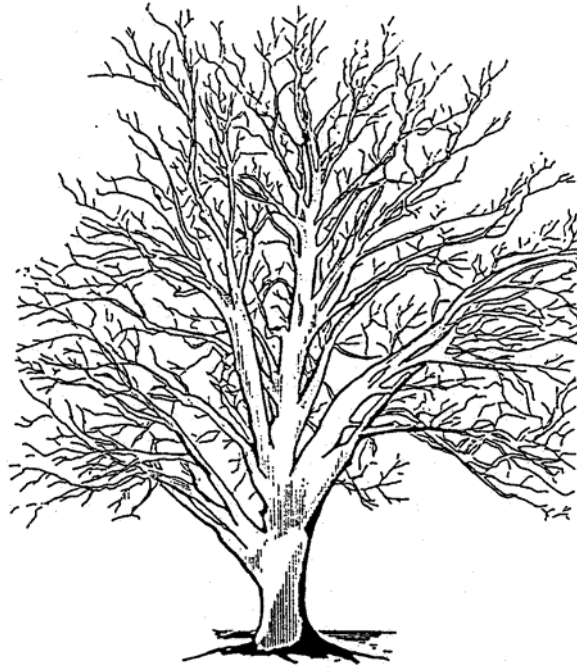


Monroe Township Schools



Curriculum Management System

Social Studies

Grade 5

July 2006

* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.

Board Approved: August 2006

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Our philosophy is to provide children with many opportunities to experience a quality education. While our educational programs take into account the physical, social, and emotional needs of our students, the primary educational focus continues to be largely academic in nature. Emphasis is upon acquiring a strong foundation in all subject areas; developing critical thinking and problem-solving skills; and fostering attitudes of social awareness, civic responsibility and cultural enrichment. Students also have many opportunities for classroom and individual use of computers with up-to-date software and access to the Internet.

Educational Goals

The fifth grade course in Social Studies correlates with our school goals. In order to develop as effective members of a democratic society, students must understand their historical heritage and see themselves as part of a large human adventure in time and place. They must appreciate and understand the past and apply the lessons they have learned to the present and their lives today. They must also understand other cultures and learn to accept and respect lifestyles different from their own. Tools in their possession must include a wide range of decision-making and interpersonal skills as well as those traditionally associated with Social Studies.

The fifth grade Social Studies course will focus on United States history and follow the path of how our government, economy, and social systems had their beginnings in the new world. The course will emphasize how our laws, family structure, and political ideas began and evolved as our country developed over time. The present, as well as the past, will be emphasized throughout the year, as we concentrate on the study of civics and government, economics, geography, and culture and society. In addition, the integration of current events will help our students link the impact of history to today's society.

This curriculum was written in accordance with the New Jersey Core Curriculum Content Standards for Social Studies and the New Jersey Holocaust/Genocide guidelines.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Social Studies Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Social Studies were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Social Studies may also be found at:

http://www.nj.gov/njded/cccs/s6_ss.htm

NJ Educational Mandates:

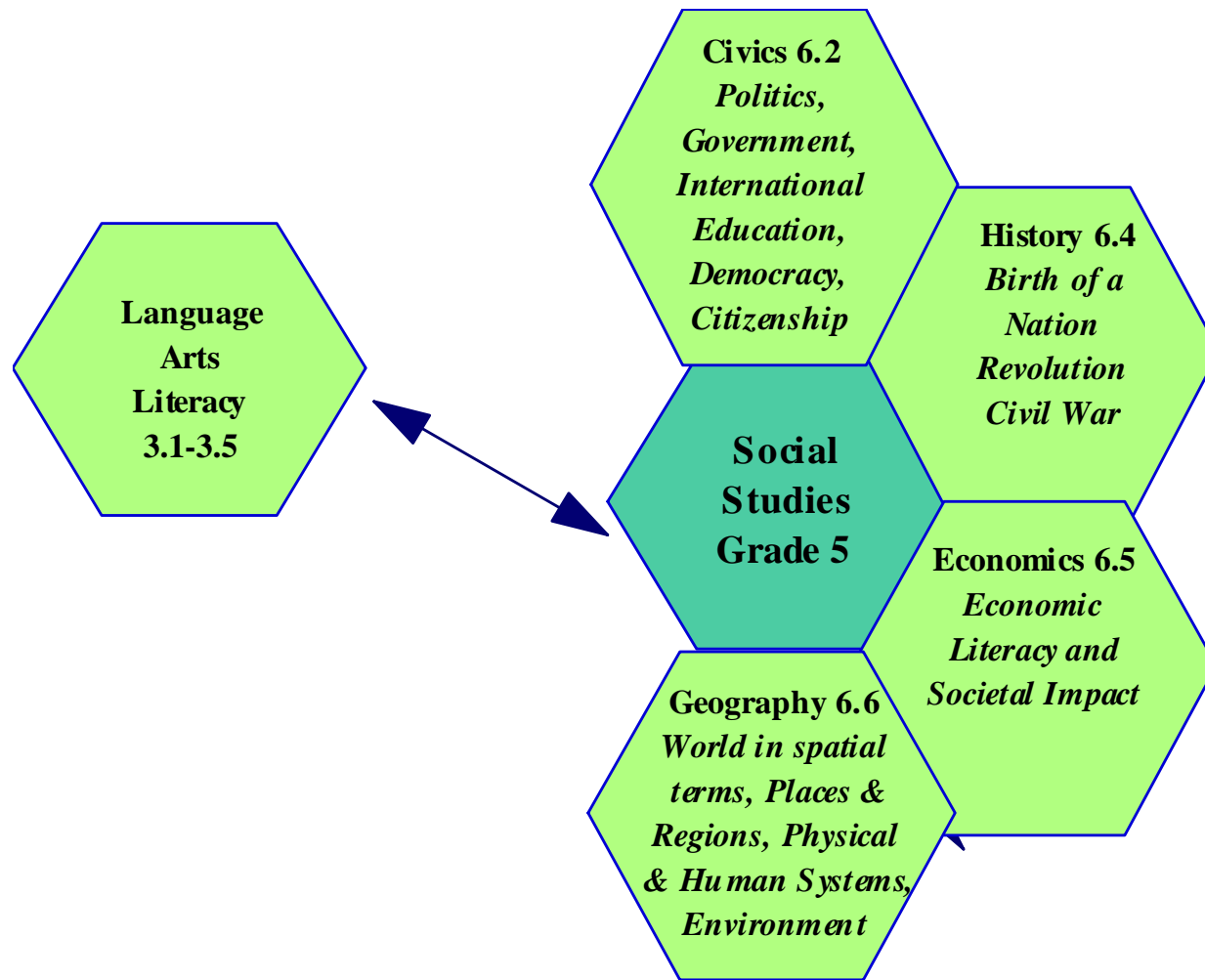
The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

http://www.state.nj.us/njded/holocaust/about_us/mandate.html

The Amistad Bill (A1301), calls on “New Jersey schools to incorporate African-American history into their Social Studies curriculum.” Passed by the New Jersey legislature in 2002, “The Amistad Bill” created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state’s classrooms.

<http://www.theamistadcommission.com/>

Grade 5 Social Studies Scope



* Social Studies will be taught as a broad-field with an emphasis on problem solving, real-world application, and connection to students' lives. Teachers are expected to differentiate instruction to meet the needs of all students. * Current events and current day geography will be integrated in a meaningful way into the Grade 5 course of study rather than taught in isolation.

Social Studies – Grade 5

Scope and Sequence

Quarter I

I. What is Social Studies? Themes

- a. Civics & Government -- Examine the rights & responsibilities of US citizens; Analyze the processes & major characteristics of governments
- b. History -- Evaluate the influence of past events on current societies
- c. Economics -- Distinguish between various economic systems (local, state, national)
- d. Geography -- Analyze 5 main themes: location, place, regions, movement, human-environment interactions
- e. Culture & Society -- Identify factors of culture & explain the difference between culture & heritage

III. Exploration

- a. Civics & Government -- Summarize governmental influences on the expeditions
- b. History - Identify cause & effect relationships between exploration & colonization
- c. Economics - Understand the economic motivation behind exploration to the New World
- d. Geography -- Understand land & water routes of explorers
- e. Culture & Society -- Identify the role culture & society played during the Age of Exploration & how this influence affected the world

II. Native Americans

- a. Civics & Government -- Describe types of settlements & explain systems of government for Native Americans
- b. History -- Examine the similarities & differences between different tribes
- c. Economics -- Explain how Native Americans used local resources to meet their needs
- d. Geography - Explore the relationship between geography & Native Americans in the Americas
- e. Culture & Society -- Describe how Native Americans adapted their way of life to the environment

- Social Studies is to be taught as an integrated subject with emphasis on real-world application.
- Teachers are expected to differentiate instruction to meet the needs of all learners.
- Current events and current day geography should be designed to be an integral part of the curriculum.

Quarter II

IV. Colonization

- a. Civics & Government -- Discuss the evolution of government within the various colonies
- b. History -- Compare & contrast the different reasons for colonization
- c. Economics -- Analyze how the colonist adapted & modified their environment to achieve economic prosperity
- d. Geography -- Locate colonies/cities in relationship to present day areas
- e. Culture & Society -- Analyze the social differences and similarities among the colonies

V. Revolution

- a. Civics & Government -- Trace the development of representative government in the US
- b. History -- Discuss the major events that led to the American Revolution
- c. Economics -- Analyze the economic impact independence would have on the colonist during the Revolution
- d. Geography -- Discuss location of key events/battles that took place during the Revolutionary period
- e. Culture & Society -- Discuss the role of important leaders and the specific gender roles of men & women during this era

Quarter III

VI. Constitution

- a. Civics & Government -- Understand the importance of participation in the democratic process
- b. History -- Summarize events that led to the creation of the US Constitution
- c. Economics -- Examine the role of political parties (government) in economic systems
- d. Geography -- Analyze how borders changed during this time
- e. Culture & Society -- Describe major conflicts that have arisen from diversity through history: civil rights, women's rights

VII. Expansion

- a. Civics & Government -- Analyze the growth of democracy in the US in the 1800's
- b. History -- Discuss major events & people who contributed to expansion
- c. Economics -- Explain how new technology impacted economic growth in the 1800's
- d. Geography -- Describe how geographical features effects/influences expansion
- e. Culture & Society -- Explain how the growth of the US effected slavery & Native Americans

Quarter IV

VIII. Civil War & Reconstruction

- a. Civics & Government -- Describe legislative acts that led to the Civil War & Reconstruction
- b. History -- Explain the major events & personalities of the American Civil War
- c. Economics -- Explain how the Civil War & Reconstruction effected local, state, and federal economies
- d. Geography -- Locate the sites of the major battles & discuss how regional differences caused conflict
- e. Culture & Society -- Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties & equality to which all are entitled

** The instructor will relate how NJ was affected by the above themes.

Suggested days of Instruction	Curriculum Management System	Topic: The 5 Themes of Social Studies (civics & government, history, economics, geography, culture & society)	
	Grade Level/Subject: Grade 5 – Social Studies	Goal 1: The student will be able to explain what Social Studies is using the five themes to guide their learning and explore how these themes developed as North America was settled.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	<p>1.1. <u>Civics & Government</u> -- Examine the rights & responsibilities of US citizens; Analyze the processes & major characteristics of governments (6.2.A.2, 6.2.A.3, 6.2.A.4, 6.2.B.2, 6.2.D.1, 6.2.D.5, 6.5.B.2)</p> <p>1.2. <u>History</u> -- Evaluate the influence of past events on current societies (6.1.A.1, 6.1.A.3, 6.1.A.5, 6.1.A.8, 6.1.A.11)</p> <p>1.3. <u>Economics</u> -- Distinguish between various economic systems (local, state, national) (6.5.A.1, 6.5.A.9, 6.5.B.1)</p> <p>1.4. <u>Geography</u> – Analyze the 5 main themes: location, place, regions, movement, human-environment interactions (6.6.A.1, 6.6.A.3, 6.6.A.4, 6.6.A.5, 6.6.A.6, 6.6.A.7, 6.6.A.9)</p> <p>1.5. <u>Culture & Society</u> -- Identify factors of culture & explain the difference between culture & heritage (6.2.E.6, 6.2.E.9)</p>	<ul style="list-style-type: none"> What is Social Studies? What relevancy does Social Studies have in our lives? <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>For this and all subsequent assessment models, students work should be evaluated using a scoring rubric. See resource folder.</p> <p>NOTE: As students work through their <u>Assessment Model</u> goals for the year, one possible suggestion for organizing student work would be to create and maintain a Social Studies Portfolio.</p>	<p>Assessment Model: Students will create a poster that represents the five themes of Social Studies. Students will complete the following:</p> <ol style="list-style-type: none"> Create a title. Divide the poster into five sections; label each section with a different theme (civics & government, history, economics, geography, culture & society). Illustrate each area of Social Studies on the poster. Students may use their own drawings, photos, magazine photos, or pictures from the Internet. After completing the poster, students will rank each theme in order of importance. Students should be prepared to explain the process that was used to come to their final decision. As a culminating activity to lend a contemporary focus, students will: <ul style="list-style-type: none"> A) List 5 ways in which government has an impact on their life personally; B) Reflect on a follow up discussion & their list (A) & write a brief paragraph on "Government Power – Too Much or Too Little" <p>(Comprehension, Application, Synthesis & Evaluation)</p>

Suggested days of Instruction	Curriculum Management System	Topic: Native Americans	
	Grade Level/Subject: Grade 5 – Social Studies	Goal 2: The student will be able to describe where Native Americans came from and how the different tribes adapted to their geographic areas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
18	<p>2.1. <u>Civics & Government</u> -- Describe types of settlements & explain systems of government for Native Americans (6.3.D.3)</p> <p>2.2. <u>History</u> -- Examine the similarities & differences between different tribes (6.4.C.6)</p> <p>2.3. <u>Economics</u> -- Explain how Native Americans used local resources to meet their needs (6.3.D.3)</p> <p>2.4. <u>Geography</u> - Explore the relationship between geography & Native Americans in the Americas (6.6.A.8, 6.6.A.10, 6.6.B.1, 6.6.B.2, 6.6.B.3, 6.6.D.6, 6.6.D.8, 6.6.E.2)</p> <p>2.5. <u>Culture & Society</u> -- Describe how Native Americans adapted their way of life to the environment (6.3.D.3)</p>	<ul style="list-style-type: none"> How does the environment affect culture? Compare and contrast how the Native Americans adapted to their environment to how people currently adapt to the environment. <p>NOTE: For this and for all subsequent assessment models in this curriculum guide, the teacher shall have the flexibility to modify the format of assessment. Depending upon the needs of the class, these questions may be answered in the form of tests, quizzes, essays, PowerPoint, oral presentations or any other format created by the teacher.</p>	<p>Assessment Model: Students will imagine they are an archeologist and will describe and create at least one artifact from each of the seven (7) Native American cultural regions.</p> <ol style="list-style-type: none"> Students will then describe which region the artifact is from and the tribe(s) that created them. What were these artifacts used for? What role did the environment play in the creation of these artifacts? Students will create a model of one artifact they feel is the most valuable to their cultural region. Students must be prepared to assess the value or importance of the artifact and prioritize all regional artifacts. Student must defend their decision. <i>(Knowledge, Application, Analysis, Evaluation)</i>

Suggested days of Instruction	Curriculum Management System	Topic: Exploration	
	Grade Level/Subject: Grade 5 – Social Studies	Goal 3: The student will be able to discover why explorers came to North America and how their arrival affected Native Americans.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
17	<p>3.1. <u>Civics & Government</u> -- Summarize governmental influences on the expeditions (6.4.C.3)</p> <p>3.2. <u>History</u> - Identify cause & effect relationships between exploration & colonization (6.4.C.4)</p> <p>3.3. <u>Economics</u> - Understand the economic motivation behind exploration to the New World (6.4.C.3)</p> <p>3.4. <u>Geography</u> -- Understand land & water routes of explorers (6.4.C.2, 6.4.C.5, 6.6.B.4, 6.6.C.5, 6.6.D.1, 6.6.D.2)</p> <p>3.5. <u>Culture & Society</u> -- Identify the role culture & society played during the Age of Exploration & how this influence affected the world (6.4.C.3, 6.4.C.7, 6.4.C.8)</p>	<ul style="list-style-type: none"> Which explorer do you think had the greatest impact on history? Why? Are there ways in which the actions of European explorers continue to affect our lives today? Explain. <p>* "New Jersey State Law requires instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The New Jersey Social Studies Core Curriculum Standards (N.J.S.A.6.A:8) also indicate that the issues of Holocaust, genocide, and related issues of prejudice, bias and discrimination be included in the curriculum." Holocaust/Genocide Educational Mandate; Title 18A Chapter 35 (New Jersey Statutes)</p> <p>** Discuss the genocide of Native Americans and how it is similar/different to the Holocaust.</p>	<p>Assessment Model: Students will design a monument to a European explorer. The monument should include:</p> <ol style="list-style-type: none"> a human figure or visual symbols that represent the positive or negative impacts of the explorer. a plaque that explains the monument and describes the positive and negative impacts of the explorer. a map of the location of the monument. Why was this location chosen? What significance does this monument have to the area? After presentations, students judge European explorers and determine who had the greatest impact on present day society. Write a thank you letter to that explorer citing how they impacted our lives. Include a criticism of the explorer that would have made his voyage even more successful. <p>(Application, Analysis, Synthesis, Evaluation)</p>

Suggested days of Instruction	Curriculum Management System	Topic: Colonization	
	Grade Level/Subject:	Goal 4: The student will be able to analyze the success and failure of colonization. How did these successes and failures lead to our modern-day civilization?	
	Grade 5 – Social Studies		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
20	<p>4.1. <u>Civics & Government</u> -- Discuss the evolution of government within the various colonies (6.2.D.4, 6.4.D.3)</p> <p>4.2. <u>History</u> -- Compare & contrast the different reasons for colonization (6.4.D.3, 6.6.D.5)</p> <p>4.3. <u>Economics</u> -- Analyze how the colonist adapted & modified their environment to achieve economic prosperity (6.2.D.4, 6.4.F.6, 6.5.A.2, 6.6.D.5, 6.6.E.5)</p> <p>4.4. <u>Geography</u> -- Locate colonies/cities in relationship to present day areas (6.6.A.11, 6.6.B.4, 6.6.B.5, 6.6.B.6, 6.6.B.7, 6.6.C.5, 6.6.D.1, 6.6.D.2, 6.6.D.5, 6.6.E.6, 6.6.E.7)</p> <p>4.5. <u>Culture & Society</u> -- Analyze the social differences and similarities among the colonies (6.2.D.4)</p>	<ul style="list-style-type: none"> What colonies were successful? Provide reasons for their success. What colonies failed? Provide reasons for their failure. Compare and contrast slavery from the point of view of a southern colonist and a West African. <p>* The instructor will discuss Amistad while achieving this goal.</p> <p>** As per the State of New Jersey Senate Education Communication: New Jersey Amistad Commission: "in honor of the group of enslaved Africans led by Joseph Cinque who, while being transported in 1839 on a vessel named the Amistad, gained their freedom after overthrowing the crew and eventually having their case successfully argued before the United States Supreme Court."</p>	<p>Assessment Model: Students will create an advertisement that would excite and entice Europeans to settle in a colony. Students will:</p> <ol style="list-style-type: none"> Choose a colony. The advertisement should include information from each of the five themes of Social Studies that relate to their colony. Students will present and explain why their colony should be selected for settlement. Students will determine 5 laws for their colony that would encourage settlement. Students will defend how these laws would foster a better community. <p>(Application, Synthesis, Evaluation)</p>

Suggested days of Instruction	Curriculum Management System	Topic: Revolution	
	Grade Level/Subject: Grade 5 – Social Studies	Goal 5: The student will be able to analyze events leading up to and including how the colonies gained independence from Britain.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
20	<p>5.1. <u>Civics & Government</u> -- Trace the development of representative government in the US (6.2.B.1, 6.4.E.1)</p> <p>5.2. <u>History</u> -- Discuss the major events that led to American Revolution (6.4.E.2, 6.4.E.4, 6.4.E.8)</p> <p>5.3. <u>Economics</u> -- Analyze the economic impact independence would have on the colonists during the Revolution (6.4.E.1)</p> <p>5.4. <u>Geography</u> -- Discuss location of key events/battles that took place during the Revolutionary period (6.6.A.11, 6.6.B.4, 6.6.B.7, 6.6.C.5, 6.6.D.1, 6.6.D.2, 6.6.D.3)</p> <p>5.5. <u>Culture & Society</u> -- Discuss the role of important leaders and the different roles of men & women during this era (6.4.E.7)</p>	<ul style="list-style-type: none"> • Explain how the causes of the Revolution may be similar/different to world issues today. • Describe key arguments made by the Patriots for independence and by Loyalists against independence. • What were some of the strategies used by both sides to fight this war? • What lessons can world leaders learn from this war to help them better govern their countries? 	<p>Assessment Model: Student will imagine they are an investigative reporter. They have sailed from Britain to report on what is happening in the colonies. Interview at least one Loyalist and one Patriot asking them if the American colonies should declare independence. Students will create at least three more follow-up questions for their interview to learn more about each person's point of view.</p> <p>Student groups will author a Colonial Newspaper for production and distribution and will assume the roles of Publisher, Editor, Reporter, and Advertising Agent.</p> <p><i>(Application, Analysis, Synthesis)</i></p>

Suggested days of Instruction	Curriculum Management System	Topic: Constitution	
	Grade Level/Subject: Grade 5 – Social Studies	Goal 6: The student will be able to explain how a national government was created and how citizens would be protected from this new powerful government.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
20	<p>6.1. <u>Civics & Government</u> -- Understand the importance of participation in the democratic process (6.2.A.1, 6.2.A.2, 6.2.A.6, 6.2.C.1, 6.2.C.2, 6.2.C.3, 6.2.C.6, 6.2.D.3)</p> <p>6.2. <u>History</u> -- Summarize events that led to the creation of the US Constitution (6.2.A.1, 6.2.A.2, 6.2.C.1, 6.2.C.2, 6.2.C.6, 6.2.D.3)</p> <p>6.3. <u>Economics</u> -- Examine the role of political parties (government) in economic systems (6.2.A.2, 6.2.C.2, 6.2.C.3)</p> <p>6.4. <u>Geography</u> -- Analyze how borders changed during this time (6.6.B.7, 6.6.D.2)</p> <p>6.5. <u>Culture & Society</u> -- Describe major conflicts that have arisen from diversity through history: civil rights, women's rights (6.2.A.1, 6.2.A.6, 6.2.C.3, 6.2.C.6, 6.2.D.3)</p>	<ul style="list-style-type: none"> • Compare and contrast this new government to that of the king and Parliament. • How is the Constitution like a three-legged stool? • Why did Americans feel they needed to protect their rights from the government? • How does the Constitution and the Bill of Rights affect our everyday lives? • Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels. 	<p>Assessment Model: Students will locate, read, and analyze a newspaper article that describes an action carried out by one branch of the federal government. Students will then create a summary of the article that includes:</p> <ol style="list-style-type: none"> 1. Which branch carried out the action? 2. A description of the power(s) that the branch exercised. 3. An explanation of how the power(s) could be checked by one of the other two branches. <ul style="list-style-type: none"> • Students will identify one of the Amendments discussed in this article and will analyze how it protected the rights of citizens. • Student groups will draft and present a proposed Constitutional Amendment. (<i>Comprehension, Application, Synthesis, Evaluation</i>)

Suggested days of Instruction	Curriculum Management System	Topic: Expansion	
	Grade Level/Subject: Grade 5 – Social Studies	Goal 7: The student will be able to understand how and why the United States spread westward across North America, as well as how Manifest Destiny affected Native Americans and western settlers.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
20	<p>7.1. <u>Civics & Government</u> -- Analyze the growth of democracy in the US in the 1800's (6.4.F.1, 6.4.F.4, 6.4.F.7, 6.4.F.8)</p> <p>7.2. <u>History</u> -- Discuss major events & people who contributed to expansion (6.4.F.1, 6.4.F.4, 6.4.F.5, 6.4.F.7, 6.4.F.8, 6.4.F.11)</p> <p>7.3. <u>Economics</u> -- Explain how new technology impacted economic growth in the 1800's (6.4.F.1, 6.4.F.5)</p> <p>7.4. <u>Geography</u> -- Describe how geographical features effects/influences expansion (6.4.F.8, 6.4.F.11, 6.6.B.4, 6.6.B.7, 6.6.C.5, 6.6.D.1, 6.6.D.2)</p> <p>7.5. <u>Culture & Society</u> -- Explain how the growth of the US effected slavery & Native Americans (6.4.F.2, 6.4.F.4, 6.4.F.7, 6.4.F.8, 6.4.F.10, 6.4.F.11)</p>	<ul style="list-style-type: none"> How did the United States acquire new territories? Are these same tactics used today? Describe in detail the obstacles faced by those moving and settling west, as well as how this affected Native American peoples. Analyze how New Jersey was affected by Expansion. <p>** The instructor will discuss how this goal relates to New Jersey history.</p>	<p>Assessment Model: Students will create a billboard that advertises the factors that encouraged groups to move west. Students will then:</p> <ol style="list-style-type: none"> Decide which three symbols represent different reasons each group moved west. Provide a short, catchy slogan that summarizes the reasons why the groups should move west. Choose information that supports how someone who did not benefit from the move west might feel about the ideas represented in the billboard. Students will present and explain their billboard ads and the criteria for their symbol selection. Students will rule on which billboard would entice them the most to move west. Students will justify their reasoning via debate. (Analysis, Synthesis, Eval.)

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 5 – Social Studies	Topic: Civil War & Reconstruction	
		Goal 8: The student will be able to evaluate the disagreements that led to the Civil War and describe what life was like during the war. The student will be able to outline the process in which the United States government tried to rebuild the south after the Civil War.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
40	<p>8.1. <u>Civics & Government</u> -- Describe legislative acts that led to the Civil War & Reconstruction (6.4.G.2, 6.4.G.3, 6.4.G.4)</p> <p>8.2. <u>History</u> -- Explain the major events & personalities of the American Civil War (6.4.G.1, 6.4.G.2, 6.4.G.5)</p> <p>8.3. <u>Economics</u> -- Explain how the Civil War & Reconstruction effected local, state, and federal economies (6.4.G.3, 6.4.G.4)</p> <p>8.4. <u>Geography</u> -- Locate the sites of the major battles & discuss how regional differences caused conflict (6.6.A.2, 6.6.B.4, 6.6.B.7, 6.6.C.5, 6.6.D.1, 6.6.D.2)</p> <p>8.5. <u>Culture & Society</u> -- Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties & equality to which all are entitled. (6.2.B.3, 6.4.G.2, 6.4.G.5)</p>	<ul style="list-style-type: none"> • What were the details that led to the Civil War? • Compare and contrast what it was like to be a Union soldier to a Confederate soldier. Describe fighting and living conditions. • How did the outcome of the Civil War change the lives of slaves, women, and Native Americans? • Explain Reconstruction as a government action, how it worked, and its effects after the war. • Who supported and denounced Reconstruction efforts? How did they express their loyalism to their cause? • Relate how New Jersey was affected by the Civil War and Reconstruction. 	<p>Assessment Model: Student will write a Civil War diary and imagine that they are a civilian after the Civil War. Students will:</p> <ol style="list-style-type: none"> 1. Choose a state that they will live in. 2. Discuss what happened to their home and land during and after the war. Discuss the food and goods shortages. 3. Analyze how citizens treated by each army during the war? 4. Discuss the impact Reconstruction had on everyday life? 5. Assess how Union people might have been inspired, and how the Confederates were angered by the words in Abraham Lincoln's Gettysburg Address. (Application, Analysis, Synthesis, Evaluation)

Suggested days of Instruction	Curriculum Management System	Topic: Current Events	
	Grade Level/Subject: Grade 5 – Social Studies	Goal 9: The student will be able to engage in evaluating and discussing international issues.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Once a week for the length of the school year	9.1. Discuss the purposes and functions of major international organizations. 6.2.E.5 9.2. Evaluate current US foreign policy issues and strategies and their impact on the nation and the rest of the world. 6.2.E.4 9.3. Discuss how global challenges are interrelated, complex, and changing, and that even local issues may have a global dimension. 6.2.A.5, 6.2.E.8 9.4. Discuss the impact of multiculturalism. 6.2.E.12	<ul style="list-style-type: none"> What are the purposes and functions of major international organizations? Some examples are: United Nations, World Health Organization, Red Cross and Amnesty International. What are examples of domestic policies and agencies that impact American lives? Some examples are: Environmental Protection Agency, Department of Labor, and Internal Revenue Service. Analyze the impact of various human activities and social policies. What attempts have been made to solve environmental problems through adaptation and modification? 	<p>Assessment Model: Students will locate, read, and analyze a news source article that relates to one of the essential questions. The summary should include:</p> <ol style="list-style-type: none"> Who the article is about? What is the article about? When did the event occur? Where the event occurred? Why is this article news worthy? <p>Using all current event materials gathered throughout the year, students will reflect and choose the top 10 newsworthy events that impacted the most lives throughout the world, either positively or negatively. Students will explain criteria used in choosing the articles.</p> <p>* Each child should address each essential question at least once by the end of the year. (Knowledge, Comprehension, Synthesis, Evaluation)</p>

Social Studies

Grade 5

COURSE BENCHMARKS

1. The student will be able to explain what Social Studies is using the five themes to guide their learning and explore how these themes developed as North America was settled.
2. The student will be able to describe where Native Americans came from and how the different tribes adapted to their geographic areas.
3. The student will discover why explorers came to North America and how their arrival affected Native Americans.
4. The student will be able to analyze the success and failure of colonization and how these successes and failures lead to our modern-day civilization.
5. The student will be able to analyze events leading up to and including how the colonies gained independence from Britain.
6. The student will be able to explain how a national government was created and how citizens would be protected from this new powerful government.
7. The student will be able to understand how and why the United States spread westward across North America, as well as how Manifest Destiny affected Native Americans and western settlers.
8. The student will be able to evaluate the disagreements that led to the Civil War and describe what life was like during the war. The student will be able to outline the process in which the United States government tried to rebuild the south after the Civil War.
9. The student will be able to engage in evaluating and discussing international issues.