

Englewood on the Palisades Charter School
Fifth Grade Social Studies Curriculum
Aligned With the 2020 New Jersey Student Learning
Standards

The Vision for Social Studies Education in New Jersey

Introduction

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people
- around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008). Each disciplinary practice below is accompanied by sample performance expectations that illustrate each of the practices.

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

- 6.1.2.HistorySE.3: Use historical data from a variety of sources to *investigate the development of a local community* (e.g., origins of its name, originating members, important historical events and places).
- 6.1.5.GeoPP.5: Describe *how the migration and settlement patterns of Native American groups impacted different regions* of the Western Hemisphere.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

- 6.1.2.HistoryCC.1: *Use multiple sources* to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.5.GeoGI.1: *Use multiple sources* to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

- 6.1.2.HistoryUP.1: Use primary sources *representing multiple perspectives* to compare and make inferences about why there are different accounts of the same event.
- 6.1.5.HistorySE.1: Examine *multiple accounts* of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based

on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

- 6.1.2.CivicsPR.2: *Cite evidence* that explains why rules and laws in school and communities are needed.
- 6.1.5.GeoHE.2: *Cite examples* of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

- 6.1.2.HistoryCA.1: *Make an evidence-based argument* about how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.5.HistoryCA.1: *Craft an argument*, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

Engaging in Civil Discourse and Critiquing Conclusions

Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

- 6.1.2.CivicsPD.1: *Engage in discussions* effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.3.5.GeoGI.1: Use technology to *collaborate with others who have different perspectives* to examine global issues, including climate change and propose possible solutions.

Taking Informed Action

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

- 6.3.2.CivicsPD.1: With adult guidance and support, *bring awareness of a local issue to school and/or community members* and make recommendations for change.

- 6.3.5.CivicsPD.3: *Propose a solution* to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:

- Interdisciplinary connections (N.J.A.C. 6A:8-1.1)
- 21st century themes and skills (N.J.A.C. 6A:8-1.1)*
- Holocaust and genocides (N.J.S.A. 18A:35-28)*
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)*
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
- Asian American, Pacific Islander history and contributions (N.J.S.A. 18A:35-4.44)

Elementary Social Studies Requirements

- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements

- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two quarters or equivalent Civics course (N.J.S.A. 18A:35-41)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

High School Requirements

- At least 15 credits in social studies (N.J.A.C. 6A:8-5.1)
- Integration of civics, economics, geography and global content in all course offerings* (N.J.A.C. 6A:8-5.1)
- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two years of US History in high schools including history of New Jersey and of African-Americans (N.J.S.A. 18A:35-1)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

*Already integrated into existing New Jersey Student Learning Standards

Social Studies Curriculum Fifth Grade

Unit	Time
Unit 1: Foundations of Freedom: The Birth of American Government	25-30 Days (Sept-Nov)

Unit 2: Mapping Our World: Geography, People, and the Environment	25-30 Days (Dec-Feb)
Unit 3: Worlds Collide: Exploring America's History and Heritage	50-60 Days (Mar-June)

Unit 1: Foundations of Freedom: The Birth of American Government
Duration: 25 - 30 days (September - November)
Unit Overview: In this unit, 5th-grade students will explore the foundational principles of American government and civics, focusing on the documents and events that shaped the nation. Students will investigate how the Articles of Confederation, the U.S. Constitution, and the Bill of Rights laid the groundwork for the American political system. Through interactive lessons, activities, and analysis of key historical documents, students will understand the core democratic values that continue to influence American society today. They will analyze the creation of federalism and the balance of powers between state and national governments, as well as explore the importance of fundamental rights such as freedom of speech, religion, and assembly. The unit will also dive into how the American people struggled with issues of representation, social justice, and the evolution of the Constitution, encouraging students to reflect on their roles as active citizens in a diverse and democratic society. This unit provides students with a comprehensive understanding of the foundations of American government and the rights that define the nation. Through critical thinking, collaborative activities, and creative expression, students will develop the skills and knowledge necessary to become active, informed citizens in a democratic society.
Enduring Understandings: • The Articles of Confederation provided a framework for a national government but revealed the need for a stronger, more centralized government. • The U.S. Constitution created a more powerful national government with a system of checks and balances, distributing power between the branches of government and between federal and state authorities. • The Bill of Rights established essential freedoms and protections for citizens, shaping the rights we hold today. • Understanding chronological sequencing helps us analyze the relationship between historical events and their lasting impacts on society.
Essential Questions: • What key documents were created to establish the U.S. government? • How did the Constitution create a balance of power between different branches of government? • What steps did the founders take to ensure that the Constitution would be fair and just for all citizens? • How do individuals develop their personal values and beliefs? • What happens when the belief systems of societies or individuals come into conflict?
Student Learning Outcomes: • By the end of the unit, students will be able to:

- Analyze the significance of the Articles of Confederation in shaping early government.
- Explain how the U.S. Constitution created federalism and the separation of powers.
- Identify the fundamental rights outlined in the Bill of Rights and discuss their impact on American society.
- Understand the relationship between historical events and the development of American government.
- Develop an appreciation for civic engagement and the importance of active, informed citizenship.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.5.CivicsPL.8:** Describe how the U.S. Constitution defines and limits the power of government.
- **6.1.5.CivicsPD.1:** Describe the roles of elected representatives at local, state, and national levels.
- **6.1.5.CivicsHR.1:** Understand how fundamental rights guarantee freedoms and contribute to the improvement of American democracy.
- **6.1.5.HistoryCC.15:** Analyze key historical documents (e.g., the Declaration of Independence, U.S. Constitution, Bill of Rights).
- **6.1.5.HistoryUP.5:** Compare and contrast historians' interpretations of important historical events.

Interdisciplinary Standards

English Language Arts:

- **RI.CI.5.2:** Summarize central ideas from informational texts.
- **RI.IT.5.3:** Analyze how individuals and events relate throughout a text.
- **RI.TS.5.4:** Compare the structure of events in multiple texts.
- **RI.PP.5.5:** Analyze and compare multiple accounts of the same event.

21st Century Themes and Skills

Technology Standards

- **8.1.5.DA.3:** Organize and present collected data visually to communicate insights.
- **9.4.5.CT.3:** Describe how digital tools may be used to solve problems.

Targets	Focus Lessons	Resources
Identify the key ideas of the Articles of Confederation and their limitations	Read excerpts and complete a graphic organizer comparing strengths and weaknesses	Excerpts of Articles of Confederation, Graphic Organizer Template, Anchor Chart of Early Government Structure
Explain why the Constitutional Convention was held	Role-play the Constitutional Convention with delegates representing different states	Primary source quotes, Role cards, U.S. Map (1787), Video clip on Convention

Describe the structure and purpose of the U.S. Constitution	Create a classroom Constitution and divide responsibilities like the three branches of government	Text of the Constitution (abridged), Anchor chart on 3 branches, Interactive notebook setup
Analyze how the Constitution created a system of checks and balances	Use a card-sorting activity to match actions to the correct branch and explain how each checks the others	Checks and Balances Sorting Cards, Branches of Government Chart
Explain how federalism divides power between state and national governments	Complete a Venn diagram comparing federal and state powers; discuss in pairs	Venn diagram template, Federal vs. State Power Article
Identify and explain the rights guaranteed in the Bill of Rights	Bill of Rights scavenger hunt; groups create skits illustrating each amendment's protection	Bill of Rights Posters, Student handouts (amendments 1–10), Skit Planning Sheets
Understand the historical context and purpose of the Declaration of Independence	Read excerpts and use close-reading strategies to identify central ideas	Declaration of Independence Excerpts, Close Reading Protocol
Discuss how values and belief systems shaped the founding documents	Class debate: Whose values are reflected in the founding documents? Use evidence from the Declaration and Constitution	Texts of founding documents, Debate planning sheets
Explore the ongoing evolution of the Constitution (amendments, interpretation)	Research an amendment and present its origin and impact using visual media	Library/database access, Research worksheet, Canva or Google Slides
Understand the importance of civic engagement	Interview a local official (live or recorded); write a reflection on how they represent their community	Guest speaker or video, Interview guide, Reflection prompt
Connect historical documents to modern democracy	Compare the Constitution and Bill of Rights to current laws and practices in small groups	Constitution & Bill of Rights (kid-friendly), News articles on current issues
Analyze historical perspectives and differing interpretations	Read two accounts of the same event (e.g., Constitutional Convention) and compare viewpoints	Excerpted secondary sources, Comparison graphic organizer
Summarize key concepts and values underlying American government	Create a concept map and write a summary statement about American democracy	Concept map template, Exit ticket prompts

Assessments	
Formative Assessment ● Observation during activities and group discussions. ● Participation in classroom rule-making and voting exercises. ● Exit slips to check understanding. ● Daily exit tickets on key vocabulary and concepts ● Think-pair-share responses and class discussions ● Check-ins using Venn diagrams, graphic organizers, and interactive notebooks ● Skits and role-plays demonstrating understanding of constitutional principles ● Group presentations on individual amendments or branches of government	
Summative Assessment ● Teacher Created Topic Assessments. ● Project/Presentation Assignment on the roles and responsibilities of citizens in a community. ● Pre- and post-assessments to evaluate growth in understanding. ● Performance Task: Write and present a mini-speech or multimedia project titled <i>“Why These Documents Still Matter Today”</i> ● Unit Quiz: Multiple choice, short answer, and document-based questions on the Articles of Confederation, Constitution, and Bill of Rights ● Document Analysis: Use primary and secondary sources to respond to a prompt about founding ideals and real-world application ● Civic Action Plan: Students propose a simple community improvement and connect it to a right/freedom in the Bill of Rights	
Alternate Assessment ● Activities such as written assignments and participation in group discussions will accommodate various learners' needs.	

Modifications/Accommodations	
Support/Accommodations for Students with IEPs ● Follow all IEP modifications ● Work in a small group ● Solidify and refine concepts through repetition ● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated	Support/Accommodations for Students with 504 Plans ● Follow all the 504 plan modifications ● Text to speech/audio recorded selections ● Amplification system as needed ● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

● Use visuals / Anchor Charts ● Leveled texts according to ability	
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Unit 2: Mapping Our World: Geography, People, and the Environment

Duration:

25 - 30 days (December - February)

Unit Overview:

In this unit, students will explore the interrelationship between geography, people, and the environment, gaining an understanding of how physical characteristics, such as landforms, climate, and resources, have influenced the settlement patterns and development of regions in the United States. The unit will investigate the cultural and environmental factors that impact where and why people live in specific areas, as well as how regions have changed over time. Students will also develop map-reading skills, using tools like latitude, longitude, and digital geographic tools to analyze distances and locations. Through discussions, activities, and projects, students will explore how geographic features and resources have attracted settlers and shaped American history.

This unit encourages students to explore how geography, culture, and the environment shape the history and development of regions in the United States while building essential map-reading and research skills.

Enduring Understandings:

- Regions and civilizations form and change over time due to physical characteristics of land.

- People migrate to different places for many reasons, including culture, climate, and physical characteristics of the region.
- Maps and other representations of geographic formations can be used to communicate information.

Essential Questions:

- How have the various regions of the United States changed over time?
- What are latitude and longitude and how are they used to read a map?
- What are some geographical considerations that have been important to settlers when migrating to the United States?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Interpret and discuss why different regions of the United States have been settled over time and the physical characteristics that attracted settlers.
- Identify various landforms on geographic maps and analyze how specific regions of the United States have changed over time.
- Demonstrate the ability to use digital geographic tools to measure distances and determine locations using latitude and longitude.
- Create and present a Google Slides presentation about a specific region of the United States, including its culture, climate, and physical characteristics.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.5.GeoPP.1** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- **6.1.5.GeoPP.2** Describe how landforms, climate, and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.5.GeoPP.4** Investigate the different physical and human characteristics of urban, suburban, and rural communities and identify the factors that might attract individuals to that space.
- **6.1.5.GeoSV.1** Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- **6.1.5.GeoSV.3** Demonstrate how to use digital geographic tools, maps, and globes to measure distances and determine time zones, and locations using latitude and longitude.

Interdisciplinary Standards

English Language Arts:

- **RI.5.1** Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.5.3** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts.

- **RI.5.6** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

21st Century Themes and Skills

8.1 Career Readiness

- **9.2.5.CAP.6:** Compare the characteristics of a successful entrepreneur with the traits of successful employees.
- **9.2.5.CAP.7:** Identify factors to consider before starting a business.

8.2 Technology Education, Engineering, Design and Computational Thinking-Programming

- **8.2.5.ED.2** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models
- **8.2.5.NT.2** Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- **8.2.5.NT.4** Identify how improvement in the understanding of materials science impacts technologies.
- **8.2.5.ETW.1** Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems

9.4 Life Literacies and Key Skills

- **9.4.5.CT.1** Identify and gather relevant data that will aid in the problem-solving process
- **9.4.5.CT.4** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- **9.4.5.GCA.1** Analyze how culture shapes individual and community perspectives and points of view
- **9.4.5.IML.1** Evaluate digital sources for accuracy, perspective, credibility and relevance
- **9.4.5.IML.2** Create a visual representation to organize information about a problem or issue
- **9.4.5.IML.6** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- **9.4.5.TL.5** Collaborate digitally to produce an artifact

Targets	Focus Lessons	Resources
Identify and define key geographic terms including landform, climate, and natural resources	Students label U.S. physical features on a blank map and define key terms in interactive notebooks	Blank U.S. map, Word Wall cards, Atlas or classroom wall maps
Understand how landforms and natural resources influence settlement patterns	Use a gallery walk of historical images and maps to discuss how geography affected early U.S. settlements	Historical maps, Image stations, Discussion prompt cards

Describe the relationship between climate and cultural development in U.S. regions	Small groups research how climate influences housing, food, and traditions in assigned U.S. regions	Regional climate data, Culture research sheets, Group project planning templates
Identify and locate landforms and major rivers on a map of the United States	Complete a map labeling activity and build a 3D landform model or digital version	Printable and digital maps, clay or digital modeling tools (e.g., Google Earth or Google My Maps)
Define and apply the concepts of latitude and longitude to determine location	Practice plotting coordinates and solving map mysteries based on geographic clues	Grid map handouts, Latitude/Longitude task cards, Rulers or digital tools (e.g., GPS app)
Use digital geographic tools to explore distances and features of various regions	Students complete a virtual scavenger hunt using Google Earth or National Geographic tools	Google Earth, National Geographic MapMaker Interactive, Chromebooks or tablets
Compare and contrast how different U.S. regions have changed over time	Analyze historical and modern maps in pairs and complete a change-over-time graphic organizer	Side-by-side maps (past vs. present), Timeline graphic organizers, Region data sets
Explore reasons for human migration and settlement choices	Conduct a simulation where students choose a region to “settle” based on environmental factors	Settlement simulation worksheets, Resource region cards, Group reflection prompts
Explain how geography influences culture and economic activities	Students create region posters or brochures that highlight geographic and cultural connections	Poster materials or Google Slides, Fact sheets on regional industries and lifestyles
Demonstrate understanding of a specific U.S. region through research and presentation	Research and create a Google Slides presentation including landforms, climate, culture, and history of a U.S. region	Research guide, Rubric, Google Slides, Access to library/databases
Analyze the impact of environmental changes on regions and human settlement	Case study activity (e.g., Dust Bowl, Hurricane Katrina) exploring causes and consequences	Case study articles, Video clips, T-chart or cause-effect organizers
Practice reading and interpreting various types of maps (physical, political, thematic)	Map rotation activity: stations with different map types and corresponding interpretation questions	Set of physical, political, and thematic maps, Map analysis worksheet

Assessments

Formative Assessment

- Observation of participation in class discussions and activities.
- Exit slips after lessons to check understanding of cultural symbols and history.
- Activity participation, including collaborative group work and projects.
- Map and coordinate practice
- Research notes and region fact tracking
- Observation during simulations and scavenger hunts

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.
- **Region Presentation:** Google Slides project on a selected U.S. region including physical geography, climate, culture, and how these influenced settlement and development
- **Map Skills Test:** Identify landforms, use latitude and longitude, interpret symbols and scales
- **Comparative Essay:** “How Geography Has Shaped Two Different U.S. Regions Over Time”
- **Simulation Reflection:** Written or oral explanation of settlement decisions and geographic reasoning
- **Quiz:** Vocabulary, map reading, historical geography changes

Alternate Assessment

- Written or visual representation of a national holiday or symbol.
- Project-based assessments, where students can choose their preferred method of presentation (drawing, writing, or oral presentation).

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals /
- Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum

● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts
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Unit 3: Worlds Collide: Exploring America's History and Heritage

Duration:

50 - 60 days (March-June)

Unit Overview:

In this unit, 5th-grade students will explore the rich tapestry of cultures that shaped the early history of America. They will examine the diverse societies of Native Americans, West Africans, and Europeans, understanding how geography, belief systems, and family structures influenced each group. Through exploration and analysis, students will consider the interconnectedness of the world before 1500, learning how interactions between these groups shaped the history of the Americas, Europe, and Africa. Students will also evaluate the historical perspectives of these cultures, gaining insight into their differing viewpoints and experiences, particularly as European exploration began to impact the Americas. By the end of the unit, students will have a deeper understanding of the complexity of early American history and how interactions between diverse groups set the stage for future developments.

This unit will provide students with the tools to understand the complexities of early American history and explore how different cultures interacted, both peacefully and contentiously, across continents. Through hands-on activities and discussions, students will grasp the interconnected nature of world events and their lasting impacts on American society.

Enduring Understandings:

- Geography deeply influenced the development of Native American cultures by shaping their food sources, housing, trade, and social organization, leading to distinct cultural regions across North America.
- Native American culture areas and languages were closely tied to environmental features, fostering unique cultural identities and shared practices within regions.
- The societies of Native Americans, West Africans, and Europeans before 1500 were rich, complex, and distinct, each contributing unique cultural, economic, and spiritual practices that shaped early global interactions.

- Historians study the Americas, Africa, and Europe before 1500 to understand how early cultures interacted, traded, and evolved—laying the groundwork for the modern world.
- European exploration was driven by economic ambition, curiosity, competition, and technological advancements, fundamentally altering life on multiple continents.
- European colonization drastically changed the lives of Native Americans, leading to loss of land, population decline from disease, and cultural disruption.
- European colonizers often viewed land as a resource for ownership and exploitation, contrasting with Native American relationships to the land, which emphasized stewardship and community use.
- The Columbian Exchange had far-reaching consequences on agriculture, economies, cultures, and populations across the globe, both beneficial and devastating.
- Geography influenced the economic activities, settlement patterns, and social structures of colonial America, contributing to regional differences among the colonies.
- Key elements of American government today—such as representative assemblies and constitutional principles—can be traced to colonial foundations and early European political traditions.
- Colonial America contained democratic elements, such as town meetings and elected assemblies, but these were limited by race, gender, and property ownership.
- The shift to African slavery in the colonies was influenced by economic demands, racial ideologies, and the limitations of indentured servitude and Native resistance.

Essential Questions:

- How did geography influence Native American cultures in North America?
- How were Native American culture areas and languages connected?
- What were the significant cultural characteristics of Native American, West African, and European societies?
- Why might a historian study the Americas, Africa, and Europe before 1500?
- Why did Europeans begin to explore the world in the 15th century?
- How were the lives of Native Americans affected by European colonization?
- How did European colonizers perceive their relationship to the lands they discovered and surveyed?
- What were the effects of the Columbian Exchange?
- How did geography affect the development of colonial America?
- What aspects of American government today can be traced back to colonial times?
- To what extent was colonial America democratic?
- Why did Africans become more desirable to be used as slaves than indentured servants or Native Americans?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Understand the diverse cultures of Native Americans, West Africans, and Europeans before 1500 and how their interactions influenced American history.
- Analyze how geography, culture, and belief systems shaped early societies.
- Recognize the importance of historical perspectives when studying cultures and events.
- Understand the motivations behind European exploration and how it affected the Americas, Africa, and Europe.
- Examine the effects of the Columbian Exchange on the New and Old Worlds.
- Understand the impact of European exploration and colonization on Native American societies.
- Evaluate the causes of conflict between European colonists and Native American groups.

- Investigate the beginnings of the American colonies and how colonial governance emerged from European influences.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.5.HistoryCC.8:** Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- **6.1.5.HistoryCC.11** Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- **6.1.5.HistoryCC.4** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- **6.1.5.HistoryCC.5** Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryCC.10** Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas
- **6.1.5.HistorySE.1** Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- **6.1.5.HistoryUP.2** Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups
- **6.1.5.HistoryUP.4** Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- **6.1.5.HistoryUP.6** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.GeoPP.2** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.5.GeoPP.3** Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- **6.1.5.GeoPP.5** Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere
- **6.1.5.GeoPP.6** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **6.1.5.GeoHE.1** Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States
- **6.1.5.GeoHE.3** Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

- **6.6.1.5.GeoSV.1** Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- **6.1.5.GeoSV.5** Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- **6.1.5.GeoGI.1** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.GeoGI.2** Use historical maps to explain what led to the exploration of new water and land routes.
- **6.1.5.EconEM.5** Explain why individuals and societies trade, how trade functions, and the role of trade.
- **6.1.5.EconEM.6** Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

Interdisciplinary Standards

English Language Arts:

- **RI.5.1.** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- **RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
- **SL.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

21st Century Themes and Skills

9.4 Life Literacies and Key Skills

- **9.4.5.CT.1** Identify and gather relevant data that will aid in the problem-solving process
- **9.4.5.CT.4** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- **9.4.5.GCA.1** Analyze how culture shapes individual and community perspectives and points of view
- **9.4.5.IML.1** Evaluate digital sources for accuracy, perspective, credibility and relevance
- **9.4.5.IML.2** Create a visual representation to organize information about a problem or issue
- **9.4.5.IML.6** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- **9.4.5.TL.5** Collaborate digitally to produce an artifact

Targets	Focus Lessons	Resources
Explain how geography influenced Native American cultures across North America	Create a regional map identifying natural resources and housing styles of various Native American groups	Physical maps, colored pencils, Native American regional resource chart
Identify major Native American migration and settlement patterns	Use digital mapping tools to track major Native American migrations before 1500	Digital map software (e.g., Google Earth), migration data sets
Analyze how Native American culture areas and languages were connected	Match culture areas with corresponding language families and create a class mural of Native American language groups	Language family chart, mural paper, markers
Describe the cultural characteristics of Native American, West African, and European societies	Rotate through culture stations with artifacts, music, family tree diagrams, and religion snapshots	Culture station kits, comparison chart worksheet
Compare the beliefs and family structures of different cultural groups	Create a Venn diagram comparing Native American, African, and European belief systems and family life	Venn diagram template, informational text passages
Analyze the impact of belief systems and family structures on early government	Create mini-booklets explaining how cultural traditions shaped governance in each group	Mini-booklet template, readings on governance systems
Explore the effects of early European exploration on Native communities	Create cause and effect charts based on explorers' journals and Native accounts	Primary and secondary sources, chart templates
Explain the motivations behind European exploration	Act out European exploration motivations using role cards and a reader's theater script	Role cards, reader's theater script
Compare European countries' colonial goals	Group research projects on Spanish, French, Dutch, and English colonization with class presentations	Internet access or library texts, presentation rubrics
Evaluate the consequences of the Columbian Exchange	Class simulation of the Columbian Exchange using item cards from both hemispheres	Item cards, trade board template

Compare how European colonizers and Native Americans viewed land	Read two short excerpts (one Native American, one European) and create a T-chart comparing perspectives on land	Primary source excerpts, T-chart worksheet
Describe the role of mercantilism and its impact	Simulate a mercantilist system using tokens and trade roles among student 'colonies' and 'mother countries'	Tokens, trade role cards, trading logs
Compare colonial trade routes	Label triangular trade routes and goods exchanged using a blank Atlantic world map	Atlantic trade maps, trade goods cutouts
Evaluate the shift from indentured servitude to African slavery	Conduct a cause-effect gallery walk using visuals, quotes, and short texts about labor in the colonies	Gallery walk posters, graphic organizer
Explore how geography influenced economic development	Use interactive maps to chart resource availability and predict types of economies that would develop	Interactive U.S. maps, economic icon stickers
Analyze how the environment impacted colonial economic activities	Create regional brochures advertising the colonies based on resources, climate, and economic opportunities	Colonial region research sheets, brochure templates
Examine early colonial governments and their influence on modern America	Create a flowchart tracing colonial governance influences on U.S. government	Flowchart template, texts on colonial assemblies and charters
Examine democratic elements in colonial America	Debate whether colonial America was truly democratic, using historical evidence	Debate rubric, evidence cards

Formative Assessment

- Observation during activities and group discussions.
- Participation in classroom rule-making and voting exercises.
- Exit slips to check understanding.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.

Alternate Assessment

- Activities such as written assignments and participation in group discussions will accommodate various learners' needs.
- **Performance Task:** Create a multimedia presentation comparing two early world societies (Native American, West African, or European) with focus on culture, geography, and societal structure.
- **Map-Based Assessment:** Label and explain how geography influenced Native American regions and early colonial settlements.
- **Reading Response Prompts:** Text-based analysis of primary/secondary sources using RI.5.1 and RI.5.7 standards.
- **Perspective Writing Task:** Write from the point of view of a Native American or European encountering the other for the first time.
- **Columbian Exchange Project:** Visual organizer or infographic demonstrating the long-term consequences of the Columbian Exchange.
- **Summative Test:** Multiple choice, short answer, and document-based questions covering key concepts, events, and themes.
- **Collaborative Discussion Rubric:** SL.5.1 and SL.5.4 standards measured during debates and group conversations.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

- Propose interest-based extension activities
- Expose students to beyond level texts