



SOCIAL STUDIES CURRICULUM

Grade 5

New Jersey Student Learning Standards

CURRICULUM DETAILS Social Studies- Grade 5				
	English Language Arts Practices (outlined in the NJSLS)		Mathematics (outlined in the NJSLS)	Science (outlined in the NJSLS)
Interdisciplinary Connections	E1. Demonstrate independence. E2. Build strong content knowledge. E5. Value evidence. E6. Use technology and digital media strategically and capably.		M3. Construct viable arguments and critique the reasoning of others. M5. Use appropriate tools strategically. M6. Attend to precision. M7. Look for and make use of structure.	S1. Asking questions and defining problems. S7. Engaging in argument from evidence. S8. Obtaining, evaluating, and communicating information.
	Core Materials		Scott Foresman Social Studies ©2011	
Core Instructional Materials	Leveled Resources		Below Level Readers (Gr. K-6)	
	Modified Resources		Below Level Readers (Gr. K-6)	
	Technology & Digital Tools		Video Field Trips	
21 st Century Themes & Skills	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
Technology Standards	<u>8.1 Educational Technology</u> 8.1.B: Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. 8.1.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 8.1.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. 8.1.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.			
	<u>8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming</u> 8.2.E: Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.			
Pacing Guide: Overview	The New Jersey Student Learning Standards for Social Studies outline the student learning objectives that are to be addressed within each grade level. Based on these objectives, the South Bergen Jointure Commission has created pacing guides which outline the scope and sequence that is to be followed for each of its curricula. Refer to the <i>Pacing Guide</i> below for additional details.			
Assessment: Overview	To assess the grade level expectations outlined in the New Jersey Student Learning Standards for Social Studies, the South Bergen Jointure Commission employs the use of both formative and summative assessments. These assessments include beginning and end of year benchmark testing, as well as general progress monitoring. Refer to the <i>Assessment Guide</i> below for additional details.			

MODIFICATIONS			
Special Education	At-Risk	English Language Learners	Gifted and Talented
Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	English Language Learners Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities

SOCIAL STUDIES SKILLS TABLE

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	K-4	5-8	9-12
Chronological Thinking	Place key historical events and people in historical eras using timelines.	Construct timelines of the events occurring during major eras.	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
	Explain how the present is connected to the past.	Explain how major events are related to one another in time.	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
Spatial Thinking	Determine locations of places and interpret information available on maps and globes.	Select and use various geographic representations to compare information about people, places, regions, and environments.	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
	Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.	Relate current events to the physical and human characteristics of places and regions.
Critical Thinking	Distinguish fact from fiction.	Compare and contrast differing interpretations of current and historical events.	Distinguish valid arguments from false arguments when interpreting current and historical events.
	Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
Presentational Skills	Use evidence to support an idea in a written and/or oral format.	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format

PACING GUIDE & ASSESSMENT GUIDE
SOCIAL STUDIES: GRADE 5

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
<u>Unit One</u> September/ October	Early Life, East and West	- Life in the Western Hemisphere - Native Americans of North America - Life in the Eastern Hemisphere	- Geography practice: how did people reach North America? - Native American culture through song and art - Discuss the meaning of trade and why it was essential to empires in Africa - Trade and exploration routes of Europeans	- Textbook: Scott Foresman Social Studies Building a Nation - Audio book - Workbook - Vocabulary Wordbook - Leveled Readers - Digital learning CD-Rom - Colonial Williamsburg Primary Sources CD-Rom - Video Field Trips Package - Songs and Music Audio CDs - Sfsocialstudies.com - Every Student Learns - Vocabulary Cards - Posters - SmartBoard Activities - BrainPop - Teacher Made Activities (Worksheets, Visual enhancements of materials, etc.) - Power Points
NJSLS		ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.D.1.a 6.1.8.D.1.b 6.1.8.D.1.c		- Test Talk Practice Book - Assessment Book - ExamView Test Bank CD-ROM - MindPoint Quiz Show CD-ROM	- Make Native American tribal masks and discuss religious traditions - Build a model of a Hopi village - Map the trade and exploration routes of Europeans - Modified textbook worksheets	

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
Unit Two November/ December	Connections Across Continents	- Spain Builds an Empire - The Struggle to Found Colonies	- Who was Christopher Columbus? Why was he important to our country? - How do we make money? Spain did this not by working at a 9-5 job but by settling New Spain. - Reconstruct Jamestown on-line interactive pbskids.org - Identify the location of the 13 colonies in the New World	- Textbook: Scott Foresman Social Studies Building a Nation - Audio book - Workbook - Vocabulary Wordbook - Leveled Readers - Digital learning CD-Rom - Colonial Williamsburg Primary Sources CD-Rom - Video Field Trips Package - Songs and Music Audio CDs - Sfsocialstudies.com - Every Student Learns - Vocabulary Cards - Posters - SmartBoard Activities - BrainPop - Teacher Made Activities (Worksheets, Visual enhancements of materials, etc.) - Power Points
NJSLS		ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.B.2.b		- Test Talk Practice Book - Assessment Book - ExamView Test Bank CD-ROM - MindPoint Quiz Show CD-ROM	- Read Aloud Christopher Columbus pg. 34-49 - Complete a map locating and labeling the 13 colonies - Build a model of the Jamestown Colony - Read an excerpt from the journal of Christopher Columbus. Complete modified comprehension activity - Pictograph of Columbian Exchange	

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
Unit Three January	Colonial Life in North America	- Life in the English Colonies - The Fight for a Continent	- What is the difference between a city, town, and farm? Where do you live? - Review a daily schedule of a 10 or 11 year old child in colonial times. What parts of his/her day are the same or different from your day? - Discuss the meaning of slavery - Map of colonial expansion of North America by various countries (Spain, France, Great Britain)	- Textbook: Scott Foresman Social Studies Building a Nation - Audio book - Workbook - Vocabulary Wordbook - Leveled Readers - Digital learning CD-Rom - Colonial Williamsburg Primary Sources CD-Rom - Video Field Trips Package - Songs and Music Audio CDs - Sfsocialstudies.com - Every Student Learns - Vocabulary Cards - Posters - SmartBoard Activities - BrainPop - Teacher Made Activities (Worksheets, Visual enhancements of materials, etc.) - Power Points
NJSLs		ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.2.a 6.1.8.D.2.b		- Test Talk Practice Book - Assessment Book - ExamView Test Bank CD-ROM - MindPoint Quiz Show CD-ROM	- Picture match: goods produced in colonies - Sort: city, town, farm - Geography practice: locate and label areas of North American occupied by Spain, France, Great Britain - Colonial Williamsburg Slavery artifact kit analysis (describe items and what they were used for)	

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
Unit Four February/ March	American Revolution	- The Road to War - Winning the Revolution	- What are taxes? How should they benefit us? - What is the Declaration of Independence? What were the colonies declaring? - Why do people start wars? What events led up to the Revolutionary War? - Were different groups of people treated differently at this time? Was that fair? Is it still the same way today?	- Textbook: Scott Foresman Social Studies Building a Nation - Audio book - Workbook - Vocabulary Wordbook - Leveled Readers - Digital learning CD-Rom - Colonial Williamsburg Primary Sources CD-Rom - Video Field Trips Package - Songs and Music Audio CDs - Sfsocialstudies.com - Every Student Learns - Vocabulary Cards - Posters - SmartBoard Activities - BrainPop - Teacher Made Activities (Worksheets, Visual enhancements of materials, etc.) - Power Points
NJSLS	ASSESSMENTS	MODIFIED ASSESSMENTS		
6.1.8.A.3.a 6.1.8.B.3.d 6.1.8.C.3.a 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.D.3.f 6.1.8.B.3.c	- Test Talk Practice Book - Assessment Book - ExamView Test Bank CD-ROM - MindPoint Quiz Show CD-ROM	- Picture sort: King George III, George Washington, Thomas Jefferson, Crispus Attucks, etc. - Timeline: complete timeline chronicling the major events leading up to the Revolutionary War - Map Adventure (Express Riders 1770s) pg. 278 textbook - Cause/effect chart: American Revolution		

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
Unit Five April/May	Life in a New Nation	- Forming a New Government - The Young United States	- Why do we need rules? What are our classroom rules? Are there rules in government? - What were the major difference between the Articles of Confederation and the Constitution? - What is compromise? How did our founding fathers use compromise to write the Constitution and the Bill of Rights? - Mapping practice: westward expansion	- Textbook: Scott Foresman Social Studies Building a Nation - Audio book - Workbook - Vocabulary Wordbook - Leveled Readers - Digital learning CD-Rom - Colonial Williamsburg Primary Sources CD-Rom - Video Field Trips Package - Songs and Music Audio CDs - Sfsocialstudies.com - Every Student Learns - Vocabulary Cards - Posters - SmartBoard Activities - BrainPop - Teacher Made Activities (Worksheets, Visual enhancements of materials, etc.) - Power Points
NJSLs		ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.C.3.b 6.1.8.D.3.g		- Test Talk Practice Book - Assessment Book - ExamView Test Bank CD-ROM - MindPoint Quiz Show CD-ROM	- T-chart comparing Constitution and Articles of Confederation - Picture sort: branches of government - Checks and balances scale activity (using scale, weighing votes by students) - Preamble analysis using School House Rocks video	

MONTH	TOPIC	SKILLS	MODIFIED	MATERIALS
Unit Six May/June	A Growing Nation	- Times of Change - People Moving South and West	- Where did Native Americans live during this time period? Locate them on a map. Where were they moved to during this era? Locate on map. Why were they moved? - How do machines make things easier? Identify different machines in classroom. These technological improvements began during Industrial Revolution. - Geography practice: map of westward expansion of the US	- Textbook: Scott Foresman Social Studies Building a Nation - Audio book - Workbook - Vocabulary Wordbook - Leveled Readers - Digital learning CD-Rom - Colonial Williamsburg Primary Sources CD-Rom - Video Field Trips Package - Songs and Music Audio CDs - Sfsocialstudies.com - Every Student Learns - Vocabulary Cards - Posters - SmartBoard Activities - BrainPop - Teacher Made Activities (Worksheets, Visual enhancements of materials, etc.) - Power Points
NJSLS		ASSESSMENTS	MODIFIED ASSESSMENTS	
6.1.8.B.3.a 6.1.8.C.3.c 6.1.8.A.3.f		- Test Talk Practice Book - Assessment Book - ExamView Test Bank CD-ROM - MindPoint Quiz Show CD-ROM	- Compass map practice: identify all directions on a compass and on a map. (N, S, E, W, NE, SE, NW, SW) - Draw and label trail map for westward expansion - Industrial Revolution bookmaking activity: students make books in assembly line style. A new “machine” is introduced each round to improve production. Discussion questions to follow.	

SOCIAL STUDIES CURRICULUM

Grade 5

Essential Question(s): Why did Indigenous societies in the Western Hemisphere migrate and change in response to the physical environment and due to their interactions with Europeans? How did European exploration expand global economic and cultural exchange into the Western Hemisphere?						
21st Century Theme: Civic Literacy						
21st Century Skills:						
Standards: 6.1						
Content Area: Social Studies						
Era: Colonization and Settlement (1585-1763)						
6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.						
1. Three Worlds Meet Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.						
Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
Civics, Government, and Human Rights	6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Government, belief system, family dynamics, Native American	1, 2, 3
Geography, People, and the Environment	6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources	-Primary resources and literary connections	Native American groups (Iroquois, Hopi, Pueblo, etc.), Western Hemisphere	1, 2, 3

	regions of the Western Hemisphere.		-Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints			
Geography, People, and the Environment	6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Spatial/geographic terms, exploration, land route, water route	1, 2, 3
Economics, Innovation, and Technology	6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Innovations, technology	1, 2, 3
Economics, Innovation, and Technology	6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	trade	1, 2, 3
History, Culture, and Perspectives	6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com)	-Primary resources and literary connections	Gender roles, religion, values, culture, political system	1, 2, 3

			-Mr. Donn's PowerPoints			
History, Culture, and Perspectives	6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Cultural transformation	1, 2, 3
History, Culture, and Perspectives	6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Columbian Exchange	1, 2, 3

Essential Question(s): How did religion, economics, and trade affect Colonial America? What ideas did the colonists adapt from their European heritage and from Native American groups to develop new political and religious institutions and economic systems? How did the slave labor system and the loss of Native American lives have a lasting impact on the development of the United States and American culture?

21st Century Theme: Civic Literacy

21st Century Skills:

Standards: 6.1

Content Area: Social Studies

Era: Colonization and Settlement (1585-1763)

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

2. Colonization and Settlement

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

Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
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Civics, Government, and Human Rights	6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Religion Colonies Missions Church of England	4, 5
Civics, Government, and Human Rights	6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Government Politics Mayflower Compact Governor Colony	4, 5
Civics, Government, and Human Rights	6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Debt Slavery	6
Geography, People, and the Environment	6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Emigration Regional	6

Geography, People, and the Environment	6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Natural Resources	4, 5
Economics, Innovation, and Technology	6.1.8.C.2.a Relate slavery and indentured servitude to Colonial labor systems.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Indentured servant Labor System Slave	6
Economics, Innovation, and Technology	6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Mercantilism Economy	6
Economics, Innovation, and Technology	6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Triangular Trade	6

History, Culture, and Perspectives	6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Power struggle	6
History, Culture, and Perspectives	6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	-Primary resources and literary connections	Migratory	6

Essential Question(s): What reasons led to the movement for independence in the colonies? What are the fundamental principles of the United States Constitution and how do they serve as the foundation of the United States government today? How did disputes over political authority and economic issues contribute to a movement for independence in the colonies? What fundamental principles of the United States Constitution served as the foundation of the United States government today?

21st Century Theme: Civic Literacy

21st Century Skills:

Standards: 6.1

Content Area: Social Studies

Era: Revolution and the New Nation (1754-1820s)

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

3. Revolution and the New Nation

Disputes over political authority and economic issues contributed to a movement for independence in the colonies.

The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Content Statement	Instructional Outcome	Assessment	Resources	Interdisciplinary Connections	Vocabulary	Text Book Chapters
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Civics, Government, and Human Rights	6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Declaration of Independence	7, 8
Civics, Government, and Human Rights	6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Constitution Checks and balances Bill of Rights	10
Civics, Government, and Human Rights	6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Constitution Bill of Rights Compromise	10
Civics, Government,	6.1.8.A.3.d Compare and contrast the Articles of	Informal and formal teacher-made	-Textbook	Informal and formal teacher-made	Articles of Confederation	Chapter 10, (http://home.earthlin)

and Human Rights	Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.	assessments (formative and performance-based)	-Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	assessments (formative and performance-based)	Constitution	k.net/~gfeldmeth/chart.art.html)
Civics, Government, and Human Rights	6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Alien Act Sedition Acts Civil liberty	(http://www.earlyamerica.com/earlyamerica/milestones/sedition/)
Civics, Government, and Human Rights	6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Political party, Democrats-Republicans, Federalists	11
Civics, Government, and Human Rights	6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities	Informal and formal teacher-made assessments (formative and performance-based)	Constitution Bill of Rights	10

			-Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints			
Geography, People, and the Environment	6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Reservation, trade, expansion	12, 13
Geography, People, and the Environment	6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	New Jersey Plan Virginia Plan Federalism	Chapter 10, http://library.thinkquest.org/11572/creation/framing/va_nj_plan.html
Geography, People, and the Environment	6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Geographical impacts on American revolution	7, 8

Geography, People, and the Environment	6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Geographical location of NJ in relation to American Revolution	Chapters 7, 8 http://www.revolutionarywarnewjersey.com/
6.1.8.C.3.a Economics, Innovation, and Technology	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Taxes Government Regulation Economics	7, 8
Economics, Innovation, and Technology	6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Inflation Debt	10
Economics, Innovation, and Technology	6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery	Informal and formal teacher-made assessments	-Textbook -Teacher-made resources (SmartBoard	Informal and formal teacher-made assessments	Cotton gin Slavery	12

	and on the economic and political development of the country.	(formative and performance-based)	interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	(formative and performance-based)		
History, Culture, and Perspectives	6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Seven Year War Policies	7, 8
History, Culture, and Perspectives	6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Declaration of Independence	7, 8
History, Culture, and Perspectives	6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources	Informal and formal teacher-made assessments (formative and performance-based)	George Washington	7, 8

			-Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints			
History, Culture, and Perspectives	6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Causes and effects of American Revolution	7, 8
History, Culture, and Perspectives	6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Perspectives Socioeconomic Groups Impact	Chapters 7, 8 http://www.pbs.org/wgbh/aia/tguide/2tgfocus.html
History, Culture, and Perspectives	6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources	Informal and formal teacher-made assessments (formative and performance-based)	Treaty of Paris	Chapter 9, http://www.earlyamerica.com/earlyamerica/milestones/paris/

			-Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints			
History, Culture, and Perspectives	6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.	Informal and formal teacher-made assessments (formative and performance-based)	-Textbook -Teacher-made resources (SmartBoard interactives, worksheets) -Hands-on activities -Primary resources -Websites (brainpop.com, history.com) -Mr. Donn's PowerPoints	Informal and formal teacher-made assessments (formative and performance-based)	Preamble Constitution	10