

SOCIAL STUDIES
GRADE 5

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Unit 1: Our Democratic System

Number of Days: 15

Why Is This Unit Important? (Big Idea)

The United States government is guided by a constitution. That document defines the role of its three branches of government and identifies the rights and responsibilities of its citizens. This unit will introduce students to our system of government.

Enduring Understandings

1. Societies require rules, laws and government
2. Governments change in order to meet the needs of the people
3. Our government system was influenced by other civilizations and written documents
4. The U.S. Constitution is a document that defines the roles and responsibilities of the government and its citizens

Essential Questions

1. What is a democracy? What is a government?
2. How and why do we provide checks and balances on government power?
3. Why do we have rules and laws and who should make them?
4. What are the roles and responsibilities of citizens in a democracy?

Acquired Knowledge

1. There are three branches of government, each with a different responsibility
2. The three branches work under a system of checks and balances
3. The U.S. Constitution tells how the United States government is organized, describes the duties of the three branches of government and describes the rights and freedoms of its citizens
4. The Constitution can be modified in order to meet the needs of the people through the legislative process
5. Democracy is a participatory government system

Acquired Skills

1. List the roles of each of the three branches of government
2. Explain the terms democracy and government
3. Demonstrate a general understanding of the Bill of Rights (Freedom of Press, Assembly, Religion, Speech, etc.)
4. Know that Washington, D.C. is the capital of the United States and the center of our government
5. Explain how citizens can participate in the political process

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments

1. Using a three column graphic organizer, students will fill in information on each of the three branches of government
2. Class or small group discussion- select one topic of the Bill of Rights and discuss how their life would be different if that right did not exist

Summative Assessments

1. Test: Multiple Choice, matching, fill in the blank, true/false, open-ended

Interdisciplinary Connections

1. Write a letter to the president or member of Congress about an issue that is relative to the student – Language Arts

Accommodations and Modifications

1. Provide pictures/chart on how the three branches of government are related
2. Provide a word bank for unit vocabulary
3. Provide guided notes on this unit
4. Create flashcards for vocabulary for this unit
5. Provide a study guide for this unit
6. Shorten or modify text

Extensions

1. Read a book of a country that does not a democratic form of government and present information to the class

Core Content Standards

6.1.8.A.3.b

6.1.8.A.3.g

6.3.8.A.1

6.3.8.A.1

Teacher Resources

1. America Will Be, Houghton Mifflin, 1997 p. 301-2 (checks and balances), 303 (Bill of Rights), 292-302 (forming a government, the Constitution)
2. <http://congressforkids.net>
3. <http://constitutioncenter.org/>
4. <http://bensguide.gpo.gov/3-5/index.html>
5. <http://www.whitehouse.gov/about/white-house-101/>
6. http://edsitement.neh.gov/view_lesson_plan.asp?id=339 (First Amendment Rights)
7. http://www.votesmart.org/resource_classroom_01.php
8. Grodin, Elissa. *D Is for Democracy: A Citizen's Alphabet*. Victor Juhasz (illustrator)
9. Finkelman, Paul. *Documents of Freedom: The Constitution*. National Geographic, 2002

Technology Integration

1. Research a country that does not have the rights that are granted in our Constitution; use Microsoft Word or Libre to write a report on the findings
2. Use Microsoft Word or Libre to write a letter to the president or member of congress

Unit 2: Age of Exploration

Number of Days: 15

Why Is This Unit Important? (Big Idea)

Explorers came to the new world in search of new land while immigrants came for a better life. This unit will concentrate on the European Exploration of the new world.

Enduring Understandings

1. Explorers came to the new world for different reasons
2. Exploration brought about changes in technology
3. The exploration of these lands caused its early civilizations to be destroyed

Essential Questions

1. Why do people/governments feel the need to explore new territories?
2. How does exploration impact the people that inhabit the land?
3. Do the benefits of exploration outweigh the negative effects of exploration?

Acquired Knowledge

1. Explorers came to the new world for wealth, religion and land
2. Explorers had an effect on the people that were inhabitants of the land they came to explore
3. Explorers came from different European countries and by different routes
4. Review map skills (see map skills chart on Synergy)

Acquired Skills

1. Trace the land and sea routes of European Explorers (review map skills – see chart)
2. Formulate reasons why Europeans began to explore new areas
3. Evaluate the impact of new technology on exploration

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments

1. Using map skills from unit, trace an explorers route indentifying the bodies of water, continents, directions traveled, etc. as well as the route
2. Discuss in small groups the reasons why explorers traveled to new areas

Summative Assessments

1. Test: Test: Multiple Choice, matching, fill in the blank, true/false, open-ended, compare and contrast the exploration journey of two explorers from different countries

Interdisciplinary Connections

1. Write a letter to the king and queen requesting funds for your trip - Language Arts
2. Write a diary about your journey - Language Arts

Accommodations and Modifications

1. Students will review examples of diary entries
2. Provide a color coded map of exploration routes
3. Provide a word bank for unit vocabulary
4. Provide guided notes on this unit
5. Create flashcards for vocabulary for this unit
6. Provide a study guide for this unit
7. Shorten or modify text

Extensions

1. Students will write from the Native American viewpoint on the arrival of the Europeans

Core Content Standards

6.1.8.B1.b	6.1.8.B1.b	6.1.8.C.1.a	6.1.8.C.1.b
6.1.8.C.1.c	6.1.8.D.1.a	6.1.8.D.1.b	6.1.8.D.1.c

Teacher Resources

1. America Will Be, Houghton Mifflin, 1997 – pp. 104-125 (Exploration)
2. Meso-America Packet
3. <http://www.njamistadcurriculum.com/viewer.php?view=1000510> (Fall of Aztec Empire)
4. <http://www.njamistadcurriculum.com/viewer.php?view=1000511> (Fall of Incan Empire)
5. <http://library.thinkquest.org/J002678F/why.htm> (exploration)
6. <http://www.ballgame.org/> MesoAmerican ballgame- The Sport of Life and Death

Unit 3: Human and Civil Rights

Number of Days: 15

Why Is This Unit Important? (Big Idea)

Throughout the history of the United States, groups of people have fought for equality. This unit will examine national events that have taken place and the changes that have taken place due to the efforts of these groups and individuals.

Enduring Understandings

1. The U.S. Constitution protects the rights of all citizens
2. Throughout our history, people have had to fight for equality
3. Bias, prejudice, stereotypes exist in all societies

Essential Questions

1. What is equality?
2. What issues are worth fighting for?
3. Can attitudes toward African-Americans, women, ethnic and religious groups, etc. be changed through legislation?
4. Will attitudes toward African-Americans, women, ethnic and religious groups, etc. change over time?

Acquired Knowledge

1. Amendments to the Constitution provided rights to African-Americans and women
2. The United States Supreme Court ruled on important cases that gave African-Americans and women equal protection under the law
3. The Civil Rights and Women's Suffrage Movements advanced equality for these two groups
4. Latinos and Native Americans also struggled for rights

Acquired Skills

1. Know the 13th-15th and 19th amendments to the U.S. Constitution
2. Determine the most significant event(s) of each
3. Explain Jim Crow Laws and Seneca Fall Conference

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments

1. Create a timeline on events that took place during the Civil Rights and Women's Suffrage Movements.
2. Design scenarios that violate the 13th, 15th and 19th amendments.
3. Class or small group discussion of issues presented in picture books from this time period.

Summative Assessments

1. Test: Test: Multiple Choice, matching, fill in the blank, true/false, Open-ended.
2. Performance/ Authentic Assessment (GRASP)
 - Goal: Students will create a museum based on Civil Rights or Women's Rights movements
 - Role: Students will take on the role of a museum curator
 - Audience: The presumed audience will be citizens of Ewing Township
 - Situation: Funds have been granted to Ewing to build a museum
 - Product: Create a display of events through the use of artifacts including writing captions that describe the significance of each one

Interdisciplinary Connections

1. Using Art to Teach History to Young Learners (see Civil Rights Lesson "Using Art..." below)
2. Read appropriate poems on civil rights or women's rights issues - Literature
3. Listen to music on civil rights and women's rights issues

Accommodations and Modifications

1. Introduce vocabulary/concepts (civil rights, amendment and suffrage) that students may not be familiar with
2. Provide a word bank for unit vocabulary
3. Provide guided notes on this unit
4. Create flashcards for vocabulary for this unit
5. Provide a study guide for this unit
6. Shorten or modify text

Extensions

1. Research an important figure from this era and /role play presentation to the class

Core Content Standards

6.1.8.D.4.b 6.1.8.D.5.d

Teacher Resources

1. Wiles, Deborah, *Freedom Summer*
2. McKissack, Patricia, *Goin Someplace Special*
3. America Will Be, Houghton Mifflin, 1997 pp. 542,543, 560 -564 (Struggle for Equality), 536-539 (timeline of events from 1900), 438 (Seneca Falls)
4. Civil Rights Lesson "Using Art"
5. The *Brown v. Board of Education* Decision: Resources for Grades 4 and 5
6. http://www.smithsonianeducation.org/educators/lesson_plans/history_close/ATZ_HistoryClosetoHome_NovDec1983.pdf (Smithsonian – Creating Your Own Special Museum)

7. <http://www.americanhistory.si.edu/brown/resources/teachers-guide.html> (This activity guide accompanies the exhibition *Separate Is Not Equal: Brown v. Board of Education*. It delivers a variety of historical primary-source materials from the exhibition directly to your classroom. Through these sources and activities, students can build a deeper understanding of the struggle for social justice leading up to and following the Court's ruling on the Brown case, and the decision's impact on today's society. Each unit begins with a lesson plan followed by accompanying worksheets and photographs that complement the lesson. These documents are in PDF format and require Adobe Acrobat Reader. *Description quoted directly from the site.*)
8. *Mighty Times: The Children's March* DVD www.teachingtolerance.org
9. <http://www.pbs.org/teachers/thismonth/civilrights/index1.html> - Civil Rights Poems for children
10. <http://www.npr.org/templates/story/story.php?storyId=99315652> songs of the Civil Rights Movement
11. Turck, Mary C. *Civil Rights Movement for Kids*. In *The Civil Rights Movement for Kids*, children will discover how students and religious leaders worked together to demand the protection of civil rights for black Americans
12. Rossi, Ann. *Seeds of Change in American History: The Struggle for Equality*. National Geographic, 2004

Technology Integration

1. Students will select either Jim Crow Laws or Seneca Falls Conference to create an informative PowerPoint presentation

Unit 4: The American Economy

Number of Days: 10

Why Is This Unit Important? (Big Idea)

The United States economy is considered a free market economy. Our economic system has changed over time due to changes to our society. This unit will explain our economic system and the changes in that system over time.

Enduring Understandings

1. The United States economy has changed over time
2. Supply, demand and scarcity affect the price of goods and services
3. Services are provided to citizens through taxes
4. The United States is based on a free market economy
5. The United States is part of a global economy

Essential Questions

1. How does a free market economy affect our life, our communities, our world?
2. What goods and services should government provide?
3. Why do economies change over time?

Acquired Knowledge

1. The United States economy has changed over time
2. Understanding the differences between individual ownership, partnership, corporation
3. The prices of goods and services are determined by supply, demand and scarcity
4. The United States has changed from agriculture to manufacturing to a service industry

Acquired Skills

1. Explain how the U.S. economy has changed over time
2. Show how supply and demand affect price
3. Show an understanding of the difference between individual ownership, a partnership and a corporation
4. Explain how supply, demand and scarcity affect the price of a good or service
5. Explain what a service industry based economy is
6. Recognize what training is required to be able to become employed in a service industry economy
7. List products that are bought and sold to other countries and identify on a map the location of those places

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments

1. Students will work in groups to present information on the positives and negatives of individual ownership, partnership and corporation
2. Students create a graphic organizer showing differences between individual ownership, partnership and corporation

Summative Assessments

1. Select a time period and have students create a timeline or compare/contrast changes in the economy over time
2. Test: Multiple Choice, matching, fill in the blank, true/false, open-ended

Interdisciplinary Connections

1. Create a digital poster to advertise a product or service (rake leaves, baby sit service, wash cars, etc.) - art/technology
2. Students will act out play on supply and demand – public speaking, presenting
3. Create a graph that shows changes of price of a good over time - math

Accommodations and Modifications

1. Provide picture books about supply and demand as introduction to concept (see teacher resources)
2. Provide a word bank for unit vocabulary
3. Provide guided notes on this unit
4. Create flashcards for vocabulary for this unit
5. Provide a study guide for this unit
6. Shorten or modify text.

Extensions

1. Research an economic period in U.S. history; explain depression or recession

Core Content Standards

6.1.C.5 6.1.C.7 6.1.C.8 6.1.C.9
Social Studies Skills (Chronological Thinking, Presentation Skills)

Teacher Resources

1. America Will Be, Houghton Mifflin, 1997 p. 572
2. <http://www.ftc.gov/bcp/edu/microsites/youarehere/site.html#/candytooth-kingdom> (supply and demand) Need projector and speakers for this activity
3. Locate Reading lady.com for play on supply and demand
4. <http://www.kidseconposters.com/keb/Title%20List%20Poster%20Set%20B/Supply%20and%20Demand/Supply%20and%20Demand.htm> – teaching materials including picture books on supply and demand

Technology Integration

1. Create a digital poster using Glogster in order to advertise a product or service

Unit 5: War and Peace

Number of Days: 15

Why Is This Unit Important? (Big Idea)

This unit explores a few of the conflicts that the United States has been involved in during the 20th Century. It will attempt to explain the reasons for the conflicts and long and short term effects of these conflicts on the United States and the world.

Enduring Understandings

1. Wars have long and short term effects
2. Nations interact with each other through a variety of means
3. Conflicts usually have more than one cause

Essential Questions

1. Why do countries/regions go to war?
2. What makes a war just or unjust?
3. Can international conflicts be avoided?
4. Can citizens have an effect on a nation's foreign policies?

Acquired Knowledge

1. In the United States, the Constitution establishes who can declare a war; there have been undeclared wars in the past
2. Presidents and their advisors (Secretaries of State, generals, etc.) have an impact on United States foreign policies
3. Interaction between nations has both positive and negative impacts on our country
4. There are agencies throughout the world that promote peace

Acquired Skills

1. Locate places in the world where conflicts have or are occurring (map/geography skills)
2. Identify cause and effects of conflicts that have taken place in the 20th century (World War II, Vietnam, Iraq, War on Terror) ((map/geography skills)
3. Identify agencies that promote peace (United Nations, Amnesty International)

Benchmark or Major Assessments (assignments, quizzes, tests, projects, performance tasks)

Formative Assessments

1. Map assessment on countries presented in this unit
2. Discussion on how world agencies promote peace

Summative Assessments

1. Select a conflict from the ones presented and write about the cause and effects of that conflict

2. Test: Test: Multiple Choice, matching, fill in the blank, true/false, open-ended

Interdisciplinary Connections

1. Introduce vocabulary used in this unit – Language Arts
2. Guided reading – read a letter from a government leader; identify the purpose of the letter - Language Arts

Accommodations and Modifications

1. Create flash cards for vocabulary used in this unit
2. Provide a word bank for unit vocabulary
3. Provide guided notes on this unit
4. Provide a study guide for this unit
5. Shorten or modify text

Extensions

1. Evaluate and respond to the impact that anti-war movements and agencies that promote peace have on international conflicts and on the world in general (poster, oral presentation, etc.)

Core Content Standards

6.1.8.A.3.b 6.3.8.B.1 (Active Citizenship)
 Social Studies Skills (Chronological, Spatial and Critical Thinking,
 Presentational Skills)

Teacher Resources

1. America Will Be, Houghton Mifflin, 1997 p. 584 (Only Congress)
2. America Will Be, Houghton Mifflin, 1997 pp. 565-569 (Cold War and Vietnam)
3. America Will Be, Houghton Mifflin, 1997 pp. 556-559 (World War II and Results)
4. <http://publications.socialstudies.org/yl/1003/100304.html> (Peace clubs and international activities) Scroll down to bottom of article
5. http://edsitement.neh.gov/view_lesson_plan.asp?id=224 (World War II and War on Terror Lesson)

Economic Skills	2nd Grade	3rd Grade	4th Grade	5th Grade
Understand the difference between wants and needs	I	R	R	M
Explain how scarcity and choice influence decisions made by individuals, communities and nations	-	-	I	R
Understand the role of producers and consumers	-	I	R	M
Understand how supply and demand influences price and output of product	-	I	R	M
Role and relationship among households, business, laborers and governments within an economic system	-	-	-	I
Production, distribution and consumption of goods	-	I	R	M
Role of money, savings, debt and investment in individuals' lives	I	R	R	M
The importance of setting long-term goals when making financial decisions within a community/nation	-	I	R	M
Compare and contrast how access to and the use of resources affects people across the world differently	-	I	R	R
Illustrate how production, distribution and consumption of goods and services affect global markets	-	-	I	R
Understand importance of saving	I	R	M	-
Understand how someone earns an income	I	R	M	-
The importance of setting long-term goals when making financial decisions within a family (Earn, Spend, Save)	I	R	R	M
Apply opportunity cost to determine why we make decisions on purchases	I	R	R	M

I = Introduce

R = Review

M = Master

Map and Globe Skills	K	1st	2nd	3rd	4th	5th
A map is a drawing or other representative of all or part of the earth.	I	I	R	R	M	M
On maps and globes, symbols are used to stand for real things.	-	-	I	I/R	M	M
The earth is a huge sphere. We live on it. It is our home.	I	R	M	M	M	M
A globe is a small model of the earth and is the most accurate representation of the earth.	I	R	M	M	M	M
Half of the earth is called a hemisphere.	-	-	I	R	R	M
The earth is divided into hemispheres: the Eastern, Western, Northern and Southern.	-	-	-	I	R	M
The equator separates the Northern and Southern Hemispheres.	-	-	I	R	M	M
The Prime Meridian separates the Eastern and Western Hemispheres. That imaginary line runs through Greenwich, England which is a suburb of London.	-	-	-	-	I	R/M
Any part of a globe can be shown on a map.	-	I	R	M	M	M
Large bodies of land are called continents.	I	I	I/R	R	M	M
Large bodies of water are called oceans.	I	I	R	R	M	M
A legend or key on a map tells the meaning of colors and symbols used on the map.	-	-	I	R	M	M
Directions on a map are determined by the poles: to go north means to go in the direction of the north pole; to go south means to go in the direction of the south pole.	-	I	I	R	M	M
North may be shown any place on a map; north is not always the top of a map.	-	-	-	-	I	R
The North Pole is the farthest point north on a map and the South Pole is the farthest point south on a map.	-	I	I	R	M	M
The scale on a map or globe makes it possible to determine distances between places.	-	-	-	-	I	R
Maps are drawn to different scales; scale ensures that all objects are made smaller in the same amount.	-	-	-	-	I	R
Maps and globes use legends or keys to tell the meaning of the symbols used on the map.	-	-	I	R	M	M
The cardinal direction of north, south, east and west; intermediate directions are northeast, northwest, southeast and southwest.	-	-	I	R	M	M
All places on Earth can be located on maps and globes. Different maps provide different information about Earth.	-	-	-	-	I	R
Longitude is used to determine the time of day at places around the world. The earth is divided into 24 time zones.	-	-	-	-	I	R
Night and day are the result of the rotation of the earth.	-	-	-	I	R	R
The Arctic and Antarctic Circles are imaginary lines that define the polar regions.	-	-	-	-	I	R
The latitude and longitude of any place determine its exact location on a globe or map.	-	-	-	-	I	R
All flat maps contain some distortion because they represent a round object on a flat surface. This is a map's projection.	-	-	-	-	I	R
Different map projections provide different perspectives on the sizes and shapes of areas shown (Mercator, Fuller, Sinusoidal Equal Area, etc.)	-	-	-	-	I	R
A landform is a shape or feature of the earth's surface.	-	-	I	R	R	M

I – Introduced, R – Review, M – Master

Note: Map Skills will be infused into the curriculum beginning with Grade 3 and not taught as standalone units.