



Grade 5 Social Studies Curriculum

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Wayne School District
Social Studies Curriculum

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| Content Area/Grade Level | Social Studies/5th Grade |
| Unit Plan Title | Unit 1: Native Americans, Early Settlements and the Colonies |
| Time Frame | 10 Weeks |
| Anchor Standards/Domain | |
| <p>New Jersey Student Learning Standards for Social Studies, 3-5 6.1 U.S. History: America in the World Holocaust Mandate</p> <p>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Information and Media Literacy</p> <p>New Jersey Student Learning Standards for English Language Arts, Grade 5 Anchor Standards for Reading: Integration of Knowledge and Ideas Anchor Standards for Writing: Production and Distribution of Writing, Research to Build and Present Knowledge</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p> | |
| Unit Summary | |
| Students will understand and discuss the factors that impacted emigration, settlement patterns, and regional identities throughout U.S. history. They will also understand the different experiences of these groups. They will explore the impact of Europe's colonization on the lives of people of Europe and the Americas. | |
| Standard Numbers and Mandates | |
| <p><u>New Jersey Student Learning Standards for Social Studies</u> Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 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.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.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. <p>Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> • 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration. <p>History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. • 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.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. | |

- 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.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

Information and Media Literacy

- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

New Jersey Student Learning Standards for English Language Arts, Grade 5

Reading Information

- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently

Writing

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How do the cultural values and beliefs of a community shape the structure of government of that community?
- Why do people settle in new places?

Enduring Understandings

- People settle in areas due to natural resources, beliefs, and geographical factors.
- European countries created colonies in North America, which affected both Europe and North America.
- Life during colonial times differed based on one's demographic background.
- Historical United States documents have continued to impact our government and society.

Interdisciplinary Connections

This unit of study, History, provides interdisciplinary connections with ELA and technology as students encounter non-fiction text.

- ELA: RI.5.7., W.5.4. Students can support their non-fiction reading and writing skills in a variety of activities.
- ELA: W.5.7. Students use technology to conduct research throughout the unit to build their understanding of the time period.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- evaluate the economic impact of science and technology innovations on European exploration
- use maps to understand that people often settle in close proximity to resources, and this can often lead to conflict.
- trace how America's identity has changed over time, using a variety of sources.
- understand the impact of Europe's race to colonize on the lives of people of Europe and the Americas.
- 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.
- Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- compare the different voluntary and involuntary immigration experiences of groups throughout American history, including indentured servants and enslaved people in Colonial America, citing evidence from a variety of sources.

- determine the role that individual participation in one's government and the desire for religious freedom played in the creation of the North American colonies.
- 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.
- cite evidence from primary documents, as they craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- identify important evidence from historical primary source documents (text and visuals) to craft claims and support an argument

Assessments

Required common assessments have an *

All underlined resources can be found in the [Grade 5 Teacher Resource folder](#):

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments, exit and entrance tickets
- *Summative:* Graphic organizers, independent reading and writing assignments
- *Benchmark:* Effects of European Exploration DBQ* or Early Jamestown: Why Did So Many Colonists Die? DBQ*
- *Alternative:* Options may include graphic organizers, timelines, maps, charts and additional teacher created assignments

Teaching and Learning Activities

Activities

All underlined resources can be found in the [Grade 5 Teacher Resource folder](#):

- Exploration
 - “Explorers” article on Readworks with question set
 - Textbook reading and activity on European exploration
 - Written response: using evidence from the text, describe how the advancements in technology contributed to Exploration in North America.
- Settlements
 - Suggested activity: Settlements Textbook Activity
 - Settlement Patterns-Jamestown Activity
 - Document Analysis: Economy of Colonial America
 - Effects of European Exploration DBQ
- Colonies
 - Suggested learning activity: Discovery Education Videos with Graphic Organizer- Religious Freedom in the Colonies
 - “The Mayflower Compact” article on Readworks with question set
 - Mayflower Compact Document Analysis
 - Economies of the 13 Colonies Activity
 - Suggested reading- “The Growth of Slavery in North American Colonies” on Readworks
 - Suggested reading- Africans in Colonial America- Article
 - Immigration
 - Suggested activity: “Immigration” on Readworks with question set
 - Indentured Servants and Slaves reading
 - Compare and Contrast Activity
 - Suggested reading- The United States Government’s Relationship With Native Americans-Article
 - Suggested reading- Native American Contributions To America- (Resource Folder)
 - Suggested reading- Native American Religions-Article
 - Suggested readings- Life in Colonial America article set on Readworks

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| | <ul style="list-style-type: none"> ■ Students will write a response, citing evidence from multiple sources, in which they compare and contrast the lives of people in different demographic groups in Colonial America |
| <i>Differentiation Strategies</i> | <ul style="list-style-type: none"> ● Differentiation Ideas for this Unit <ul style="list-style-type: none"> ○ Note taking ○ Alternate methods of communication (Draw and label as opposed to paragraph writing) ○ Modified Charts ○ Provide a labeled map ○ Various leveled texts ○ Whole class, small group, and independent work ○ Anchor charts with discussion language ○ Flexible grouping ○ Visuals ○ Graphic organizers ○ Level of independence ○ Differentiated checklists and rubric (if appropriate) ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504 |
| Resources | |
| <ul style="list-style-type: none"> ● Grade 5 Teacher Resource folder ● <i>Social Studies Weekly</i> and additional WTPS digital resources ● Readworks: “The Lead-up to Exploration” ● TrueFlix: <i>The Thirteen Colonies</i> and <i>Slavery in America</i> ● EdPuzzle: The Age of Exploration, Indentured Servants, Indentured Servants vs. Slavery, Mayflower Compact and Religion in Colonies ● Ducksters: “Women’s Roles” | |

Wayne School District
Social Studies Curriculum

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| Content Area/Grade Level | Social Studies/5th Grade |
| Unit Plan Title | Unit 2: Government |
| Time Frame | 6 Weeks |
| Anchor Standards/Domain | |
| <p>New Jersey Student Learning Standards for Social Studies, 3-5 6.1 U.S. History: America in the World Holocaust Mandate</p> <p>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Information and Media Literacy</p> <p>New Jersey Student Learning Standards for English Language Arts, Grade 5 Anchor Standards for Reading: Integration of Knowledge and Ideas Anchor Standards for Writing: Production and Distribution of Writing, Research to Build and Present Knowledge</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p> | |
| Unit Summary | |
| <p>Students will understand and discuss the factors that impacted emigration, settlement patterns, and regional identities throughout U.S. history. They will also understand the different experiences of these groups. They will explore the impact of Europe's colonization on the lives of people of Europe and the Americas. Additionally, students will be able to understand the lasting impact of historical documents on the United States.</p> | |
| Standard Numbers and Mandates | |
| <p><u>New Jersey Student Learning Standards for Social Studies</u> Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 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). <p>History, Culture, and Perspectives</p> <ul style="list-style-type: none"> • 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. • 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.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. • 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). <p><u>New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills</u> Information and Media Literacy</p> <ul style="list-style-type: none"> • 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions <p><u>New Jersey Student Learning Standards for English Language Arts, Grade 5</u> Reading Information</p> <ul style="list-style-type: none"> • RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently <p>Writing</p> <ul style="list-style-type: none"> • W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | |

- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How do the cultural values and beliefs of a community shape the structure of government of that community?
- What role has the different freedoms (speech, religion, press, etc.) contributed to the way people live in the United States?

Enduring Understandings

- Fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy.
- Historical United States documents have continued to impact our government and society.

Interdisciplinary Connections

This unit of study, History, provides interdisciplinary connections with ELA and technology as students encounter non-fiction text.

- ELA: RI.5.7., W.5.4. Students can support their non-fiction reading and writing skills in a variety of activities.
- ELA: W.5.7. Students use technology to conduct research throughout the unit to build their understanding of the time period.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- trace how America's identity has changed over time, using a variety of sources.
- craft a claim, citing evidence from the Bill of Rights and the U.S. Constitution, to explain that fundamental rights are guaranteed by these documents, and have continued to contribute to the improvement of American democracy.
- 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.
- cite evidence from primary documents, as they craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- identify important evidence from historical primary source documents (text and visuals) to craft claims and support an argument

Assessments

*Required common assessments have an **

All underlined resources can be found in the [Grade 5 Teacher Resource folder](#):

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments, exit and entrance tickets
- *Summative:* Graphic organizers, independent reading and writing assignments
- *Benchmark:* Declaration of Independence Document Analysis*
- *Alternative:* Options may include graphic organizers, timelines, maps, charts and additional teacher created assignments

Teaching and Learning Activities

Activities

All underlined resources can be found in the [Grade 5 Teacher Resource folder](#):

- Creation of Government
 - Declaration of Independence
 - Suggested reading- *Declaration of Independence* by Mary Meinking, located on Epic
 - Interactive quiz follows reading
 - Text: [Declaration of Independence](#)
 - Constitution and Bill of Rights

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| | <ul style="list-style-type: none"> ■ Suggested reading- <i>Constitution</i> by Marcia Amidon Lusted, located on Epic <ul style="list-style-type: none"> ● Interactive quiz follows reading ■ <u>Constitution DBQ</u> ■ Text: <u>Constitution</u> ■ Suggested reading- <i>Bill of Rights</i> by Marcia Amidon Lusted, located on Epic <ul style="list-style-type: none"> ● Interactive quiz follows reading ■ Text: <u>Bill of Rights</u> ● Democracy <ul style="list-style-type: none"> ○ Suggested reading: “What is Voting?” by Kristen Rajczak Nelson, available on Epic |
| <i>Differentiation Strategies</i> | <ul style="list-style-type: none"> ● Differentiation Ideas for this Unit <ul style="list-style-type: none"> ○ Note taking ○ Alternate methods of communication (Draw and label as opposed to paragraph writing) ○ Modified Charts ○ Provide a labeled map ○ Various leveled texts ○ Whole class, small group, and independent work ○ Anchor charts with discussion language ○ Flexible grouping ○ Visuals ○ Graphic organizers ○ Level of independence ○ Differentiated checklists and rubric (if appropriate) ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504 |
| Resources | |
| <ul style="list-style-type: none"> ● Grade 5 Teacher Resource folder ● <i>Social Studies Weekly</i> and additional WTPS digital resources ● TrueFlix: <i>Bill of Rights</i>, <i>The Constitution of The United States</i>, and <i>The Declaration of Independence</i> ● Ducksters: “Bill of Rights” ● EdPuzzle: Purposes of Government and Creation of Government ● Book Title, Mackin: <i>For The Life and Liberty: Causes and Effects of The Declaration of Independence</i> | |

Wayne School District
Social Studies Curriculum

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| Content Area/Grade Level | Social Studies/5th Grade |
| Unit Plan Title | Unit 3: Civics and Tolerance |
| Time Frame | 7 Weeks |
| Anchor Standards/Domain | |
| <p>New Jersey Student Learning Standards for Social Studies, 3-5 6.1 U.S. History: America in the World Amistad Mandate Asian American Pacific Islander Mandate Diversity and Inclusion Mandate Holocaust Mandate</p> <p>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Global and Cultural Awareness</p> <p>New Jersey Student Learning Standards for English Language Arts, Grade 5 Anchor Standards for Reading: Craft and Structure, Integration of Knowledge and Ideas Anchor Standards for Writing: Production and Distribution of Writing, Research to Build and Present Knowledge</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p> | |
| Unit Summary | |
| <p>In this unit, students will investigate civil and human rights. Civil rights leaders will be identified, as well as the violations against human and civil rights will be revealed. Students will be able to identify the laws that govern civil and human rights. This unit will also have students focus on democracy and how individuals and cultural groups contribute to society.</p> | |
| Standard Numbers and Mandates | |
| <p><u>New Jersey Student Learning Standards for Social Studies</u> Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 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.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.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.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. <p>History, Culture, and Perspectives</p> | |

- 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.
- Amistad Mandate
- Asian American Pacific Islander Mandate
- Diversity and Inclusion Mandate
- Holocaust Mandate

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

Global and Cultural Awareness

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

New Jersey Student Learning Standards for English Language Arts, Grade 5

Reading Information

- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How have figures throughout history responded to unfair treatment around the world?
- How can individuals participate in government through the democratic process?

Enduring Understandings

- National and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- It is important to understand the perspectives of other cultures in an interconnected world.
- 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.

Interdisciplinary Connections

This unit of study, Civics and Tolerance, provides interdisciplinary connections with ELA and technology as students encounter non-fiction text.

- ELA: RI.5.9., W.5.4. Students can support their non-fiction reading and writing skills in a variety of activities.
- ELA: W.5.8. Students use technology to conduct research throughout the unit to build their understanding of the time period.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights) including Asian Americans, African Americans, and those during the Holocaust.
- research and cite evidence for how the actions of historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.

- 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.
- identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- compare and contrast historians' interpretations of important historical ideas, resources and events.
- evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives, and describe why it is important to understand the perspectives of other cultures in an interconnected world.

Assessments

Required common assessments have an *

All underlined resources can be found in the [Grade 5 Teacher Resource folder](#):

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments, exit and entrance tickets
- *Summative:* Graphic organizers, independent reading and writing assignments
- *Benchmark:* Civil Rights DBQ (Holocaust)*
- *Alternative:* Options may include graphic organizers, timelines, maps, charts and additional teacher created assignments

Teaching and Learning Activities

Activities

All underlined resources can be found in the [Grade 5 Teacher Resource folder](#):

- Individual Responsibility
 - Suggested activity- "How Can You Help?" on Epic
 - Suggested reading- *Building Bridges to People* by Jackie F. Stanmyre on Epic
 - Suggested reading- *Anne Frank* by Jim Whiting, available on Epic or Anne Frank House webquest
 - Students will write a reflection piece, using evidence from the text, in which they explain how individuals can stand up in response to violations of fundamental rights.
 - *Baseball Saved Us* by Ken Mochizuki
 - Read book aloud, see additional activities
 - As students listen, they will jot about their thoughts, feelings, and questions
 - After the reading, students will write a reflection, citing evidence from the text, in which they describe the experiences of individuals in Japanese Internment Camps during World War II.
 - Violations of Human Rights Writing Assignment
 - *Passage to Freedom* by Ken Mochizuki
 - Read book aloud, see additional activities
 - As students listen, they will jot about their thoughts, feelings, and questions
 - After the reading, students will write a reflection, citing evidence from the text, in which they describe what makes a leader.
 - *SS Weekly:* Use revised lesson plan for Week 29 located in the Teacher Resource folder
- Civil Rights Leaders
 - Suggested activity- Perspectives of Prominent African Americans on the Civil Rights Movement article set on Readworks, along with question set

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| | <ul style="list-style-type: none"> ■ Using evidence from multiple sources, students will write a response in which they explain the impact of civil rights leaders. <ul style="list-style-type: none"> ○ Civil Rights Research Activity ● Roles and Responsibilities of Leaders <ul style="list-style-type: none"> ○ Suggested reading: <i>Franklin Delano Roosevelt: Nothing to Fear</i> by Deborah Kent, located on Epic ○ Leader Research Project |
| <i>Differentiation Strategies</i> | <ul style="list-style-type: none"> ● Differentiation Ideas for this Unit <ul style="list-style-type: none"> ○ Note taking ○ Alternate methods of communication (Draw and label as opposed to paragraph writing) ○ Modified Charts/Labeled maps ○ Various leveled texts ○ Whole class, small group, and independent work ○ Anchor charts with discussion language ○ Flexible grouping ○ Visuals/Graphic organizers ○ Level of independence ○ Differentiated checklists and rubric (if appropriate) ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students ● Differentiation Strategies for Students with a 504 |
| Resources | |
| <ul style="list-style-type: none"> ● Grade 5 Teacher Resource folder ● <i>Social Studies Weekly</i> and additional WTPS digital resources ● EdPuzzle: Holocaust, Civil Rights, Human Rights: What Are Human Rights?, Hidden Civil Rights Leaders, Rosa Parks, Introduction to Democracy and Participation ● TrueFlix: <i>Martin LutherKing Jr.</i>, <i>Rosa Parks</i>, <i>Malala Yousafzai</i>, and <i>Cesar Chavez</i> ● Epic: <i>Respecting Opposing Viewpoints</i> by Jeanne Marie Ford ● Ducksters: "Civil Rights" ● Book Titles: <i>Amistad</i>, Patricia McKissack, <i>The Trail of Tears</i>, Joseph Bruchac, <i>Passage to Freedom: The Sugihara Story</i>, Ken Mochizuki, <i>Baseball Saved Us</i>, Ken Mochizuki, and <i>Malala Yousafzai</i>, Caitie McAneney | |

Wayne School District
Social Studies Curriculum

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|---|--------------------------|
| Content Area/Grade Level | Social Studies/5th Grade |
| Unit Plan Title | Unit 4: Economics |
| Time Frame | 6 Weeks |
| Anchor Standards/Domain | |
| <p>New Jersey Student Learning Standards for Social Studies, 3-5 6.1 U.S. History: America in the World Amistad Mandate</p> <p>New Jersey Student Learning Standards for English Language Arts, Grade 5 Anchor Standards for Reading: Integration of Knowledge and Ideas Anchor Standards for Writing: Production and Distribution of Writing, Research to Build and Present Knowledge</p> <p>New Jersey Learning Standards for Computer Science and Design Thinking Nature of Technology</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p> | |
| Unit Summary | |
| <p>In this unit, students will discuss why and how goods and people move nationally and internationally. Natural resources will be discussed and their impact on communities and economies. The students will examine the impact of transportation systems on New Jersey and the United States. This unit students will also discuss how communication tools spread ideas throughout the United States and world. The students will be able to identify the difference and purpose of public and private goods and services. Qualities and traits of entrepreneurs will be explored by students, as well as the impact of African American entrepreneurs and their contributions to the world.</p> | |
| Standard Numbers and Mandates | |
| <p><u>New Jersey Student Learning Standards for Social Studies</u> Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. <p>Economics, Innovation, and Technology</p> <ul style="list-style-type: none"> • 6.1.5.EconNE.1: Explain the ways in which the government pays for the goods and services it provides. • 6.1.5.EconNE.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.EconNE.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. • 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. • 6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy. • 6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society. • 6.1.5.EconNE.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system. • 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.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. | |

- 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- Amistad Mandate

New Jersey Student Learning Standards for English Language Arts, Grade 5

Reading Information

- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

New Jersey Student Learning Standards for Computer Science and Design Thinking

Nature of Technology

- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How has technology impacted the economy and culture throughout history?
- How has access to resources and trade impacted where and how people live?

Enduring Understandings

- The availability of resources affects people across the world differently.
- Cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- The development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

Interdisciplinary Connections

This unit of study, Economy, provides interdisciplinary connections with ELA and technology as students encounter non-fiction text.

- ELA: RI.5.9., W.5.4. Students can support their non-fiction reading and writing skills in a variety of activities.
- ELA: W.5.8. Students use technology to conduct research throughout the unit to build their understanding of the concepts.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- use data to explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- explain the ways in which the government pays for the goods and services it provides.
- describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- explain how the availability of private and public goods and services is influenced by the government and the global economy.

- examine the qualities of entrepreneurs in a capitalistic society.
- describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 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.
- use economic data to explain how trade leads to increasing economic interdependence among nations.
- compare and contrast how the availability of resources affects people across the world differently.
- understand the qualities and traits of entrepreneurs; the impact of African American entrepreneurs and their contributions to the world.

Assessments

Required common assessments have an *

All underlined resources can be found in the [Grade 5 Teacher Resource folder](#):

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments, interactive notebook checklist
- *Summative:* Graphic organizers, independent reading and writing assignments, relevant Brain Pop quizzes
- *Benchmark:* Global Trade Inquiry Activity*
- *Alternative:* Options may include graphic organizers, timelines, maps, charts and additional teacher created assignments

Teaching and Learning Activities

Activities

All underlined resources can be found in the [Grade 5 Teacher Resource folder](#):

- Transportation Systems
 - Suggested reading: *Robert Fulton* by Pam Rosenberg, available on Epic and Robert Fulton Research packet
- Movement of Goods and Ideas
 - Global Exports: Chart and Questions
 - The Trading Game
- Capitalist Economy
 - Capitalism Simulation
- Private and public goods
 - Public vs. Private Goods and Services Lesson
- Entrepreneurship
 - Suggested reading: *Thomas Edison* by Cynthia Klingel, available on Epic
 - African American Inventors Activity

Differentiation Strategies

- Differentiation Ideas for this Unit
 - Note taking
 - Alternate methods of communication (Draw and label as opposed to paragraph writing)
 - Modified Charts
 - Provide a labeled map
 - Various leveled texts
 - Whole class, small group, and independent work
 - Anchor charts with discussion language
 - Flexible grouping
 - Visuals
 - Graphic organizers
 - Level of independence
 - Differentiated checklists and rubric (if appropriate)
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

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| | <ul style="list-style-type: none">• Differentiation Strategies for Students with a 504 |
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| Resources | |
| <ul style="list-style-type: none">• Grade 5 Teacher Resource folder• <i>Social Studies Weekly</i> and additional WTPS digital resources• EdPuzzle Economic Systems, What Are Taxes?, A Kids Guide to Taxes, Entrepreneurs, African American Inventors, and Famous African American Women• Book Title: <i>What Color is My World? The Lost History of African-American Inventors</i>, Kareem Abdul-Jabbar | |

Wayne School District
Social Studies Curriculum

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| Content Area/Grade Level | Social Studies / Grade 5 |
| Unit Plan Title | Unit 5: Financial Literacy & Active Citizenship |
| Time Frame | 6 Weeks |
| Anchor Standards/Domain | |
| <p>New Jersey Student Learning Standards for Social Studies, 3-5 6.3 Active Citizenship in the 21st Century</p> <p>New Jersey Student Learning Standards for Career Awareness, Life Literacies, and Key Skills Personal Financial Literacy Life Literacies and Key Skills</p> <p>New Jersey Student Learning Standards for English Language Arts, Grade 5 Anchor Standards for Reading: Integration of Knowledge and Ideas Anchor Standards for Writing: Production and Distribution of Writing</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p> | |
| Unit Summary | |
| <p>In this unit, the students will understand the concept of “giving back” is based on one’s strengths, interests, and personal factors. The term “taxes” will be defined, and the taxation process at the local, state, and federal levels will be examined by students. The students will also investigate the impact of ones’ financial goals on our financial system. Consumer protection and laws will be revealed to students and consumer resources will be explored.</p> | |
| Standard Numbers and Mandates | |
| <p><u>New Jersey Student Learning Standards for Social Studies</u></p> <p>Civics, Government, and Human Rights</p> <ul style="list-style-type: none"> • 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members. • 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue • 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials. <p>Geography, People, and the Environment</p> <ul style="list-style-type: none"> • 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions. • 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions. <p><u>New Jersey Student Learning Standards for Career Awareness, Life Literacies, and Key Skills</u></p> <p>Civic Financial Responsibility</p> <ul style="list-style-type: none"> • 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. <p>Economic and Government Influences</p> <ul style="list-style-type: none"> • 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.” • 9.1.5.EG.2: Describe how tax monies are spent • 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. • 9.1.5.EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy. • 9.1.5.EG.5: Identify sources of consumer protection and assistance. <p>Creativity and Innovation</p> | |

- 9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- 9.4.5.Cl.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.

Economics, Innovation, and Technology

- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

New Jersey Student Learning Standards for English Language Arts, Grade 5

Reading Information

- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How do taxes serve a purpose in our society?
- How does an individual's financial decisions affect society and contribute to the overall economy?

Enduring Understandings

- Taxes provide goods and services to citizens.
- Individual financial decisions and goals impact the economy.

Interdisciplinary Connections

This unit of study, Financial Literacy, provides interdisciplinary connections with ELA and technology as students encounter non-fiction text.

- ELA: RI.5.7, W.5.4. Students can support their non-fiction reading and writing skills in a variety of activities.
- ELA: RI.5.7, W.5.6. Students use technology to conduct research throughout the unit to build their understanding of the concepts.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- Explain and give examples of what is meant by the term "tax."
- Describe how tax monies are spent.
- Explain the impact of the economic system on one's personal financial goals.
- Describe how an individual's financial decisions affect society and contribute to the overall economy.
- Identify sources of consumer protection and assistance.

Assessments

Required common assessments have an *

All underlined resources can be found in the [Grade 5 Teacher Resource folder](#):

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments, exit and entrance tickets
- *Summative:* Graphic organizers, independent reading and writing assignments
- *Benchmark:* DBQ: How Can Your School Reduce Food Waste?*
- *Alternative:* Options may include graphic organizers, timelines, maps, charts and additional teacher created assignments

Teaching and Learning Activities

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| <p><i>Activities</i></p> | <p>All underlined resources can be found in the <u>Grade 5 Teacher Resource folder</u>:</p> <ul style="list-style-type: none"> ● Taxation <ul style="list-style-type: none"> ○ <u>Taxes KWL- Brainpop</u> ○ <u>Run a County Activity</u> ○ <u>Purpose of Taxation Response</u> ● Personal Finances <ul style="list-style-type: none"> ○ <u>Donation Writing Prompt</u> ○ <u>FTC Activity</u> ○ <u>Budget Project</u> ● Active Citizenship <ul style="list-style-type: none"> ○ <u>Climate Change Activity</u> |
| <p><i>Differentiation Strategies</i></p> | <ul style="list-style-type: none"> ● Differentiation Ideas for this Unit <ul style="list-style-type: none"> ○ Note taking ○ Alternate methods of communication (Draw and label as opposed to paragraph writing) ○ Modified Charts ○ Provide a labeled map ○ Various leveled texts ○ Whole class, small group, and independent work ○ Anchor charts with discussion language ○ Flexible grouping ○ Visuals ○ Graphic organizers ○ Level of independence ○ Differentiated checklists and rubric (if appropriate) ● <u>Differentiation Strategies for Special Education Students</u> ● <u>Differentiation Strategies for Gifted and Talented Students</u> ● <u>Differentiation Strategies for ELL Students</u> ● <u>Differentiation Strategies for At Risk Students</u> ● <u>Differentiation Strategies for Students with a 504</u> |
| <p>Resources</p> | |
| <ul style="list-style-type: none"> ● <u>Grade 5 Teacher Resource folder</u> ● <i>Social Studies Weekly</i> and additional WTPS digital resources ● EdPuzzle Videos: Saving and Spending, Economic Systems, Capitalism, Consumer Protection Laws, andSetting Financial Goals ● <u>Making an Impact on New Jersey Beaches Activity</u> | |