Beyond the Horizon, Explorers of North America, & New Beginnings: Jamestown & the Virginia Colony*

Day 18: *"To Go With the Flow"*

Build Understanding

- Set the Purpose
- Engage Scholars
- Read
- Turn and Talk

Close Read:

- Cite Text Evidence
- By-the-Way Words & Benchmark Vocabulary
- Reading/Language Analysis

WRITING: Informational/Explanatory Writing

- Set the Purpose
- Teach and Model

Resources:

SOCIAL STUDIES:

- *Anchor Charts*
- *Beyond the Horizon*
- *Explorers of North America*
- *New Beginnings: Jamestown & the Virginia Colony*
- *To Go with the Flow*
- *Social Studies Weekly*
- *Epic*
- *Ducksters.com*
- [Cooperative Children's Book Center](#)

Additional Social Studies Resources:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

**Be sure to only include applicable.*

READING: Texts

- *Beyond the Horizon*
- *Explorers of North America*
- *New Beginnings: Jamestown & the Virginia Colony*
- *To Go with the Flow*

WRITING: Texts

- *Beyond the Horizon*
- *Explorers of North America*

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| <ul style="list-style-type: none">● Prepare to Write● Independent Writing Practice● Share Writing | <ul style="list-style-type: none">● <i>New Beginnings: Jamestown & the Virginia Colony</i>● <i>To Go with the Flow</i> | | |
|--|--|--|--|
| Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation. | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Extension● Sleuth Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine | Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Extension● Sleuth Realize Online Platform <ul style="list-style-type: none">● Games● Videos● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine | Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Support● Sleuth● Foundational Skills● Guided Writing Realize Online Platform <ul style="list-style-type: none">● Games● Videos● Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">● Unlock the Text● Unlock the Writing● Performance Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries |

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Unit Title: MP 4 - American Revolution

Overview: This unit of study focuses on the American Revolution events, important people, and how the government of the United States was started.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **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.
- **6.1.5.CivicsPI.2** - Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- **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.
- **6.1.5.CivicsPI.6** - Distinguish the roles and responsibilities of the three branches of the national government.
- **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.3** - Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **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).
- **6.1.5.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 process).
- **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.GeoPP.1** - Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- **6.1.5.GeoPP.3** - Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- **6.1.5.GeoSV.5** - Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- **6.1.5.GeoGI.1** - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.HistoryCC.3** - Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
- **6.1.5.HistoryCC.4** - Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- **6.1.5.HistoryCC.5** - Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryCC.15** - Analyze key historical documents to determine the role they played in past

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and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

- **6.1.5.HistorySE.1** - Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

NJSLS ELA Reading

- **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.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **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.
- **RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- **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.
- **RI.CT.5.8.** Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.

NJSLS ELA Writing

- **W.AW.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **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.
- **W.RW.5.7.** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLS ELA Speaking and Listening

- **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.
- **SL.II.5.2** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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- **SL.PI.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.UM.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

NJSLS Social Studies Skills Table -

Effective strategies for accessing sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy:

| Skills | K-5 |
|-------------------------------|--|
| Chronological Thinking | -Place key historical events and people in historical eras using timelines -Explain how the present is connected to the past |
| Spatial Thinking | -Determine locations of places and interpret information available on maps and globes -Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. |
| Critical Thinking | -Distinguish fact from fiction -Identify and interpret a variety of primary and secondary sources for reconstructing the past (e.g., documents, letters, diaries, maps, photos, etc.). |
| Presentational Skills | -Use evidence to support an idea in a digital, oral, and/or written form -Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant evidence details, speaking clearly, and at an appropriate pace. |

Holocaust Education is an important area of a balanced and inclusive Social Studies program. It is infused into teaching by including the following topics:

- Exploring the Uniqueness of Each Person
- Understanding and Applying Respect, Trust, and Caring
- Bullying
- Friendship
- Cultural Contributions of Ethnicities
- Prejudice
- Standing Up for What is Right
- Laws and Rules for Peace and Harmony

Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to integrate the history and contributions of African-Americans into the social studies curriculum, in order to provide an accurate, complete, and inclusive history.

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Read alouds of exemplary children’s literature that include characters from various ethnicities, African-American contributions, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education and Amistad in the Social Studies curriculum.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|------------|---|---|
| 9.1.5.EG.1 | Explain and give examples of what is meant by the term “tax.” | Taxes are collected on a variety of goods and services at the local, state, and federal levels. |
| 9.1.5.EG.2 | Describe how tax monies are spent. | |

Central Idea/Enduring Understanding:

Social Studies:

- Conflict between England and the colonists ultimately influenced change in our country.
- Research and build background on events of the Revolutionary War.
- Build an understanding of the ideas and values at the heart of the American Revolution.
- Explain causes and effects of the American Revolution, recognizing that it resulted in American independence.
- Determine the significance of New Jersey’s role in the American Revolution.
- Use maps to evaluate the impact of geography on the battles and outcome of the American Revolutionary War.

Essential/Guiding Question:

Social Studies:

- What significant ideas and values were at the heart of the American Revolution?
- What is independence? What drives people to seek independence?
- What drove the colonists to seek independence?
- How does conflict create change?
- What are the long-term consequences of their actions and how do they seek to act in ways that contribute to the betterment of their teams, families, community and workplace that serve the greater good?
- What other ways could the colonists and the British Parliament have solved their problems?
- How does a person’s perspective influence his or her opinion?
- Did everyone in the colonies share the same perspective of the American Revolution?
- What were the historical contributions of Revolutionary leaders?

Content:

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Key historical events, documents, and individuals led to the development of our nation.
- The Declaration of Independence is one of the most important documents in the history of the United States. It was an official act taken by all 13 American colonies in declaring independence from British rule.
- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.

Skills(Objectives):

- Research and build background on events of the Revolutionary War.
- Explain how key events led to the creation of the United States and the state of New Jersey.
- Build an understanding of the ideas and values at the heart of the American Revolution.
- Explain causes and effects of the American Revolution, recognizing that it resulted in American independence.
- Determine the significance of New Jersey’s role in the American Revolution.
- Use maps to evaluate the impact of geography on the battles and outcome of the American Revolutionary War.

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|---|--|
| <ul style="list-style-type: none"> The fundamental principles of the United States Constitution serve as the foundation of the United States government today. | <ul style="list-style-type: none"> Explain British taxes and the phrase, <i>No Taxation without Representation</i>. Consider the environmental, social and economic impacts of decisions. Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration and communicate effectively. |
|---|--|

Interdisciplinary Connections:

Interdisciplinary connections aligned to character education, government, history, money, geography, and critical thinking.

Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - Interviews
 - Journal Responses
 - Learning Logs
 - Lists
 - Graphic Organizers
 - Exit Tickets
 - Quizzes
- **Artistic Products**
 - Posters, Charts,
 - Graphs, Diagrams
 - Projects
 - Illustrations with Captions
 - Murals, Dioramas, Collages
 - Photographs
- **Multiple-form Products (Writing, Drawing, and Speaking)**
 - Oral Presentations
 - Debates
 - Role Play
 - Reenactments

Other Evidence:

- Rubrics
- Observations and Anecdotal Notes
- Class and Group Discussions
- Student Participation - Individual and Group
- Cooperation
- Collaboration
- Turn and Talk

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Social Studies

Select suggested strategies to support the following:

1. **Content Knowledge** - Develop background knowledge about key historic events.
2. **Informational Texts** - Read, analyze, and write about informational texts.
3. **Projected-Based Learning** - Engage scholars in the content with hands-on

Resources:

Social Studies Resources:

- Social Studies Weekly
- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [NJ Commission on Holocaust Education](#)
- [Learning for Justice](#)

Disabilities Law Resources:

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|---|--|--|---|
| <div>4. projects and activities to teach important thinking and problem-solving skills.</div> <div>5. Discussion - This is a powerful tool for testing ideas out and strengthening thinking.</div> <div>Suggested Strategies:<ul style="list-style-type: none">Read and discuss American Revolution articles.</div> | | <div>Respect Ability: Fighting Stigmas, Advancing Opportunities</div> <div>American Revolution Resources<ul style="list-style-type: none">https://www.ducksters.com/history/revolutionaryw/artimeline.phpList of Revolutionary LeadersDigital and Print Sourceshttps://www.ducksters.com/history/american_revolution.phpReadworks.orgBrainpopJr.</div> <div><i>*Be sure to only include applicable resources.</i></div> | |
| <div>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</div> | | | |
| <div>High-Achieving Students</div> | <div>On Grade Level Students</div> | <div>Struggling Students</div> | <div>Special Needs/ELL</div> |
| <div>Reader's & Writer's Journal<ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice<div>Small Group Options:<ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth</div><div>Realize Online Platform<ul style="list-style-type: none">Games/VideosListen to Reading</div><div>Text Club Routines TR24-27</div><div>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</div></div> | <div>Reader's & Writer's Journal<ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice<div>Small Group Options:<ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth</div><div>Realize Online Platform<ul style="list-style-type: none">GamesVideosListen to Reading</div><div>Text Club Routines TR24-27</div><div>Reading or Language Analysis - Practice/Apply</div></div> | <div>Reader's & Writer's Journal<ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice<div>Small Group Options:<ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing</div><div>Realize Online Platform<ul style="list-style-type: none">GamesVideosListen to Reading</div><div>Scaffolded Strategies Handbook:<ul style="list-style-type: none">Unlock the TextUnlock the WritingPerformance</div></div> | <div>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</div> <div>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</div> |

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|--|--------------------------------------|---|--|
| | Using Small Group Discussion Routine | Based Assessment Lesson | |
| | | Scaffolded Instruction - Strategic Support If...then...Quick Check | |
| | | ReadyUp! Intervention | |

Unit Title: Holidays, Observances, and Celebrations

Overview: This unit of study focuses on the recognition of the nuances of one's own and other cultures. Students will engage in the quest to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups of people.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **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.
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **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).
- **6.1.5.CivicsPR.4:** Explain how policies are developed to address public problems.
- **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 process).
- **6.1.5.CivicsHR.2:** Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- **6.1.5.CivicsHR.3:** Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **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.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **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.5:** Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- **6.1.5.GeoPP.3:** Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

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- **6.1.5.GeoPP.4:** Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- **6.1.5.GeoPP.5:** Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- **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.
- **6.1.5.GeoSV.2:** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- **6.1.5.GeoSV.4:** Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- **6.1.5.GeoSV.5:** Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- **6.1.5.GeoHE.3:** Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- **6.1.5.GeoGI.1:** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.GeoGI.3:** Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- **6.1.5.GeoGI.4:** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- **6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- **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.4:** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- **6.1.5.EconNM.2:** Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- **6.1.5.EconNM.3:** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **6.1.5.EconNM.4:** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.5.EconNM.6:** Examine the qualities of entrepreneurs in a capitalistic society.
- **6.1.5.EconGE.1:** Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- **6.1.5.EconGE.4:** Compare and contrast how the availability of resources affects people across the world differently.
- **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.
- **6.1.5.HistoryCC.2:** Use a variety of sources to illustrate how the American identity has evolved over time.
- **6.1.5.HistoryCC.3:** Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

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- **6.1.5.HistoryCC.4:** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- **6.1.5.HistoryCC.5:** Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryCC.6:** Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.5.HistoryCC.7:** Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- **6.1.5.HistoryCC.8:** Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- **6.1.5.HistoryCC.9:** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- **6.1.5.HistoryCC.10:** Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryCC.11:** Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- **6.1.5.HistoryCC.12:** Determine the roles of religious freedom and participatory government in various North American colonies.
- **6.1.5.HistoryCC.13:** Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- **6.1.5.HistoryCC.14:** Compare the practice of slavery and indentured servitude in Colonial labor systems.
- **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).
- **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.
- **6.1.5.HistoryUP.2:** Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- **6.1.5.HistoryUP.4:** Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- **6.1.5.HistoryUP.5:** Compare and contrast historians' interpretations of important historical ideas, resources and events.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.HistorySE.1:** Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- **6.1.5.HistorySE.2:** Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
- **6.1.5.HistoryCA.1:** Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

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NJSLS ELA Reading:

- **RI.CR.5.1.** - Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **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.
- **RI.CR.5.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- **RI.CR.5.2.**- Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** - Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RI.IT.5.3.** - Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **RL.TS.5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **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.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- **RL.MF.5.6.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **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.
- **RI.AA.5.7.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RL.CT.5.8.** Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
- **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.

NJSLS ELA Writing:

- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- **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.

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- **W.RW.5.7.** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLS ELA Speaking and Listening

- **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.
- **SL.II.5.2.** - Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.5.3.** - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.PI.5.4.** - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.5.5.** - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.5.6.** - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|-------------------|---|---|
| 9.1.2.CR.2 | List ways to give back including making donations, volunteering and starting a business | There are actions an individual can take to help make this world a better place. |
| 9.1.5.CR.1 | Compare various ways to give back and relate them to your strengths, interests, and other personal factors. | You can give back in areas that matter to you. |
| 9.4.5.CI.2 | Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue. | Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. |
| 9.4.5.CI.3 | Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. | Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. |
| 9.4.5.CT.4 | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global. | The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. |

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| 9.4.5.GCA.1 | Analyze how culture shapes individual and community perspectives and points of view. | Culture and geography can shape an individual's experiences and perspectives. |
| 9.4.5.IML.6 | Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions. | Specific situations require the use of relevant sources of information. |

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| <p><u>Central Idea/Enduring Understanding:</u> Scholars will...</p> <ul style="list-style-type: none"> ● Muslim Heritage Month - <ul style="list-style-type: none"> ○ Celebrate the history and contributions of Muslim Americans to the United States. ● Dr. Martin L. King, Jr. Day – <ul style="list-style-type: none"> ○ Recognize the importance of word choice in persuasive essays. ○ Identify the accomplishments of Dr. King. ○ Demonstrate the importance of community service. ● Holocaust Remembrance Day <ul style="list-style-type: none"> ○ Remember the tragedy of the Holocaust during World War II and the many lives that were lost. ○ Understand what a concentration camp was. ○ Recognize the genocide (which means the deliberate killing of a large group of people, especially those of a particular ethnic group or nation) came to an end in 1945 at the end of World War II. ● Black History Month <ul style="list-style-type: none"> ● Recognize that Black History is an American History. ● Incorporate primary and secondary source documents by or about Black people to learn about the Black experience in America. ● Research important Black figures and local ones. ● Acknowledge and understand the humanity of Blacks in America. ● Freedom Day – <ul style="list-style-type: none"> ○ Explain Civil Rights. ○ Explain the 13th Amendment. ○ Recognize the contribution of women to the antislavery movement. | <p><u>Essential/Guiding Question:</u> Why do we celebrate these holidays?</p> <ul style="list-style-type: none"> ● Muslim Heritage Month - The month of January ● Dr. Martin L. King, Jr. Day - Third Monday in January ● Holocaust Remembrance Day - January 27th ● Black History Month - Month of February ● Freedom Day - February 1st |
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| <ul style="list-style-type: none">● Presidents' Day -<ul style="list-style-type: none">○ Explain why we celebrate Presidents' Day and how it came to be.○ Recognize the importance and contributions that some individual presidents have made over time.● Women's History –<ul style="list-style-type: none">○ Recognize the contribution of famous women.○ Explain the accomplishments of various famous American females.○ Demonstrate an understanding that citizens have a responsibility to follow rules and law● Arbor Day -<ul style="list-style-type: none">○ Explain Arbor Day and the importance of trees.○ Research ways to help planet Earth.○ Learn to identify trees in your community.● Celebrate Diversity Month -<ul style="list-style-type: none">○ Recognize and celebrate other cultures and populations.○ Recognize the diversity in our school & home, or communities. Celebrating the unique cultures, backgrounds and traditions of others to gain a greater appreciation for the diversity that surrounds us.● Emancipation Day –<ul style="list-style-type: none">○ Recognize the important contributions of Abraham Lincoln.○ Discuss the meaning of slavery and describe ways people gained their freedom.○ Demonstrate an understanding of the importance of the "Underground Railroad".● Earth Day -<ul style="list-style-type: none">○ Students will be able to identify ways in which they can help to save our earth.○ Brainstorm ideas to save our earth, students will be able to list environmental issues into their corresponding category (land, sea, or water)● Asian American Pacific Islander Heritage Month - | <ul style="list-style-type: none">● Presidents' Day - 3rd Monday in February● Women's History Month - Month of March● Arbor Day- April 28● Celebrate Diversity Month - Month of April● Emancipation Day - April 16th● Earth Day - April 22nd● Asian American Pacific Islander Heritage Month - Month of May |
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- o An indepth look will be taken into the importance of these cultures and how they impact our society.
- o Discover some famous (AAPI) individuals and what they have contributed to our society.
- **Memorial Day –**
 - o Demonstrate an understanding of the sacrifices people have made so that we can have the rights and freedoms we do today.
 - o Identify symbols of the United States and describe their importance.
 - o Compare the important United States conflicts.
- **Flag Day –**
 - o Explain the symbolism of the American flag.
 - o Demonstrate proper handling of the American flag.
- **Juneteenth –**
 - o Explain the basic concepts of diversity, tolerance, responsibility and respect for others.
 - o Compare and contrast the dissemination of information from past to present.
- **Hispanic Heritage Month -**
 - Discover lasting contributions of Hispanic people and groups to the culture and history of the United States.
 - Honor the cultural richness of Hispanics, who come from Mexico, Central America, South America and the Caribbean.
 - Learn about the culture of Hispanic Heritage.
- **Labor Day -**
 - o Students will be able to recognize American workers' achievements, special focus on trades (construction, manufacturing, etc), a brief history of labor unions and labor day.
- **Commodore Barry Day –**
 - o Identify the accomplishments of Commodore Barry.
 - o Explain how Barry helped NJ during the Revolutionary War.

- **Memorial Day - Last Monday of May**
- **Flag Day - June 14th**
- **Juneteenth - June 19th**
- **Hispanic Heritage Month - 9/15 thru 10/15**
- **Labor Day - September 6th**
- **Commodore Barry Day - September 13th**

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| <ul style="list-style-type: none"> ● Constitution Day – <ul style="list-style-type: none"> ○ Bill of Rights: Where do our rights come from? As a class, decide which of the first ten amendments is the most important today and perform a skit about it. ○ Demonstrate an understanding that citizens have a responsibility to follow rules and laws. ○ Explain how the Constitution describes how the United States government is organized. ○ Describe the branches of the government. ● National Indigenous People Day Columbus Day <ul style="list-style-type: none"> ○ Identify the types of navigational tools used in the past. ○ Research and describe the size of the Nina, Pinta, and Santa Maria. ○ Compare and contrast telling time. ○ Understand how the term “National Indigenous People Day” came to be known and what states use this terminology today. ● Veteran’s Day – <ul style="list-style-type: none"> ○ Recognize the sacrifice our veterans make for our freedoms. ○ Explain the difference between Memorial Day and Veteran’s Day. ● Thanksgiving - <ul style="list-style-type: none"> ○ Understand the experiences and hardships encountered by the Pilgrims on their voyage to the New World and in establishing a new settlement. ○ Understand how two very different groups of people — the Pilgrims and the Wampanoag — lived in the New World. ○ Understand how the first harvest festival celebrated by the Pilgrims and the Wampanoag tribe became the Thanksgiving holiday we celebrate today. | <ul style="list-style-type: none"> ● Constitution Day - September 17th ● National Indigenous People Day - October 12th ● Veteran’s Day - November 11th ● Thanksgiving - 4th Thursday in November |
| <p>Content:</p> <ul style="list-style-type: none"> ● Muslim Heritage Month is observed during the month of January to raise awareness and increase understanding of the meaningful histories and cultures of Muslim communities. It is also to honor the contributions of Muslim Americans to the United States. | <p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Civil Rights ● Freedom ● Oppression ● Symbols of Freedom |

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- **Dr. MLK, Jr. Day** is an American federal holiday honoring the birthday of Dr. King which is celebrated on the third Monday in January. It is a time when the nation pauses to remember the life and work of Dr. King.
- **Holocaust Remembrance Day** is taught to challenge students to think deeply about many important issues that affect all of our lives and our future. Some of these issues relate to historical events such as the Holocaust and other tragic genocides. Others relate to the root causes, implications of, and possible responses to, prejudice, hatred, discrimination and stereotyping in many different historical and contemporary settings. Students are encouraged to consider the importance of personal responsibility in helping to create a more humane world, and to consider the roles of the perpetrator, victim and bystander in historical and contemporary events.
- **Black History Month** is an opportunity to ensure that all students learn and acknowledge the importance of Black Americans, the histories, stories, and voices of Black people from the past to our present. To use a variety of resources to ensure the integration of African American culture, history, and experiences throughout our curriculum.
- **National Freedom Day** is an observance in the United States that honors the signing of a resolution that proposed the 13th amendment of the nation's constitution on February 1, 1865. Abraham Lincoln, who was the president at the time, signed the resolution to outlaw slavery. This anniversary is annually observed on February 1.
- **President's Day** is celebrated on the 3rd Monday each February. On this day we acknowledge the importance and contributions of our 1st and 16th presidents (G. Washington and A. Lincoln).
- **Women's History Month** is celebrated to honor the important contributions and accomplishments of women.
- **Arbor Day** which literally translates to "tree" day from the Latin origin of the word *arbor*—is a holiday that celebrates the planting, upkeep and preservation of trees.
- **Diversity Month** is a time to recognize and celebrate other cultures and populations.

- Famous American Women
- Women's Suffrage
- Cultural Diversity
- Heroes
- Famous African American Inventors
- The Constitution of the United States
- Rules
- Patriotism
- Customs
- Rights and Responsibilities
- Constitution of the United States
- Memorials
- Underground Railroad

Celebrate Diversity Month

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Recognize the diversity in our school and community by celebrating the unique cultures, backgrounds and traditions of others, we can gain a greater appreciation for the diversity that surrounds us.

- **Emancipation Day** is a holiday in Washington D.C. to mark the anniversary of the signing of the Compensated Emancipation Act, which president Abraham Lincoln signed on April 16, 1862.
- **Earth Day** demonstrates support for environmental protection. First held on April 22, 1970, it now includes a wide range of events coordinated globally by EarthDay.org including 1 billion people in more than 193 countries.
- **(AAPI)** This time frame is celebrated during the month of May and brings to light the contributions and influences of our Asian Americans and Pacific Islander Americans, and what achievements they have brought to our history and culture.
- **Memorial Day** is observed on the last Monday of May. It commemorates all men and women who have died in military service for the United States.
- **Flag Day** is celebrated on June 14 in the United States. It commemorated the adoption of the flag of the United States of America.
- **Juneteenth** is a celebration commemorating the ending of slavery in the United States. The Emancipation Proclamation became official on January 1, 1863 but it wasn't until June 19, 1865 that the news reached Galveston, Texas that all enslaved were now free.
- **Hispanic Heritage Month** celebrates the history and contributions that Latinos have made to the nation over the years. This month we honor the cultural richness of Hispanics, who come from Mexico, Central America, South America and the Caribbean. This includes a tribute to the generations of Hispanic Americans who positively influenced and enriched our nation
- **Labor Day** is the first Monday in September, is a creation of the labor movement and is dedicated to the social and economic achievements of American workers. It constitutes a yearly national tribute to the contributions labor workers have made to the strength, prosperity, and well-being of our country.

- EPIC reading app: *Your Family Tree* by Robin Koontz
- https://www.facinghistory.org/sites/default/files/Starburst_Identity_Chart_1.pdf

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- **Commodore John Barry** was an important figure in American history. He is known as “The Father of the American Navy”. He was given the important task of putting together our navy as the American colonies were fighting for independence from England and was made a Captain in the Continental Navy. Commodore Barry remained head of the navy until his death on September 13, 1803. The Commodore Barry Bridge, in honor of Commodore John Barry, opened in 1974 which crosses the Delaware River connecting Pennsylvania and New Jersey.
- **Constitution Day** is observed on September 17 to commemorate the signing of the Constitution on September 17, 1787. Delegates to the Constitutional Convention met for the last time to sign the document.
- **National Indigenous People Day /Columbus Day** – is a U.S. holiday that commemorates the landing of Christopher Columbus in the New World on October 12, 1492. Christopher Columbus was an explorer who sailed to find a shorter route to get to India instead landed in the Bahamas, becoming the first European to explore the Americas.
- **Veteran’s Day** is a national holiday celebrated on November 11 to honor military veterans for their service. “World War I – known at the time as “The Great War” - officially ended when the Treaty of Versailles was signed on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice or temporary cessation of hostilities, between the Allied nations and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of “the war to end all wars.””
- **Thanksgiving** celebrates the harvest and other blessings of the past year. Americans generally believe that their Thanksgiving is modeled on a 1621 harvest feast shared by the English colonists (Pilgrims) of Plymouth and the Wampanoag people. The American holiday is particularly rich in legend and symbolism, and the traditional fare of the Thanksgiving meal typically includes turkey,

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bread stuffing, potatoes, cranberries, and pumpkin pie.

Interdisciplinary Connections:

The discussions/activities in this unit emphasize character education initiatives, art and cultural celebrations, recognize and celebrate various cultures through month-long acknowledgement, word language awareness, climate and environmental conservation.

Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - Interviews
 - Journal Responses
 - Learning Logs
 - Lists
 - Graphic Organizers
 - Exit Tickets
 - Quizzes
- **Artistic Products**
 - Posters, Charts,
 - Graphs, Diagrams
 - Projects
 - Illustrations with Captions
 - Murals, Dioramas, Collages
 - Photographs
- **Multiple-form Products (Writing, Drawing, and Speaking)**
 - Oral Presentations
 - Debates
 - Role Play
 - Reenactments

Other Evidence:

- Rubrics
- Teacher Observation and Anecdotal Notes
- Class and Group Discussion
- Student Participation - Individual and Group
- Cooperation
- Collaboration

https://drive.google.com/file/d/1CfEyTNI_8syF5ex6ZxjAPKW3bl7mtn3t/view?usp=sharing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Muslim Heritage Month

- Celebrate the history and contributions of Muslim Americans to the United States.

Dr. Martin Luther King, Jr.

- Read and discuss the contributions of Dr. Martin Luther King, Jr.
- Read aloud *Who was Martin King, Jr?* by Bonnie Bader and discuss his life and how he fought for

Resources:

Muslim Heritage Month

- [Muslim Read Aloud Options](#)
- [Muslim Read Aloud Options 2](#)
- <https://mhmcoalition.org/class-room-resources/>
- [Muhammad Ali Read Aloud](#)
- [Teaching Muslim Heritage Documents](#)
- [Quizlet](#)
- **Book Suggestions**

Dr. Martin Luther King, Jr.

- Martin Luther King, Jr. Biography
- *Who was Martin King, Jr?* by Bonnie Bader (or similar book)

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"Civil Rights" in our country. Tell why he was an American hero.

- Create a community service project on Dr. King, Jr. 's birthday.

Holocaust Remembrance Day

- Read aloud *The Whispering Town* by Jennifer Elvgren. Cultivate class discussion on the words discrimination, tolerance, and unity. How were people in the town privately uniting to fight against discrimination?
- Read aloud *Everyone is Equal: The Kids' Book of Tolerance* by Anders Hanson. Why is accepting people's differences important? How can we learn to accept or tolerate people who are different and have different opinions? What can we do to include others?

Black History Month

- Complete a research project or poster on an African American.
- Explore or watch a video in a Daily Discussion/Spotlight on different African Americans every day of the month.

Freedom Day

- Use a variety of research tools (internet, library, etc.) to research the 13th Amendment. Have students create a timeline of the amendment from introduction to its passing.
- Discuss what civil rights are. Why are civil rights important? What was the Civil Rights Movement?
- Use a variety of research tools (internet, library, etc.) to write a report about "Civil Rights" leaders from the past or present.

Presidents Day


- Watch PBS Learning Media "All About the Holiday: Presidents Day." Discuss why America celebrates Presidents Day.
- Choose a current or past president to research. Then write a brief poem about that president.
- Use a variety of research tools (internet, library, etc.) to write a short biography on George Washington or Abraham Lincoln, highlighting their accomplishments.

- https://www.readworks.org/find-content#!s0:191935,191941/q:martin%20luther%20king%20jr/g:20/t:/s:/k:/cid:/f:0/pt:/features:/staff_picks:191941/sel:/

Holocaust Remembrance Day

- EPIC reading app: *The Whispering Town* by Jennifer Elvgren
- EPIC reading app: *Everyone is Equal: The Kids' Book of Tolerance* by Anders Hanson

Black History Month

- EPIC reading app
- <https://www.ducksters.com/biography/africanamericans.php>
-  African American History Month: Student...

Freedom Day

- <https://constitutioncenter.org/interactive-constitution/amendments/amendment-xiii>
- <https://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html>
- https://www.ducksters.com/history/civil_rights/
- <http://www.pbs.org/black-culture/explore/civil-rights-leaders/#.WBtTly3x6M8>

Presidents Day

- <https://why.pbslearningmedia.org/resource/43c3ae84-c685-4828-9d7e-1c8fc09cad3f/presidents-day-all-about-the-holidays/>
- <https://www.ducksters.com/biography/uspresidents/>
- <https://www.ducksters.com/biography/uspresidents/georgewashington.php>
- <https://www.ducksters.com/biography/uspresidents/abrahamlincoln.php>

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Women's History

- Use a variety of research tools (internet, library, etc.) to prepare and present a research report on a past or current woman who has made an impact on society.
- Write a letter from the point of view of a woman in the 1900's explaining a stand on allowing women to vote.
- Create a talk show interviewing famous women who influenced the right to vote in 1900.

Celebrate Diversity Month

- Invite community members from different backgrounds to discuss their traditions and culture. How has their heritage influenced their choices and values?
- Read aloud *Your Family Tree* by Robin Koontz. Create a family tree. Write an essay about a family tradition.
- Create an identity map to celebrate each students' diverse backgrounds and character.

Emancipation Day

- Read aloud *Escaping Slavery: Sweet Clara and the Freedom Quilt*. Have students work in pairs to complete a problem, solution, and plot chart. Students can also research information about secret codes in quilt patterns to create a quilt showing a route from New Jersey to Canada.
- Read aloud *The Underground Railroad* by Sheila Griffin Llana and discuss the importance of the "Underground Railroad."
- Research information about the Emancipation Proclamation. Why did President Abraham Lincoln only free enslaved people in Confederate states and not the whole country?

Earth Day

- Create actionable promises students can implement in their daily lives to help the planet.
- Read books on EPIC about Earth Day.

Women's History

- <http://www.angelfire.com/anime2/100import/>
- Sample letter
- <https://kids.nationalgeographic.com/history/article/womens-suffrage-movement>

Celebrate Diversity Month

- EPIC reading app: *Your Family Tree* by Robin Koontz
- https://www.facinghistory.org/sites/default/files/Starburst_Identity_Chart_1.pdf

Emancipation Day

- *Escaping Slavery: Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (or similar book)
- EPIC reading app: *The Underground Railroad* by Sheila Griffin Llanas (or similar book)
- http://teacher.scholastic.com/activities/bhistory/underground_railroad/
- <https://civilwar.mrdonn.org/emancipation-proclamation.html>

Earth Day

- <https://www.scholastic.com/parents/family-life/parent-child/6-ways-to-celebrate-earth-day.html>
- <https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/earth-day/>
- <https://www.getepic.com/collection/323476/earth-day>

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Arbor Day

- Create a list of ways to help the environment and Earth.
- Discuss the differences of Earth Day and Arbor Day. Why are planting trees important?
- Sequence the steps of planting a flower or plant. Then plant a flower or plant. Draw and name the stages of the plant life cycle.

Asian Pacific American Heritage Month

- Use a variety of research tools (internet, library, etc.) to prepare and present a research report on a person with Asian or Pacific Islander heritage who has contributed to society.
- Research traditions, holidays, landmarks, and general information about a country in Asia or Pacific Islands. Create posters or a Google Slide for students to “travel” around and learn more about another country.
- Revisit excerpts of *Why the Sea is Salty* or *The Monster Beneath the Sea* that explain aspects of nature. Research other Asian and Pacific Islander folktales and myths that explain how other aspects of nature came to be.

Memorial Day

- Read aloud *H is for Honor (A Military Family Alphabet)* by Devin Scillian. Discuss the various terms for each letter and their definitions. Have students choose a few of the terms and write about the terms they chose in their journals.
- Read “Memorial Day - Celebrating Memorial Day” from ReadWorks. What is Memorial Day? How can we honor the sacrifices of our service members?

Flag Day

- Watch PBS Learning Media “All About the Holiday: Flag Day.” Research the history and symbolism of the American flag.

Juneteenth

- In cooperative groups assume the role of a reporter. Write a newspaper article with a headline

Arbor Day

- EPIC reading app: *Celebrations in my World: Arbor Day* by Lynn Peppas (or similar book)
- https://www.ducksters.com/holidays/arbor_day.php
- <https://www.arborday.org/kids/>
- **Arbor Day/Earth Day** (slide presentation)

Asian Pacific American Heritage Month

- <https://www.zinnedproject.org/materials/asian-americans-and-moments-in-peoples-history/>
- <https://www.ducksters.com/geography/asia.php>
- <https://kids.nationalgeographic.com/geography/countries>
- ReadyGen Texts: *Why the Sea is Salty & The Monster Beneath the Sea*

Memorial Day

- *H is for Honor* by Devin Scillian (or similar book)
- <https://www.readworks.org/article/SummerReads-Memorial-Day---Celebrating-Memorial-Day/d4e5407f-170b-4161-9385-f7f10cb08621#!articleTab:content/>

Flag Day

- https://why.pbslearningmedia.org/resource/339cef7c-616c-461d-8752-f611b00d7c87/flag-day-all-about-the-holidays/#.WRt8pGgri2x?utm_source=twitter&utm_campaign=ss_2017&utm_medium=stationsocial
- <https://kidskonnnect.com/holidays-seasons/flag-day/>

Juneteenth

- <https://www.ducksters.com/holidays/juneteenth.php>

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about news of the Emancipation Proclamation arriving in Galveston, Texas on June 19, 1865. Explain what the Emancipation Proclamation is. Why did it take so long for the news to arrive in Texas? What consequences did keeping enslaved people from being emancipated have on their lives? Explain in detail.

- Students can partner read *Let's Celebrate Emancipation Day & Juneteenth* by Barbara de Rubertis. Create a Venn Diagram to compare and contrast the Emancipation Proclamation and the 13th Amendment. Discuss how Emancipation Day, Freedom Day, and Juneteenth are similar and different.

Hispanic Heritage Month

- Use a variety of research tools (internet, library, etc.) to prepare and present a research report on a past or current Hispanic and Latinx Americans who have made an impact on society.
- Host a travel fair! Use a variety of research tools (internet, library, etc.) to research information on a Spanish speaking country. Then create travel brochures. Identify the countries that some of our famous trail blazers are from.
- Read a novel to students from the Diverse authors or on EPIC.

Labor Day

- Read "Labor Day- What is Labor Day?" from ReadWorks. What is Labor Day? What was the purpose of a labor union?

Commodore Barry

- Use a variety of research tools (internet, library, etc.) to research Commodore John Barry. Construct a timeline of Barry's life.
- Break students into groups and assign each group a section to read from the link from US History that is listed. Have each group report out on what they learned about Commodore Barry. Identify how a naval captain helped protect NJ during the Revolutionary War.

Constitution Day

- In a class meeting, review classroom rules, or write rules together. Use the United States

- <http://www.history.com/news/ask-history/what-is-juneteenth>
- EPIC reading app: *Let's Celebrate Emancipation Day & Juneteenth* by Barbara de Rubertis

Hispanic Heritage Month

- https://www.readworks.org/find-content#!s0:191935,191982/q:/g:/t:/cid:/pt:/features:/staff_picks:191982/sel:/
- <https://www.berlitz.com/blog/spanish-speaking-countries-capitals>
- <https://docs.google.com/document/d/1RiPIILcZYZ8Bz8juso1RPFdAEG8oL8tusuwgSSzMpKQ/edit?usp=sharing>
- <https://www.getepic.com/collection/1491859/celebrate-hispanic-heritage-month>

Labor Day

- <https://www.readworks.org/article/SummerReads-Labor-Day---What-is-Labor-Day/1f10f556-e87b-44ca-a0df-ff629c6cc642#!articleTab:content/>

Commodore Barry

- [https://kids.kiddle.co/John_Barry_\(naval_officer\)](https://kids.kiddle.co/John_Barry_(naval_officer))
- <http://www.ushistory.org/people/commodorebarry.htm>

Constitution Day

- United States Constitution

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Constitution as a model to create their own classroom constitutions.

- Research and discuss how the U.S. government works.

Indigenous Peoples' Day

- Explore the culture of the Native Americans. Read "Native People of the American Southeast" from National Geographic Kids. What were some of the customs of these peoples? Why did they move west?
- Explore the culture of the Native Americans. Read "Native People of the American Northeast" from National Geographic Kids. What are some of the customs of these people? Why did they move west?
- Reference *The Longest Night, Three Native Nations: Of the Woodlands, Plains, and Desert, and The Northwest Coast Peoples*. Tell students that we will be reading these texts in Unit 2 B. We will learn about their culture and how they have tried to preserve their culture today.

Veteran's Day

- Discuss with students the difference between Memorial Day and Veteran's Day. Have students participate in a "Reader's Theater" about Veterans Day.
- Have students research specific veterans' stories and experiences. Create a formula poem about a specific veteran.

Thanksgiving Day

- Read "The Inspiration for the Thanksgiving Feast in the United States" from ReadWorks and "The First Thanksgiving" from National Geographic Kids. Compare and contrast the first Thanksgiving and how we celebrate Thanksgiving today.

- List of classroom rules
- <http://www.scholastic.com/teachers/collection/constitution-day>
- https://www.ducksters.com/history/us_government.php
- Social Studies Weekly: Unit 1: Article 4 Constitution

Indigenous Peoples' Day

- <https://kids.nationalgeographic.com/history/topic/native-americans>
- Social Studies Weekly: Unit 5: Week 22
- ReadyGen Texts: *The Longest Night, Three Native Nations: Of the Woodlands, Plains, and Desert & The Northwest Coast Peoples*

Veteran's Day

- <https://www.va.gov/opa/vetsday/docs/schoolkit.pdf>
- <http://www.readwritethink.org/classroom-resources/calendar-activities/veterans-celebrated-united-states-20339.html>
- <https://www.va.gov/opa/vetsday/vetdayhistory.asp>

Thanksgiving Day

- <https://www.readworks.org/article/The-Inspiration-for-the-Thanksgiving-Feast-in-the-United-States/c2014a95-d56f-43ac-8d67-8044f3793350#!articleTab:content/>
- <https://kids.nationalgeographic.com/history/article/first-thanksgiving>

Social Studies Resources:

- The New Jersey Amistad Commission Interactive Curriculum
- NJ Commission on Holocaust Education

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| <ul style="list-style-type: none"> • Learning for Justice • http://www.angelfire.com/anime2/100import/ <p>LGBT and Disabilities Law Resources:</p> <ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities <p><i>*Be sure to only include applicable resources.</i></p> | | | |
|---|--|---|---|
| <p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p> | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| <p>Utilize technology</p> <p>Provide interest-based learning choices</p> <p>Student-led activities</p> <p>Problem-solve collaboratively using background knowledge, talents, and skills</p> <p>Critical thinking questions</p> | <p>Utilize technology</p> <p>Provide interest-based learning choices</p> <p>Provide student work samples</p> <p>Problem-solve collaboratively using background knowledge, talents, and skills</p> <p>Critical thinking questions</p> <p>Small group instruction</p> <p>General use of varied modalities – kinesthetic, visual, auditory, tactile</p> | <p>Utilize Technology</p> <p>Provide interest-based learning choices</p> <p>Provide student work samples</p> <p>Pair with on grade or higher achieving students to problem solve.</p> <p>Modify critical thinking questions</p> <p>Small group instruction</p> <p>Specific use of modalities-kinesthetic, visual, auditory, tactile</p> <p>Paired projects with teacher guidance</p> <p>Flexible time allotment</p> <p>Paired repetition of content</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p> |

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Pacing Guide

| Course Name | Resource | Standards |
|---|--|--|
| MP 1 | | |
| UNIT 1 Module A Depending Upon Each Other 18 Days | ReadyGen Literacy Unit 1 Module A/B Benchmark Assessment Lessons 1-18 (18 days) Selection Test | Social Studies and ELA as determined in previous indicators. |
| Unit 1 Module B Observing the World Around Us (18 Days) | ReadyGen Literacy Module A PBA- Informative Writing (18 Days) Unit 1 Module B Outline Unit Online Assessment: Assessment- MP1 | Social Studies and ELA as determined in previous indicators |
| MP 2 | | |
| UNIT 2 Module A Connecting Character, Culture, and Community (18 Days) | ReadyGen Literacy Module A PBA- Narrative Writing (18 Days) | Social Studies and ELA as determined in previous indicators |
| UNIT 2 Module B Finding Courage 18 Days | ReadyGen Literacy Module B-PBA - Informative/Explanatory Writing Lessons 1-18 (18 days) Selection Test Benchmark/Unit Test - Online | Social Studies and ELA as determined in previous indicators |
| MP 3 | | |
| UNIT 3 Module A/B Understanding Our Universe 18 Days | ReadyGen Literacy Module B-PBA - Informative/Explanatory Writing Lessons 1-18 (18 days) Selection Test Benchmark/Unit Test - Online | Social Studies and ELA as determined in previous indicators. |
| MP 4 | | |
| UNIT 4 Module A Exploring New Worlds | ReadyGen Literacy Module A-PBA - Opinion Writing Lessons 1-18 (18 days) Selection Test | Social Studies and ELA as determined in previous indicators |
| UNIT 4 Module B Exploring New Worlds | ReadyGen Literacy Module B-PBA - Opinion Writing | Social Studies and ELA as determined in previous indicators |

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| | | |
|--|---|--|
| (18 Days) | <p>Lessons 1-18 (18 days)</p> <p>Selection Test</p> <p>Benchmark/Unit Test - Online</p> | |
| Social Studies - American Revolution | <p>American Revolution Resources</p> <ul style="list-style-type: none"> • https://www.ducksters.com/history/revolutionarywartime_line.php • List of Revolutionary Leaders • Digital and Print Sources • https://www.ducksters.com/history/american_revolution.php • Readworks.org • BrainpopJr. | Social Studies and ELA as determined in previous indicators. |
| MP 1-4 | | |
| Holidays/Observances/Events Taught throughout the school year, based on the Pemberton Township cultural calendar dates. | Varied and Multiple | Social Studies/ELA as applicable in the above document. |