

GREEN TOWNSHIP SCHOOL DISTRICT



Content Area: Social Studies

Course/Grade Level: Grades 3-5

Curriculum Committee Members:

Beth Holley

Tri District Curriculum Committee

Principal:

Jon Paul Bollette

Board Approval Date:

{Fill in when known}



Social Studies Grade Levels 3-5

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.



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Key Performance and Benchmark Tasks/Assessments

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

Below are general examples of assessments that teachers may utilize across all of the units. Assessments or graded projects specific to a particular unit will be identified in the unit.

Resources for help in creating assessments

https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html

Assessments other than paper & pencil tests See link for more info:

http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Formative assessments:

- Used to gauge student understanding and progress throughout the unit.
- Not necessarily graded
- Provide feedback for students to use to reflect, revise and refine their work.

Summative Assessments:

- Final projects or assessments to determine what students have learned over the course of the project or unit.

Benchmark Assessments:

- Teacher-created benchmark assessments to be given periodically during the year.

Alternative Assessments:



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- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
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Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with *ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students*.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

[Modifications & Accommodations Menu](#)

Additional Resources for to Support Planning & Instruction

- New Jersey Student Learning Standards Home
 - <https://www.nj.gov/education/standards/socst/index.shtml>



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Grade 3

G3 Unit 1: Government	Pacing:
<p>Unit Summary: In this unit, students will learn that a democratic government is made up of participating individuals on many different levels (local, state, federal). Students will see how citizens participate in government, what it means to be a citizen and understand how and why rules and laws are established. Students will understand the role of a citizen by participating in creating solutions to local issues.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does the government function? ● How are rules and laws made? ● What is the role of a citizen? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● In a representative democracy, individuals play a role in how the government functions. ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● Levels of government (i.e., local, state, and federal) have different powers and responsibilities. ● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). ● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. ● A major role of citizens in a representative democracy is to make responsible decisions about who should govern. ● There are different processes for establishing rules and laws ● The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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.6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers)

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels

6.1.5.CivicsPI.4: Describe the services our government provides to the people in the community, state and across the United States.

6.1.5.CivicsPI.5: Explain how the government functions at the local, county, and state level.

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

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.

6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

Students will tell why it's both good and bad to work with others in many places including jobs, volunteering positions and in families.

Students will find out ways I can be a part of my government (example: vote or pay taxes).

Students will align the elected official with his/her level of government (mayor-town, governor -state, president - country).

Students will list things the government provides (examples: parks, schools & police).

Students will name the three branches of the US government and explain what they do.

Students will make changes by voting, writing a petition or contacting my local representative.

Students will learn about a local issue and come up with a solution.

Students will tell if a candidate is qualified for the job.

Students will explain how rules/laws are made in certain settings.

Developing Questions and
Planning Inquiry

Taking Informed Action



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Interdisciplinary Connections

ELA:

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Career Readiness, Life Literacies, and Key Skills:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

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

Unit 1: Core Unit Content

Vocabulary

- Government
- Democracy
- Voters
- Jurors
- Taxpayers
- Elected representatives
- Local
- State
- National
- Executive
- Legislative



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- Judicial
- Qualifications

G3 Unit 1: Instructional Materials & Resources

Core Instructional Materials

Social Studies Alive: Our Community and Beyond!

Supplemental Instructional Materials

Unit 1: Assessments

Formative assessments:

- Governmental Leader Diagrams - Spatial thinking and content knowledge merge as students diagram the mayor/city council, government, and president along with the subsidiaries they control. Meanwhile, the instructor facilitates a Jigsaw learning format and will intervene when students do not identify the appropriate leadership dominions. In the end, students take a benchmark assessment to demonstrate the knowledge acquired.

Summative Assessments:

First, students will identify and give examples of good citizenship at home, at school, and in the community, e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies. Then, they will explain why civic engagement in the community is important. Once students have developed a list, they will find laws for an issue of their choosing. Afterward, a performance rubric will assess the product of their choice whereby they argue for or against the laws for that issue. For example, they can write a letter to the mayor in support of the law, write a speech for the town council where they object to the law, or draw a picture that illustrates the effect the law will have in the future.

Alternative Assessments:

Teacher modifies assignments and activities based on student needs.

- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)



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- Assessments other than paper & pencil tests See link for more info:
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

G3 Unit 2: Civil Rights

Pacing:

Unit Summary: In this unit, students will learn how individuals, including themselves as well as those from diverse cultures can work together to affect change to local and global issues including, civil rights violations. Students will take part in researching civil rights leaders, learn about their characteristics and how they inspired future generations

Essential Questions:

1. What is change and how can one initiate it?
2. How are maps used?
3. What are fundamental rights?

Enduring Understandings:

- Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).
- Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.
- Fundamental rights that allow democratic societies to function



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- can be seen at all levels of government in society.
- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Certain dispositions help individuals contribute to the health of American democracy.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <p>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.</p> <p>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p>	<p>Students will observe how maps are created and used.</p> <p>Students will explore why maps look different depending on the environment they are used.</p> <p>Students will make a list of ways people can start to make changes.</p> <p>Students will discuss why it is important to include people from different cultures when solving challenges.</p> <p>Students will explain the reaction of different people to things that are not fair.</p> <p>Students will read about MLK and other civil rights leaders and tell how they helped other people change the world for the better.</p> <p>Students will research and describe people who are good citizens.</p>	<p>Gathering and Evaluating Sources</p> <p>Seeking Diverse Perspectives</p> <p>Developing Claims and Using Evidence</p>

Interdisciplinary Connections



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ELA:

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Unit 2: Core Unit Content

Vocabulary

- Policymaking
- Petition
- Violation
- Fundamental rights
- Civil
- Social activism

G3 Unit 2: Instructional Materials & Resources

Core Instructional Materials

Social Studies Alive: Our Community and Beyond!



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Unit 2: Assessments

Formative assessments:

- While reading about tall tales, students fill out graphic organizers to infer certain dispositions that the American culture values. The instructor will monitor the completion of the organizers and determine through discussion whether the students identify American ideals. An extension to this assignment is for students to create a mobile to represent the values as they arise in the reading.

Summative Assessments: Students will sequence the events before and following Dr. King's "I Have a Dream" speech. They will understand the work of Martin Luther King Jr. and analyze sections of his speech to determine meaning and symbolism. At the same time, students make further connections to additional activists through inquiry-based methods. They will examine why inequities still exist in the United States. In culminating the concepts and skills, students will create picture books representing their dreams and the dreams of their local community. As such, the instructor assesses students on the graphic organizers completed during reading activities, vocabulary tests, and the formation of picture books where students illustrate their aspirations.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
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Unit 2: Accommodations & Modifications



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Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 3

G3 Unit 3: Economics- Goods

Pacing:

Unit Summary: In this unit students will understand the contributions of resources to trade and production and the factors of economic interdependence among nations. Students will participate in economic decision making. Students will use maps and other geographic tools to understand resources and other geographic information.

Essential Questions:

1. What is economics and how does it impact the lives of citizens?
2. What does the government provide for citizens and how does it get paid for?

Enduring Understandings:

- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- The government uses a variety of tools to pay for goods and services it provides to individuals and communities.
- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals.
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Individuals make decisions based on their needs, wants, and the availability of resources.

New Jersey Student Learning Standards

Student Learning Objectives

Practices



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<p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.</p> <p>6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.</p>	<p>Students will identify the differences between a good and a service.</p> <p>Students will explain where goods and services come from.</p> <p>Students will tell how the government pays for goods and services.</p> <p>Students will explain how events in the world (ex. weather, disease, seasons, etc.) change what is available to buy or to sell.</p> <p>Students will read about problems kids have involving money and talk about a solution.</p> <p>Students will use a map to locate where goods and services come from.</p>	<p>Presenting Arguments and Explanations</p> <p>Taking Informed Action</p>
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Interdisciplinary Connections

ELA:

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

Career Readiness, Life Literacies, and Key Skills:

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

Unit 3: Core Unit Content



Social Studies Grade Levels 3-5

Vocabulary

- Goods
- Services
- Human Capital
- Physical Capital
- Natural resources
- Production
- Distribution
- Consumption
- Global Market
- Incentive
- Cost Benefit

G3 Unit 3: Instructional Materials & Resources

Core Instructional Materials

Social Studies Alive: Our Community and Beyond!

Supplemental Instructional Materials

Unit 3: Assessments

Formative assessments:

Benchmark: Global Market Identifications

After students explain global markets, they will select a product and locate its main supplier on a map. Following research about the industry, market, and revenue, students will develop a product web and create an advertisement for a new store. On the assessment end, the instructor checks for map skills and evaluates the final product for details related to research, persuasiveness regarding the ad, and economic terminology used within the presentation.



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Summative Assessments: Children of the World Math Problems

Found in current event readings, students locate a financial problem facing children and work with economic concepts to solve their issues. Regarding the assessment piece, the instructor monitors students' application of math facts and problem-solving skills from information learned through research and reading. The rubric evaluates students for comprehension, computation, and creativity.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
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Unit 3: Accommodations & Modifications

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[Modifications & Accommodations Menu](#)



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Grade 3

G3 Unit 4: History	Pacing:
<p>Unit Summary: In this unit students will investigate some key historical figures and events that shaped the creation of our nation (including: the Mayflower Compact, Declaration of Independence, Revolutionary War, George Washington, Thomas Jefferson and Benjamin Franklin). Students will understand and describe historical events through the perspective of different people and cultures.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How have the events of the past shaped our current times? 2. How can history be interpreted differently by varying points of view? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Chronological sequencing helps us track events over time ● Interactions of people and events throughout history have shaped the world we experience today. ● Historical records are shaped by the society that the creator lived in. ● Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the United States</p> <p>6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson and Benjamin Franklin have impacted state and national governments over time.</p> <p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence).</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians'</p>	<p>Students will analyze major historical events to explain how they led to the statehood of New Jersey.</p> <p>Students will use multiple sources to describe how George Washington, Thomas Jefferson, and Benjamin Franklin impacted how state and national governments were formed.</p> <p>Students will analyze how the Mayflower Compact and the Declaration of Independence were relevant to the past and still impact present-day government and citizenship.</p> <p>Students will talk about The Mayflower Compact, The Declaration of Independence and the Revolutionary War and how they helped create the United States.</p>	<p>Gathering and Evaluating Sources</p> <p>Seeking Diverse Perspectives</p> <p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p>



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<p>interpretations of important historical ideas, resources and events. 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. 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).</p>	<p>Students will read and listen about George Washington, Thomas Jefferson and Benjamin Franklin and reason how they helped created the national government. Students will I can describe life from the perspective of a historical figure. Students will understanding how different experiences matter when reading about historical events. Students will choose the right kind of map from several choices of maps.</p>	<p>Engaging in Civil Discourse and Critiquing Conclusions</p>
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Interdisciplinary Connections

ELA:

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

Career Readiness, Life Literacies, and Key Skills:

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

Unit 4: Core Unit Content

Vocabulary



Social Studies Grade Levels 3-5

- Impact
- Citizenship
- the Mayflower Compact,
- Declaration of Independence, Revolutionary War

G3 Unit 4: Instructional Materials & Resources

Core Instructional Materials

Social Studies Alive: Our Community and Beyond!

Supplemental Instructional Materials

Unit 4: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit tickets

Summative Assessments: Historical Event Timelines

Foundations for future interactions with map skills manifest with an activity where students choose a seminal American event or document, locate it on a map, and trace its development on a timeline. An assortment of individual and collaborative work will drive this activity. Eventually, the instructor evaluates the spatial and historical awareness of students within their presentations on the location, origins, and development of the historical event of focus.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.



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- Accommodation and modification ideas may be found here:
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Unit 4: Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

Grade 4

G4 Unit 1: Civics- Immigration

Pacing:

Unit Summary: In this unit of study, students will describe why it is necessary to understand the perspectives of other cultures in an interconnected world. As a lead-in to the topic, students discuss the experiences of immigrants through discussions of bullying and discrimination and offer solutions to address such actions. In addition to considering why immigrants have chosen America to start their new lives, students explain the importance for people from diverse cultures to collaborate to find solutions to various challenges. For the culminating activity, they will adopt a historian’s mindset to interpret important historical ideas, resources, and events with the goal to construct a claim that self-discipline and individual attention to civil rights contribute to the common good.

Essential Questions:

1. Why did people emigrate to the U.S.?
2. What challenges did new citizens face after leaving Ellis Island? (or after arriving in the United States)

Enduring Understandings:

- Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.



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- There are different processes for establishing rules and laws.
- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Individuals have the right to be safe and not to be bullied or discriminated against.
- Certain dispositions help individuals contribute to the health of American democracy.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- Historical records are shaped by the society that the creator lived in.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.</p> <p>6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.</p> <p>6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p>	<p>Students will describe the perspectives of other cultures in an interconnected world.</p> <p>Students will adopt a historian's mindset to interpret important historical ideas, resources, and events with the goal.</p> <p>Students will construct a claim that self-discipline and individual attention to civil rights contribute to the common good.</p> <p>Students will compare and contrast the reactions of past and present groups to violations of fundamental, civil, and human rights.</p> <p>Students will discuss the experiences of immigrants through discussions of bullying and discrimination and offer solutions to address such actions.</p> <p>Students will comprehend and internalize the perspectives</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p> <p>Seeking Diverse Perspectives</p>



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6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.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.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.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.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

of other cultures in an interconnected world.
Students will research and use textual evidence to present the achievements of a Civil Rights leader.
Students will select a Civil Rights leader to research and write a report that incorporates explicit evidence from two credible sources.
Students will use multiple sources to observe and express how human activity impacted the physical surroundings of New Jersey and the United States.
Students will compare and contrast how historians disagree with their portrayals of select historical topics, e.g., the depiction of Native Americans.
Students will judge the impact of different interpretations of experiences and events by people with different cultural outlooks, e.g., Native Americans and settlers.
Students will explain how shortages and the option to choose influence decisions rendered by individuals, communities, and nations make to provide stability.



Social Studies Grade Levels 3-5

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies

Interdisciplinary Connections

ELA:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills:

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

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

Unit 1: Core Unit Content

Vocabulary

- Immigrants
- Activism
- Discrimination
- Bullying
- Self Discipline
- Civility
- Migratory



Social Studies Grade Levels 3-5

- Scarcity
- Urban
- Suburban
- Rural
- Impact

G4 Unit 1: Instructional Materials & Resources

Core Instructional Materials

Social Studies Alive! Regions of our country.

Supplemental Instructional Materials

Newsela

Unit 1: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit tickets

Summative Assessments:

Responding to Civil Rights Movement instruction, students select a Civil Rights leader to research and write a report that incorporates explicit evidence from two credible sources. As such, the instructor will evaluate the quality of note-taking and informative writing with a holistic rubric. Students will complete a collaborative project to research different groups who emigrated to America. They will compare and contrast the different reasons for emigration.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)



Social Studies Grade Levels 3-5

- *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Cornelissen, C. (1999, November 9). [Soft Rain: A Story of the Cherokee Trail of Tears](#).
Sorrell, T. and Lessac, F. (2018, September 4). [We Are Grateful: Otsaheliga](#). Charlesbridge.

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 4

G4 Unit 2: Geography- Regions

Pacing:

Unit Summary: In this unit of study, students will define regionalism and distinguish between the main regions of the country and the defining environments, e.g., urban, suburban, and rural communities. Accordingly, there is an emphasis on geography with the use of geographic tools to not only identify but also explain the relationships between these locations. Covering a large expanse of history through geography, students will analyze the effects of major environmental and technological events on human settlements and migration and use geographic models to describe how both factors influence human movement based on natural resources. Students will also select a Native American group and present how it impacted a region of North America and the language, activities, and lasting legacy in that area. Another task is for students to choose a resource or product and create or gather an artifact to share how it impacted economic opportunities for Americans and foreign countries.

Essential Questions:

Enduring Understandings:



Social Studies Grade Levels 3-5

1. What are the core regions of the US?
2. How do Geographers study the regions of the United States?
3. What is geography?
4. How does geography affect the growth of civilization and human interaction?
5. What do the US regionals look like (geographically, socially, politically, etc)?
6. How does where we live affect how we live?

- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>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).</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>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.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps,</p>	<p>Students will title region maps and label states included in each map.</p> <p>Students will use a regional mindset to label a blank US map with all 50 states.</p> <p>Students will define regionalism and compare and contrast the characteristics and qualities of different U.S. regions.</p> <p>Students will match a specific type of map to a particular purpose</p> <p>Students will display how to use digital geographic tools to determine time zones, latitude, and longitude.</p> <p>Students will use GPS data-tracking technology to observe and explain how humans have impacted the physical environment.</p> <p>Students will compare and contrast the characteristics of</p>	<p>Gathering and Evaluating Sources</p> <p>Seeking Diverse Perspectives</p> <p>Developing Claims and Using Evidence</p> <p>Presenting Arguments and Explanations</p>



Social Studies Grade Levels 3-5

data visualizations, graphs, diagrams, aerial and other photographs, GPS).

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.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.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

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.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.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.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

different regions to explain the concept of regionalism. Students will describe how the terrain, climate, weather, and available resources influence lifestyle in New Jersey and other areas of the United States.

Students will create a poster to focus on the appealing aspect of a region or state to attract potential movers. Students will cite specific evidence on the technological advancements, e.g., electrical machinery, automobiles, steel, and communication systems, that changed the United States.

Students will create or gather an artifact to share how it impacted economic opportunities for Americans and foreign countries.

Students will examine the different physical and human characteristics of urban, suburban and rural communities and explain why they appeal to the different people who live and work in those areas.

Students will use geographic models to describe how human settlement and migration influence human movement.



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6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

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Interdisciplinary Connections

ELA:

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance

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

Unit 2: Core Unit Content



Social Studies Grade Levels 3-5

Vocabulary

- Settlement
- Migration
- Catastrophic
- Energy
- Transportation
- Communication
- Culture
- Economics
- Regionalism
- Landforms
- Climate
- Resources
- Urban
- Suburban
- Rural
- Electrical
- Machinery
- Automobiles
- Steel
- Postal service
- Telegraph
- Internet

G3 Unit 2: Instructional Materials & Resources

Core Instructional Materials

Social Studies Alive! Regions of our country.

Supplemental Instructional Materials

Newsela
Region Maps
United States Map
[Seterra.com](#)
[Road Trip](#)



Social Studies Grade Levels 3-5

Unit 2: Assessments

Formative assessments:

- Benchmark Assessment: Given a blank map of the United States, students will create a map key and assign a color to each of the U.S. regions. Students will then color in the states accordingly, and label all 50 states.

Summative Assessments:

Students will take an assessment comparing and contrasting the different regions of the US. For assessment purposes, the instructor will evaluate students with a summative assessment where they recognize major world regions as formal regions and describe the main characteristics that distinguish them as different from one another.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



Social Studies Grade Levels 3-5

Grade 4

G4 Unit 3: New Jersey	Pacing:
<p>Unit Summary: In this unit of study, students familiarize themselves with their state of residence to recognize how seminal historical events led to the creation of the state and the United States as a whole. Likewise, they will analyze the crucial historical documents that shaped the nation and statehood and the influential figures, including Governor William Livingston, who positioned the state to thrive during the early 1800s. Within a project-based format, the students report the different historical events, transportation systems, cultural events, and natural resources that have impacted and still shape the New Jersey economy. Besides that state-related project, students will focus on the impacts of climate change on New Jersey and communicate them with a pen pal from another state.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I use inquiry to learn about my state? 2. How has Geography influenced life in my state? 3. What is the history behind the creation of my state? 4. How has the identity of NJ changed over time? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Chronological sequencing helps us track events over time ● Interactions of people and events throughout history have shaped the world we experience today. ● Historical records are shaped by the society that the creator lived in. ● Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change. ● Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. ● In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues. ● A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States</p> <p>6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin,</p>	<p>Students will define and appropriately use grade-level vocabulary and terminology, e.g., rivers, roads, canals, railroads, interstate, airport, buses, subway, William Livingston, Constitution, Bill of Rights, American goldfinch, common blue violet, Northern, Central, Pine</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p>



Social Studies Grade Levels 3-5

<p>and Governor William Livingston have impacted state and national governments over time.</p> <p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <p>6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.</p> <p>6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.</p> <p>6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</p> <p>6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</p> <p>6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</p> <p>6.1.5.EconNM.3: Describe how the development of different</p>	<p>Barrens, Southwest, and Coastal.</p> <p>Students will analyze major historical events to explain how they led to the formation of the United States.</p> <p>Students will use multiple sources to describe how Governor William Livingston impacted how the state government formed and developed over time.</p> <p>Students will analyze how the Constitution and the Bill of Rights were relevant to the formation of New Jersey and still impact present-day government and citizenship within the state and country.</p> <p>Students will identify and locate the borders of states and bodies of water.</p> <p>Students will use physical and political maps to identify locations of major cities in NJ.</p> <p>Students will identify landforms, climates, vegetation, state symbols (bird, flower, etc.), and housing in NJ.</p> <p>Students will identify the changes in the regions of NJ over time and the effects of such changes.</p> <p>Students will compare and contrast the economic opportunities in NJ based upon the geographic regions.</p> <p>Students will create a timeline to document key historical events in the creation of NJ.</p> <p>Students will develop an advocacy project to inform others about the impact of climate change in NJ.</p> <p>Students will construct an action plan with solutions for a climate change concern in New Jersey.</p> <p>Students will write about climate change considerations in their own state, exchange that information with a pen pal, and respond to reciprocal information from another region of the country.</p> <p>Students will chronicle how the development of everyday transportation systems impacted the economy of New Jersey and the United States.</p> <p>Students will report the different historical events, transportation systems, cultural events, and natural</p>	<p>Seeking Diverse Perspectives</p> <p>Engaging in Civil Discourse and Critiquing Conclusions</p> <p>Taking Informed Action</p>
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Social Studies Grade Levels 3-5

transportation systems impacted the economies of New Jersey and the United States.
6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
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.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

resources that have impacted and still shape the New Jersey economy.
Students will explore how the lives of New Jersey individuals with diverse experiences and backgrounds have influenced improvements in society.

Interdisciplinary Connections

ELA:

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills:

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

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity



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9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

Unit 3: Core Unit Content

Vocabulary

- Rivers
- Roads
- Canals
- Railroads
- Interstate
- Airport
- Buses
- Subway
- William Livingston
- Constitution
- Bill of Rights
- American goldfinch
- Common blue violet
- Northern
- Central Pine Barrens
- Southwest
- Coastal
- Action Plan
- Perspective

G4 Unit 3: Instructional Materials & Resources

Core Instructional Materials

Social Studies Alive! Regions of our country.

Supplemental Instructional Materials

Scholastic News
Studies Weekly



Social Studies Grade Levels 3-5

Learning A-Z
Newsela

Unit 3: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit tickets

Summative Assessments:

Create a timeline to document key historical events in the creation of NJ.

Develop an advocacy project to inform others about the impact of climate change in NJ and includes an action plan with solutions to present to school or local officials.

Each student researches a famous black, Hispanic, or Asian New Jerseyan and arranges a profile with a graphic and report to display in a class bulletin board. They are responsible for research and certain facts as well as an acceptable visual arts standard evaluated on a checklist.

*Diversity and Inclusion Connection

NJ Urban News. [Famous Black New Jerseyans](https://njurbannews.com/2022/02/01/famous-black-new-jerseyans/). <https://njurbannews.com/2022/02/01/famous-black-new-jerseyans/>

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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 - *Assessments other than paper & pencil tests See link for more info:*
http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf



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Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Grade 5

G5 Unit 1: Colonies

Pacing:

Unit Summary: The history of America will be studied from European exploration to the birth of the nation. We will discuss power dynamics between European powers and how that affected the American colonies. The founding of each colony and their unique characteristics will be compared and contrasted with each other. We will follow the escalating tension between the colonies and Great Britain which ultimately led to the call for American independence.

Essential Questions:

1. How did geography influence where people settled?
2. What were the major objectives for founding these colonies?
3. What was the historical impact of North American colonization?
4. What were the major conflicts that these colonies were involved in?

Enduring Understandings:

- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.
- The exchange of goods and services can have negative and positive effects.
- Increased economic interdependence among



Social Studies Grade Levels 3-5

	<p>nations is a result of trade, sharing of ideas, and innovation.</p> <ul style="list-style-type: none"> ● Interactions of people and events throughout history have shaped the world we experience today. ● Events may be viewed differently based on one's perspective. ● Historical records are shaped by the society that the creator lived in. ● There are a variety of sources that help us understand the past. ● Historians use evidence from multiple sources to support their claims and arguments about the past.
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New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p>6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.5.HistorySE.1: Examine multiple accounts of early</p>	<ul style="list-style-type: none"> ● Students will identify the reasons why Europe began to colonize North America. ● Students will identify the reasons why each colony was founded and will be explained. ● Students will understand the impact of European power struggles on the Americas. ● Students will understand Early American icons and their contributions will be studied. ● Students will explain the major events that led to America revolting against Britain. 	<p>Developing Claims and Using Evidence</p> <p>Seeking Diverse Perspectives</p> <p>Presenting Arguments and Explanations</p>



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European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.

6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.

Interdisciplinary Connections

ELA:

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.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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



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W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Unit 1: Core Unit Content

Vocabulary

- Charter
- Colony
- Barter
- Religious Tolerance
- Crops
- Governor
- Indentured Servant
- Social Contract
- Middle Passage
- Cash Crops
- Dissent
- Frontier
- Proprietor
- Refuge
- Pilgrim
- Debtor
- Expel
- Triangle Trade
- Tax
- Stamp Act
- Sugar Act
- Intolerable Acts
- Slavery



Social Studies Grade Levels 3-5

G5 Unit 1: Instructional Materials & Resources

Core Instructional Materials

Social Studies Alive! America's Past

Supplemental Instructional Materials

Amistad
Newsela
Brain Pop
BrainPop Jr.
Students of History
Teaching History
KidsDiscover
Scholastic News
Teachers Pay Teachers
LessonPlanet.com
EDSITEment.com

Unit 1: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit tickets

Summative Assessments: Build a Colony Project: Students will be given a region of the Thirteen Colonies to create their own colony. Students will decide the natural resources, economy, and other factors concerning their colony. They will also design their colony flag and draw a labeled map of the colony layout. Accordingly, the instructor will use a rubric to assess visual appeal, thoughtfulness of the colony structure, and attention to belief systems, family structures, and social, political, and economic decisions influenced by instruction.

Assessment: Rubric

Columbian Exchange Food Menu: The project asks students to develop a food menu based on the exchange that occurred during the Columbian Exchange. Additionally, they will examine accounts from both perspectives to examine the pros and cons of European exploration. From an



Social Studies Grade Levels 3-5

assessment role, the instructor will evaluate the authenticity of the various meals and persuasiveness whereby students justify why they included specific foods.

Research Colony Project: Students will be put into pairs and given a colony to research. Factors such as its economy, significant leaders and events, formation, crops, and social structure will need to be listed.

Assessment: Rubric

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
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http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



Social Studies Grade Levels 3-5

Grade 5

G5 Unit 2: Constitution	Pacing:
<p>Unit Summary: The Constitution unit will provide students with a basic understanding of the three parts of the Constitution. Organization and principles are how groups of people make decisions, govern themselves, and address public problems. Students will discover how processes, laws, and policies actually work and apply to the Constitution.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What can you as students do to understand and promote the principles of civic responsibility in the classroom, community, and country? 2. What are the rights, liberties, and responsibilities of U.S. citizens? 3. How is the Constitution a living document? 4. How does community service enrich your life? 5. What are fundamental rights? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Levels of government (i.e., local, state, and federal) have different powers and responsibilities • Fundamental rights that allow democratic societies to function can be seen at all levels of government in society. • It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. • Chronological sequencing helps us track events over time • Interactions of people and events throughout history have shaped the world we experience today. • Historical records are shaped by the society that the creator lived in. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of</p>	<p>Students will analyze how the Constitution and Bill of Rights were relevant to the past and still impact present-day government and citizenship.</p> <p>Students will describe the contents of the United States Constitution.</p>	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources Presenting Arguments and Explanations</p>



Social Studies Grade Levels 3-5

<p>Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <p>6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.</p> <p>6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time</p> <p>6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p>Students will participate in different levels of government through community service.</p> <p>Students will understand the rights, liberties, and responsibilities of U.S. citizens.</p>	<p>Taking Informed Action</p>
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Interdisciplinary Connections

ELA:

- 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.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.



Social Studies Grade Levels 3-5

Career Readiness, Life Literacies, and Key Skills:

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Unit 2: Core Unit Content

Vocabulary

- Constitution
- Amend
- Amendment
- bill of rights
- Liberty
- civic virtue
- Preamble

G5 Unit 2: Instructional Materials & Resources

Core Instructional Materials

Social Studies Alive! America's Past

Supplemental Instructional Materials

Constitution, [Bill of Rights](#)
Websites: [Congress.gov](#)
Current Events
Amistad
Brain Pop
Brain Pop Jr.
Scholastic News
SN online components
Teachers Pay Teachers
LessonPlanet.com
EDSITEment.com



Social Studies Grade Levels 3-5

Unit 2: Assessments

Formative assessments:

- Based on common interests (ex. sports, hobbies, music), group students to form a club. In their small groups, students will work together to make a “constitution” that explains the purpose and rules of their club. They are correspondingly evaluated on their collaboration, clarity of explanations, and strategy to distribute their framework.

Summative Assessments: See 5th grade US Constitution unit for a test and modified test. A summative test demonstrates evidence of learned terminology and conceptual notions regarding the fundamentals of the Constitution, civil rights, and civic responsibilities.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
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Unit 2: Accommodations & Modifications

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[Modifications & Accommodations Menu](#)



Social Studies Grade Levels 3-5

Grade 5

G5 Unit 3: Government	Pacing:
<p>Unit Summary: The American government unit will focus on civic-mindedness, which is established in democratic principles and promotes participation in government. . Informed citizens are productive, responsible, and thoughtful. Students will evaluate public policy, local, state, and national laws.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why are laws necessary? 2. What is the role of compromise in the development of laws and governments? 3. Who makes up each of the three branches of government? 4. What jobs do each of the three branches perform? 5. How do citizens, civic ideals, and government ideals, and government institutions interact to balance the needs of individuals and the common good? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Levels of government (i.e., local, state, and federal) have different powers and responsibilities ● Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. ● Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good. ● It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. ● Certain dispositions help individuals contribute to the health of American democracy. ● Interactions of people and events throughout history have shaped the world we experience today.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations'</p>	<p>Students will identify the main jobs of each of the three branches of government.</p> <p>Students will identify each of the six responsibilities of</p>	<p>Seeking Diverse Perspectives</p> <p>Presenting Arguments and Explanations</p>



Social Studies Grade Levels 3-5

governments, customs, and laws.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures

6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

American citizens.

Students will evaluate the importance of community service.

Students will form opinions about differing views dealing with government policy

Students will describe the characteristics of our government officials and their duties and laws.

Engaging in Civil Discourse and Critiquing Conclusions



Social Studies Grade Levels 3-5

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

Interdisciplinary Connections

ELA:

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.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

Unit 3: Core Unit Content

Vocabulary

- legislative
- executive



Social Studies Grade Levels 3-5

- Judicial
- limited government
- federalism
- democracy

G5 Unit 3: Instructional Materials & Resources

Core Instructional Materials

Social Studies Alive! America's Past

Supplemental Instructional Materials

Current Events
Amistad
Brain Pop
BrainPop Jr.
Scholastic News
EconEdLink
Teachers Pay Teachers
LessonPlanet.com
EDSITEment.com

Unit 3: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit tickets

Summative Assessments: Students will work independently to mark X's in a chart that designates whether the state or national government has the power, or if the power is shared. This will transfer to a group assignment where students will collaboratively complete a chart where they determine who has the power at the executive, judicial, and legislative powers at the national, state, county, and local level.



Social Studies Grade Levels 3-5

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
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Unit 3: Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

Grade 5

G5 Unit 4: Evolution of American Economy

Pacing:

Unit Summary: The American economy will be studied both in a historical sense and comparatively with other nations. We will examine the adapting American economy from the early years to modern day. We will take a look at economic decision making, economic objectives, and the resources available to America to achieve those objectives. Economic interactions between citizens and nations will also be examined. Key concepts such as supply and demand, taxes, trade, and government regulation



Social Studies Grade Levels 3-5

Essential Questions:

1. How supply and demand of resources impact the colonization of America.
2. What major economic philosophies influenced the American economy?
3. What is the difference between monetary and fiscal policy?
4. What were some significant economic periods or events in US History?

Enduring Understandings:

- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- The exchange of goods and services can have negative and positive effects.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>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.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</p>	<ul style="list-style-type: none"> ● Students will describe different economic models such as capitalism. ● Students will identify the importance of trade in America. ● Students will be able to differentiate between fiscal and monetary policy. ● Students will define economical mechanisms used by the government and will be examined. ● Students will identify the importance of natural resources in the colonization of America. ● Students will explain the laws of supply and demand. 	<p>Developing Questions and Planning Inquiry</p> <p>Gathering and Evaluating Sources</p>



Social Studies Grade Levels 3-5

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.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

Interdisciplinary Connections

ELA:

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.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



Social Studies Grade Levels 3-5

Career Readiness, Life Literacies, and Key Skills:

9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”

9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.

9.1.5.EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

9.1.5.RMI.1: Identify risks that individuals and households face.

Unit 4: Core Unit Content

Vocabulary

- Capitalism
- Stock Market
- Trade
- Supply and Demand
- Tariffs
- Specialized Labor
- Opportunity Cost
- Fiscal Policy
- Monetary Policy
- Mercantilism
- Entrepreneurship
- Distribution
- Natural Resources
- Human Capital
- Land
- Labor
- Capital
- Entrepreneurship
- Mercantilism



Social Studies Grade Levels 3-5

G5 Unit 4: Instructional Materials & Resources

Core Instructional Materials

Social Studies Alive! America's Past

Supplemental Instructional Materials

Stock Market
Amistad
Newsela
Brain Pop
BrainPop Jr.
Students of History
Teaching History
KidsDiscover
Scholastic News
Teachers Pay Teachers
LessonPlanet.com
EDSITEment.com

Unit 4: Assessments

Formative assessments:

- Teacher observation of students engaged in group and independent activities.
- Individual and small group conferences/interviews to assess understanding with rubric
- Exit tickets

Summative Assessments:

“Shark Tank”: The instructor will pick a significant economic era in American History. From there, students will create an invention that solves a certain problem of that era. The groups will pitch their idea to the panel and the panel will provide feedback/make an offer. The grading rubric will assess performance in the areas of preparedness, presentation, knowledge of the product and historical era, and the integration of a suitable prototype, poster, etc.

Assessment: Rubric



Social Studies Grade Levels 3-5

Alternative Assessments:

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Unit 4: Accommodations & Modifications

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