



Somerville Public Schools

Office of Curriculum and Instruction

Social Studies

Grade 5

ABSTRACT

Students in grade five expand their understanding of the impact of geography on early colonists. A close examination of the evolution of the rights of American citizens includes an analysis of the Pre-Revolutionary government, underrepresented demographic groups, the effects of multiculturalism in the history of the United States, and global and local issues of equity. Primary source documents are examined as students determine the factors contributing to the American Revolution, as well as the significant people and events of that period in American history. Collaboration among pupils is emphasized as technology is used to conduct research and present project-based learning that emphasizes the responsibilities of citizens in a democratic nation. Benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017



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Pacing Guide	September	October	November	December	January
2014 New Jersey Student Learning Standards Social Studies	6.1.8.B.3.c-d	6.1.4.A.11-13, 6.3.8.D.1	6.1.4.D.13-14, 6.1.8.A.1.a, 6.1.8.B.1.a-b, 6.1.8.C.1.a-b, 6.1.8.B.2.a-b, 6.1.8.D.1.a-c, 6.1.8.D.2.a-b	6.1.4.D.16.18-20, 6.1.12.D.14.f	6.1.4.A.14-15, 6.1.12.D.14.d
Essential Question:	How did geography affect early colonization of America?	In what ways do individuals promote governmental change?	What influences have combined to create the American culture?	How can a multicultural nation ensure equality?	In what ways have American citizens contributed to universal freedom?
Content:	Maps	Citizenship	Development of American Culture	Diversity	Human Rights
Skills and Topics:	<ul style="list-style-type: none"> illustrate significant sites of the American Revolution assess the impact of geography in the colonies on the outcomes of the American Revolution determine the specific reasons for European immigration to the colonies (e.g., religious freedom, economic need, adventure) explore the geographical resources of the first American colonies reflect on learning in personal journal entries, including current affairs 	<ul style="list-style-type: none"> recall basic rights of American citizens compare and contrast citizens' rights in diverse cultures and countries, both historically and in the current global scene assess measures that citizens employ to protest injustice from the colonial era to the present analyze the efforts of early American citizens to effect change in the governance of the colonies reflect on learning in personal journal entries, including current affairs 	<ul style="list-style-type: none"> discuss the components that comprise culture (e.g., food, clothing, customs, language) compare and contrast belief systems and family structures of diverse Native American and immigrant cultures determine issues encountered by immigrants over time (e.g., conflict, diversity, prejudice, need for resources) research emerging governance and technology innovations that influenced the economy in colonial times (e.g., trade agreements, conveyances) 	<ul style="list-style-type: none"> analyze the political challenges faced by a nation of diverse citizens research support movements for diverse cultures in the United States recall historical influences on the development of the American culture examine multiculturalism and its effect, including the varied responses of citizens to events and people compare and contrast the treatment of diverse cultures in the United States historically and currently 	<ul style="list-style-type: none"> examine human rights issues in the United States and around the world determine ways in which diversity impacts solutions to global human rights issues brainstorm ways in which American citizens can help to address global human rights issues compare and contrast global human rights issues with local issues of fairness (e.g., bullying, harassment) collaborate to present a global human rights issue and solution



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Skills and Topics:			<ul style="list-style-type: none"> reflect on learning in personal journal entries, including current affairs 	<ul style="list-style-type: none"> reflect on learning in personal journal entries, including current affairs 	<ul style="list-style-type: none"> reflect on learning in personal journal entries, including current affairs
Technology Standards and Integration of Technology:	<p>Technology Standards:</p> <ul style="list-style-type: none"> 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. <p>Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting</p>				
Writing:	Open-ended responses, conclusions and analysis of exploratory activities, essays, reports, journal entries, oral presentations, group presentations, peer and self-assessments				
Formative Assessments:	Teacher observation, pre-tests, post-tests, reflective journal entries, scoring rubric, benchmark assessments				
Summative Assessments:	Quizzes, tests, projects, oral presentations, benchmark assessments				
Performance Assessments:	Oral presentations, group presentations, dramatizations, projects, multimedia presentations, PBL's				
Modifications/Accommodations	<p>Intervention Students: The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, leveled informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p>Enrichment/Gifted: Tiered graphic organizers to add complex layers, raise levels of intellectual demands, differentiate content, process, or product, according to student's readiness, interests, and/or learning styles, expended open-ended abstract questions.</p> <p>ELL Students: SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. If/Then Resource</p>				

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Interdisciplinary Connections:	*ELA: RI.5.1-10, W.5.1-10 Science: 5.1.8.B.3, 5.1.8.D.1 Arts: 1.3.8.D.1 Technology: 8.1.8.A.1, 8.1.8.A.3 21 st Century Life/Careers: 9.2.4.A.1-4	*ELA: RI.5.1-10, W.5.1-10 Science: 5.1.8.B.3, 5.1.8.D.1 Arts: 1.3.8.D.1 Technology: 8.1.8.A.1, 8.1.8.A.3 21 st Century Life/Careers: 9.2.4.A.1-4	*ELA: RI.5.1-10, W.5.1-10 Science: 5.1.8.B.3, 5.1.8.D.1 Arts: 1.3.8.D.1 Technology: 8.1.8.A.1, 8.1.8.A.3 21 st Century Life/Careers: 9.2.4.A.1-4	*ELA: RI.5.1-10, W.5.1-10 Science: 5.1.8.B.3, 5.1.8.D.1 Arts: 1.3.8.D.1 Technology: 8.1.8.A.1, 8.1.8.A.3 21 st Century Life/Careers: 9.2.4.A.1-4	*ELA: RI.5.1-10, W.5.1-10 Science: 5.1.8.B.3, 5.1.8.D.1 Arts: 1.3.8.D.1 Technology: 8.1.8.A.1, 8.1.8.A.3 21 st Century Life/Careers: 9.2.4.A.1-4
21st Century Themes:	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Health Literacy				
21st Century Skills:	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Information and Communication Technologies Literacy <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy				



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Resources:	Textbook, trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources				
21st Century Life and Careers	<p>CRP Standards:</p> <ul style="list-style-type: none"> • CRP2. Apply appropriate academic and technical skills. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions • CRP7. Employ valid and reliable research strategies. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence. <p>21st Century Life and Careers</p> <ul style="list-style-type: none"> • 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. • 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions <p>Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster;</p>				



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2014 New Jersey Student Learning Standards Social	6.1.8.A.2.a-c	6.1.8.C.2.a-b	6.1.8.A.3.a, 6.1.8.B.3.c-d, 6.1.8.D.3.b.d.e	6.1.8.A.3.a, 6.1.8.B.3.c-d, 6.1.8.D.3.b.d.e	6.3.8.C.1
Essential Question:	What social and political forces impacted the early colonial government?	In what ways did issues regarding the labor force contribute to the Revolution?	How were human rights a contributing factor to the American Revolution?	What role did diverse perspectives play in the events surrounding the American Revolution?	How can a citizen affect life in the community?
Content:	Government	Economics	American Revolution	American Revolution	Modern Revolution
Skills and Topics:	<ul style="list-style-type: none"> recall the structures in the early colonial government trace the evolution of politics and political parties in the colonial government research the changing role of religious freedom and influence in colonial America determine the role of gender, race, and status in colonial society analyze the social, economic, and political opportunities of underrepresented members of colonial society reflect on learning in personal journal entries, including current affairs regarding underrepresented members of American society 	<ul style="list-style-type: none"> differentiate between slaves and indentured servants assess the economic significance of slavery in the Pre-Revolutionary period investigate the impact of mercantilism on the colonial economy relate slavery and indentured servitude to the colonial labor system analyze how labor issues contributed to the American Revolution reflect on learning in personal journal entries, including current economic affairs in the United States 	<ul style="list-style-type: none"> examine primary source documents of the Revolutionary era (e.g., The Declaration of Independence) debate the effect of The Declaration of Independence on demographic subgroups (e.g., women, enslaved and indentured servants, Native Americans) investigate specific instances of human rights violations during the Revolutionary era compare and contrast social issues of the Revolutionary era with current life in the United States 	<ul style="list-style-type: none"> define mercenaries assess the role of mercenary soldiers during the American Revolution research the significant foreign influences during the American Revolution (e.g., the French Revolution, Marquis de Lafayette, European mercenary soldiers) collaborate to determine the socio-economic influence of diverse populations (e.g., southern planters, enslaved peoples, Native Americans, women) during the American Revolution 	<ul style="list-style-type: none"> brainstorm current global issues that have resulted in protest by citizens collaborate with peers to select local and/or national issues to examine (e.g., equal rights, the environment, Homeland Security, peace) create a message and campaign to heighten awareness of the chosen issue employ technology to present final arguments extend argument in communication with appropriate authorities



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Skills and Topics:			<ul style="list-style-type: none"> analyze the significance of New Jersey in the American Revolution vis à vis geographic locations and persons of importance reflect on the role of New Jersey in the American Revolution in an electronic journal entry 	<ul style="list-style-type: none"> reflect on the life of an underrepresented demographic group during the American Revolution in an electronic journal entry 	
Technology Standards and Integration of Technology:	<p>Technology Standards:</p> <ul style="list-style-type: none"> 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue. <p>Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting</p>				
Writing:	Open-ended responses, conclusions and analysis of exploratory activities, essays, reports, journal entries, oral presentations, group presentations, peer and self-assessments				
Formative Assessments:	Teacher observation, pre-tests, post-tests, reflective journal entries, scoring rubric, benchmark assessments				
Summative Assessments:	Quizzes, tests, projects, oral presentations, benchmark assessments				
Performance Assessments:	Oral presentations, group presentations, dramatizations, projects, multimedia presentations, PBL's				

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<p>Modifications/Accommodations</p>	<p>Intervention Students: The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, leveled informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p>Enrichment/Gifted: Tiered graphic organizers to add complex layers, raise levels of intellectual demands, differentiate content, process, or product, according to student’s readiness, interests, and/or learning styles, expended open-ended abstract questions.</p> <p>ELL Students: SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. If/Then Resource</p> <p>Special Education: Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading</p>				
<p>Interdisciplinary Connections:</p>	<p>*ELA: RI.5.1-10, W.5.1-10 Science: 5.1.8.B.3, 5.1.8.D.1 Arts: 1.3.8.D.1 Technology: 8.1.8.A.1, 8.1.8.A.3 21st Century Life/Careers: 9.2.4.A.1-4</p>	<p>*ELA: RI.5.1-10, W.5.1-10 Science: 5.1.8.B.3, 5.1.8.D.1 Arts: 1.3.8.D.1 Technology: 8.1.8.A.1, 8.1.8.A.3 21st Century Life/Careers: 9.2.4.A.1-4</p>	<p>*ELA: RI.5.1-10, W.5.1-10 Science: 5.1.8.B.3, 5.1.8.D.1 Arts: 1.3.8.D.1 Technology: 8.1.8.A.1, 8.1.8.A.3 21st Century Life/Careers: 9.2.4.A.1-4</p>	<p>*ELA: RI.5.1-10, W.5.1-10 Science: 5.1.8.B.3, 5.1.8.D.1 Arts: 1.3.8.D.1 Technology: 8.1.8.A.1, 8.1.8.A.3 21st Century Life/Careers: 9.2.4.A.1-4</p>	<p>*ELA: RI.5.1-10, W.5.1-10 Science: 5.1.8.B.3, 5.1.8.D.1 Arts: 1.3.8.D.1 Technology: 8.1.8.A.1, 8.1.8.A.3 21st Century Life/Careers: 9.2.4.A.1-4</p>



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Instructional Material	Textbook, trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources				
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