

Lavallette Elementary School	
Content Area: Social Studies Course Title: Social Studies	Grade Level: Fifth Grade
Unit Plan 1 3 Worlds Meet	September - October
Unit Plan 2 Colonization and Settlement	November - February
Unit Plan 3 Revolution and New Nation	March - June
Updated: August 2018 by Sharon Carroll Aligned to New Jersey Student Learning Standards for Social Studies	Board Approved: October 16, 2018

Lavallette School
SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Grade Level: Fifth Grade

Domain (Unit Title): 3 Worlds Meet

Cluster Summary:

- 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.

Primary Interdisciplinary Connections:

ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes:

<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Personal Financial Literacy</p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p>Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p>Career and Technical Education</p>	<p>All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>

Learning Targets

Number	Standard for Mastery
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature)
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

Unit Essential Questions	Unit Enduring Understandings <i>Students will understand that...</i>
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- How did past interactions of peoples and cultures shape the American heritage?
- How do present interactions of peoples and cultures shape the American heritage?
- How did/do interactions with the environment shape the American heritage?

- The cultures of African, European and Native American groups coalesced to form the America we know today.
- The cultures of a myriad of peoples continue to shape the America we live in today.
- The environment influences settlement and trade patterns.

Unit Objectives

Students will know...

- The government's, belief systems, and family structures of African, European and Native American groups
- The settlement pattern of Native Americans
- Understand the exploration patterns of new waterways and land groups
- Understand the impact of science, religion, and technology innovations on European exploration
- Understand why societies trade, how trade functions and the role of trade during this time period

Unit Objectives

Students will be able to...

- Compare and contrast the governments, belief systems, and family structures of African, European and Native American groups
- Explain how the settlement patterns of Native Americans affected interactions in different regions of the Western Hemisphere
- Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups
- Evaluate the impact of science, religion, and technology innovations on European exploration
- Chart the exploration patterns of new waterways and land groups
- Analyze the exploration patterns of new waterways and land groups
- Explain why societies trade, how trade functions and the role of trade during this time period

Lavallette School
SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Grade Level: Fifth Grade

Domain (Unit Title): Colonization and Settlement

Cluster Summary:

- The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.
- The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

Primary Interdisciplinary Connections:

ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes:

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers

in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Number	Standard for Mastery
6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do economic, political and religious forces interact to cause cultures to form new systems? ● How did geography play a role in the settlement of the colonies? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● economic, political and religious forces combine to form a culture ● location is destiny
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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● to identify the early stages of 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● explain how and why early
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the establishment of the American government

- to interpret the importance of religious freedom to the development of the colonies
- to recognize the power struggle among European countries and its contribution to the development of our new nation
- the French and Indian War contributed to the American Revolution
- to determine the factors that impacted the regional identities of the colonies
- the roles of religious freedom and participatory government in various North American colonies affected colonization
- how race, gender, and status affected social economic and political opportunities during Colonial times.
- slavery/indentured servitude in the Colonial labor system developed over time

government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

- compare and contrast the religion and government in various North American colonies.
- explain the factors that impacted regional identity.
- delineate the factors that impacted the regional identities of the colonies.
- explain how race, gender, and status affected social economic and political opportunities during Colonial times.
- relate slavery/indentured servitude to Colonial labor systems.
- analyze the power struggle among European countries and determine its impact on the economies of the colonies and European countries.
- determine the impact on people living in Europe and the Americas.
- explain the factors that influenced the French and Indian War

Lavallette School
SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Grade Level: Fifth Grade

Domain (Unit Title): Revolution and the New Nation

Cluster Summary:

- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Primary Interdisciplinary Connections:

ELA, Math, Science, Physical Education, Art, and Drama

21st Century Themes:

<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Personal Financial Literacy</p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p>Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p>Career and Technical Education</p>	<p>All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>

Learning Targets

Number	Standard for Mastery
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution
	and outcome of the American Revolutionary War.
6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in

	the North American colonies led to the American Revolution.
6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

6.3.8.C.1	Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.
6.3.8.D.1	Engage in democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How words move people to take action? ● Why the American Revolution occurred? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● the written and spoken word can be powerful motivators. ● various economic, cultural, political and religious factors influenced the American Revolution.
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<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● early government created The Articles of Confederation ● to describe the geography of the colonies ● to identify the cause and effect of the American Revolution ● perspectives of Loyalists and Patriots differed ● the Founding Fathers contributed to the establishment of our nation's government ● the creation of the Declaration of Independence shaped the new nation ● the Bill of Rights became the structure for the Constitution 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. ● explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. ● analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America. ● explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North
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American colonies.

- explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- explain why New Jersey's location played an integral role in the American Revolution.
- determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
- examine the ideals found in the Declaration of Independence, and assess the extent to which they

	<p>were fulfilled for women, African Americans, and Native Americans during this time period.</p> <ul style="list-style-type: none"> • evaluate the impact of the Constitution and Bill of Rights on current day issues. • analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
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Evidence of Learning

Suggested Formative Assessments:	
Classroom Discussion	Portfolios
Anecdotal Notes	Cooperative Learning Groups
Exit Slips	Open Ended Questions
Checklists	Vocabulary Quizzes
Presentations or Projects	Rubrics

Suggested Summative Assessments:	
Participation and teacher observation assessments	District benchmarks or interim
Pre-test, post-test, and daily work	End of unit tests
State assessments	Anecdotal records
Chapter tests	Student Report Card grades

Suggested Modifications (ELLs, Special Education, Gifted and Talented):
<p>Low Level Strategies:</p> <ul style="list-style-type: none"> • Modified classroom and homework assignments • Teacher tutoring • Parent - teacher communication • Anchor charts and visual aids • Flexible grouping • Teacher - student goal setting • Technology integration • Centers • Response to intervention <p>High Level Strategies</p>

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
- Centers
- Student driven activities
- Student choice activities
- Peer tutoring

Suggested activities for lesson plans:

Research an explorer giving details about the person's explorations and discoveries. Create a circle graph that shows the amount of land claimed by England, Spain, France, and the Netherlands by 1650.

Create and label a diagram of a Renaissance invention. Create Explorer wheels.

Utilize technology presentation programs to create a slide show of a major explorer.

Simulate the conflict in Jamestown.

Create a multimedia presentation. Virtual field trip to Jamestown.

Conduct an interview of a famous colonist. Recognize the Puritan belief system.

Write a journal account of life in Plymouth.

Discover the origin of the Town Meeting form of government. Make a model of Jamestown settlements.

Create maps to identify location of European settlements.

Create a model of a typical colony town that shows how land was used to support its inhabitants.

Create a labeled map of the colonies.

Listen to songs sung by enslaved workers. Discover how enslaved

Africans were able to keep their culture alive under difficult conditions.

Virtual field trip of Colonial Williamsburg. Create a model of a Southern plantation.

Create a multimedia presentation related to the revolution. Create a portrait of a Revolutionary Hero. Compare/Contrast loyalists and patriots.

Debate the issue of British rule vs. self-government (e.g. talk show format)

Bill of Rights

Branches of Government Tolerance

Kids Discover: [American Revolution](#)

Discovery Education Media:

<http://www.discoveryeducation.com/> Promethean

Planet: <http://www.prometheanplanet.com/en-us/>

Brain Pop: <http://www.brainpop.com/>

The American Revolution:

http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm George

Washington's Socks (historical fiction)

Tolerance/Holocaust Lessons: www.scholastic.com

Project Based Learning: www.ideportal.com

Teacher Notes:

Europeans seeking religious freedoms established colonies in America. Jamestown and Plymouth colonies are established by the English settlers. Colonists and Native Americans begin to interact in positive and negative ways. The economics of the newly established regions are influenced by geographical location; summarize how slavery developed in America. England and France's power struggles affected the colonists and Naïve Americans which led to the French and Indian War.