Belvidere Cluster Wide
Social Studies Curriculum
5th Grade
Updated, November, 2018

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

– English Language Arts
– Mathematics
– Science/ Next Generation
– Technology
– Visual and Performing Arts

Technology Standards and Integration
iPads/Chromebooks
Online resources
Interactive SmartBoard activities

NJSLA Technology
8.1.2.A.2
Create a document using a word processing application.
8.1.2.A.4
Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.B.1
Create a story about a picture taken by the student on a digital camera or mobile device.
8.1.P.C.1
Collaborate with peers by participating in interactive digital games or activities.
8.1.2.E.1
Use digital tools and online resources to explore a problem or issue.

CAREER EDUCATION
(NJDOE CTE Clusters)

– Education & Training
– Finance
– Information Technology
– Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

– Global Awareness
– Financial, Economic, Business and Entrepreneurial Literacy
– Civic Literacy
– Health Literacy
– Environmental Literacy
– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration
– Information Literacy
– Media Literacy
– ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Teacher initiated weekly assignment sheet
– Use open book, study guides, test prototypes
– Cubing activities
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

ELL
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
– allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to correct errors (looking for understanding)
– Allowing the use of note cards or open-book during testing
– Decreasing the amount of work presented or required
– Having peers take notes or providing a copy of the teacher's notes
– Modifying tests to reflect selected objectives
– Providing study guides

– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Explain/clarify key vocabulary terms

At Risk
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to select from given choices .
– Allowing the use of note cards or open-book during testing
– Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
– decreasing the amount of work presented or required .
– Having peers take notes or providing a copy of the teacher's notes
– Marking students' correct and acceptable work, not the mistakes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Using authentic assessments with real-life problem-solving
– Using true/false, matching, or fill in the blank tests in lieu of essay tests
– using videos, illustrations, pictures, and drawings to explain or clarify
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Gifted and Talented
– Alternative formative and summative assessments
– Choice boards
– Games and tournaments
– Group investigations
– Independent research and projects Interest groups for real world application
– Learning contracts
– Leveled rubrics
– Multiple intelligence options
– Personal agendas
– Project-based learning
– Problem-based learning
– Stations/centers
– Think-Tac-Toes
– Tiered activities/assignments
– Tiered products

504
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding

- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
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- Student working with an assigned partner
- Seacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Fifth Grade
Unit #1 Three Worlds Meet - Pre-Revolution New Nation
Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **1st Marking Period**
Length: **50 days**
Status: **Published**

Enduring Understanding

European exploration expanded global economic and cultural exchange into the Western Hemisphere affecting the lives of both Native American and European people.

Essential Questions

1. What factors lead to the Age of Exploration?
2. How did the Age of Exploration and Colonization impact the groups coming into contact with each other?

NJ Student Learning Standards
SOC.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European,and Native American groups.
SOC.6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
SOC.6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political

	systems of Native American groups.
SOC.6.1.8.D.1.c	Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
SOC.6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
SOC.6.3.8	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

Instructional Activities

1. Interactive Map Activities: The Age of Discovery; Examine the many routes taken by the early explorers
2. Old World / New World: The Columbian Exchange; Analyze the impacts cultures have on each other and themselves when encountering new civilizations
3. Trade Routes: Research the economic, political, and cultural significance of the first global economy
4. The Triangle Trade: Research, report and analyze the impact new sources of income had on various groups in Europe, Africa, and New World

Interdisciplinary Connections

1. Language Arts: Research and report on the reasons for the Age of Exploration
2. Art: Maps of the Explorers; examine the artwork and accuracy of the maps used by the first explorers
3. Technology: Research and analyze the technological advancements required to explore the world

Assessments:

Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader's Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic,lesson or concept that was taught.

Choral Response: In response t o a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
http://www.graphic.org/concept.html

Benchmark:
ELA Research based benchmark

Summative:
End-of-marking period Assessment/ Performance Task
Unit Test
Culminating Learning Project
End-of-year Assessment

Alternative:
Portfolio
Role play
Conferences
Concept Map
Learning Centers
Demonstration station

Texts and Resources
World: Adventures in Time and Place, McGraw Hill
World History: Ancient Civilizations, Holt

Unit #2 The American Revolution

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **2nd marking period**
Length: **50 days**
Status: **Published**

Enduring Understanding

Disputes over authority and economic issues contributed to a movement for independence.

Essential Questions

1. What do people believe is worth fighting for?
2. What principles of government are expressed in the Declaration of Independence?

NJ Student Learning Standards

SOC.6.2.8.D.4.a	Explain why the Declaration of Independence was written and how its key principles evolved to become
SOC.6.1.8.D.3.b	unifying ideas of American democracy.
SOC.6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
SOC.6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
SOC.6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

Instructional Activities

After the Proclamation of 1763, Daniel Boone defied the British and continued to settle west. Have students research Daniel Boone and what he had to do to survive. How does this event relate to the relationship the colonies were having with Great Britain at the time?
On the board, draw a chart with three columns entitled: "Act" "Purpose" "Effect." Call on volunteers to complete different acts the British imposed on the colonists.
Ask students to list five reasons the colonists were angry with the British. With their lists, have the students create protest songs against the British treatment.
Pretend the students are movie directors. Have students create dramatic scenes for the Boston Massacre and perform them for the class.
Have students review the taxes the British imposed on the Thirteen colonies in the 1760s and 1770s. Then, have each student create a Taxation Timeline showing the British tax acts. Students should illustrate their timelines

with drawings of their own or cut outs from books and magazines.

Students will assume the role of a reporter for *The Lexington Review.* Write a short account of the events of the Battle of Lexington and Concord, starting with "Paul Revere's Midnight Ride."

Pair students and have each read, analyze, and share account of Battle of Lexington told from a different historical figure's perspective. View clip of movie, April Morning. Research Battle of Lexington. Report on accuracy of events portrayed in movie.

Based on results of pre-assessment, students are leveled in groups (green, red, blue). Each group has an activity menu and will select two activities. Research topics in order to complete activities and share with group. (Rubric based Projects.)

Organize the students into three groups. Students in each group can play the role of reporters interviewing delegates from the Continental Congress on one of the following topics: how and why the Declaration of Independence was written; the origin and meaning of "natural rights" and how this concept is applied in the Declaration; the contents of the Declaration of Independence

Review the historical setting and influential figures surrounding the writing of the Declaration. Examine parts of the document.

Students will then analyze the contract of an indentured servant, and will fill out a capture sheet describing the motives for someone to become an indentured servant, its benefits, and disadvantages.

Write a journal entry as someone who was affected by the invention of the cotton gin. In their entry, they should explain who they are (some possible choices are plantation owners, slaves, or Eli Whitney) and how the cotton gin changed their life.
- What was something good that happened because of the cotton gin?
- Who was it good for? Was it good for anyone else?
- What was something bad that happened because of the cotton gin?
- Who was it bad for? Was it bad for anyone else?

Describe life in the Continental Army during the winter encampments at Morristown. Students will take on the persona of a soldier and write about what they see, how they feel about fighting, and what they think will happen if the colonies win the war

Taxation lesson- Appoint King, parliament member and tax collector. Generate/chart list of items to be taxed in the classroom and how much tax should be imposed for each item. Use tickets/ chips as tax money. Students pay tax if they have item/s in their possession. Tax collector collects taxes, supervised by King and parliament. There can be a tax imposed for those not being quiet during the lesson as well. Calculate: tax collector gets 10%, Parliament gets 40%, and King gets 50% of taxes collected. In journal, describe how taxation without representation made you feel. Are you angry that the King and Parliament receive so much of the tax? Respond and share.

Interdisciplinary Connections

NJSLS.ELA-Literacy.W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

NJSLS.ELA-Literacy.W.5.8
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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

NJSLS.ELA-Literacy.W.5.9.a
Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

NJSLS.ELA-Literacy.W.5.9.b
Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and

evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").

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

NJSLS.ELA-Literacy.W.5.2.a
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

NJSLS.ELA-Literacy.W.5.2.b
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

NJSLS.ELA-Literacy.W.5.2.c
Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

NJSLS.ELA-Literacy.W.5.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

NJSLS.ELA-Literacy.W.5.2.e
Provide a concluding statement or section related to the information or explanation presented.

NJSLS.MATH.CONTENT.5.NBT.B.7
Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Assessments:

Formative Assessment:

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Reader's Theater:

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Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

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Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
http://www.graphic.org/concept.html

Reflection Journals:

Students should take on the role of a textbook editor and write a section about the background influences on the Declaration. They will write short paragraphs, explaining the key sections of the Declaration along with its "predecessor," and will include information about who wrote the document and its impact on the Declaration. They will include a chart, similar to the one used in this activity.

The Declaration of Independence states that the purpose of government is to secure and protect the natural born rights of citizens: the rights to life, liberty, and the pursuit of happiness. Write a three-paragraph essay that answers these questions: • What did Thomas Jefferson mean by the rights to life, liberty, and the pursuit of happiness? • How does our government protect our rights to life, liberty, and the pursuit of happiness? What actions can our government take to better protect these rights or to assure that all U.S. citizens have these rights?

Benchmark:
ELA Research based benchmark

Summative:
End-of-marking period Assessment/ Performance Task
Culminating Learning Project
End-of-year Assessment
Pre-and Post Assessment: Integrated Unit American Revolution
(http://digitalcommons.pace.edu/cgi/viewcontent.cgi?article=1003&context=elem_soc), Project Based Rubrics

Alternative:
Portfolio
Role play
Conferences
Concept Map
Demonstration station
Produce a newspaper about the Intolerable Acts.
Trace and map the route of *Paul Revere's Ride* and compose a persuasive paragraph evaluation if a courier on horseback was an effective means of transportation during Paul Revere's Ride? Was it successful?

Journal response to *Paul Revere's Ride.*
Students will take on the role of a colonial newspaper editor, preparing an editorial for July 5th, the day after the contents of the Declaration have become public. They will write a pro-independence or anti-independence editorial, depending on the viewpoint of their newspaper, explaining the main ideas of the Declaration, its ideological antecedents, and their approval/disapproval.

Texts and Resources

One if By Land, Two if By Sea Lesson Plan on "Paul Revere's Ride." - http://nationalgeographic.org/archive/xpeditions/lessons/17/g35/landsea.html
The Paul Revere House (Resources for "Paul Revere's Ride") -https://www.paulreverehouse.org/ride/
Different Perspectives on the Battle of Lexington - http://www.cyberbee.com/viewpoints/eyewitness.html
Shot Heard Round the World is on the video Schoolhouse Rock: America Rock (Scholastic Rock, 1995)
Ben Frankin -http://www.history.com/topics/american-revolution/benjamin-franklin
Social Studies Alive Chapter 6
Hands on History: Colonial America *(Scholastic)*
Differentiated Learning Activity on the Dec. of Independence
http://www.loc.gov/teachers/tps/quarterly/differentiated_instruction/activity.html
Assessment on Dec. of Independence (What principles of government are expressed in the Declaration of Independence?) - http://clic.cengage.com/uploads/d0095a4105657ebce022ea66e4d106a9_2_4747.pdf
Lesson Plan on Indentured Servant - http://unveilinghistory.org/blog/lessons/indentured-servitude/
Chains and *Forge* - novels by Laurie Halse Anderson (Describes the African Americans role in the American Revolution)
Time Enough for Drums by Ann Rinaldi
World: Adventures in Time and Place, McGraw Hill
World History: Ancient Civilizations, Holt
http://www.britishmuseum.org/search_results.aspx?searchText=renaissance&q=renaissance
https://app.discoveryeducation.com/learn/search?q=renaissance
http://www.history.com/topics/renaissance-art
http://worldhistory.mrdonn.org/renaissance.html
http://www.teachersfirst.com/lessons/art-ren/
http://www.pbs.org/empires/martinluther/class_lesson1.html

Unit # 3 American Expansion

Content Area: **Social Studies**
Course(s):   **Social Studies**
Time Period: **3rd Marking Period**
Length: **50 days**
Status: **Published**

Enduring Understanding

Westward movement, industrial growth, increased immigration, slavery, and development of transportation systems increased regional tensions.

Essential Questions

1. How did the concept of Manifest Destiny influence the growth of the United States after the Revolutionary War?
2. What impact did the westward movement have politically, socially, and economically on different regions of the United States?
3. How did slavery evolve from the Revolution to the beginning of the Civil War?

NJ Student Learning Standards

SOC.6.1.8.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
SOC.6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
SOC.6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
SOC.6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
SOC.6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
SOC.6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
SOC.6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
SOC.6.3.8	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

Instructional Activities

1. Interactive map activities: Trace the growth of the United States from the end of the Revolution to the beginning of the Civil War
2. Timeline activities: Track the events of westward expansion, industrialization and the resulting conflicts
3. The Amistad: Research the events and the outcome and the impact 4. The Lewis and Clark Expedition

Interdisciplinary Connections

Science / Technology: Research the scientific and technological advancements related to the Corps of Discovery

Language Arts: Research an appropriate book on slavery during the pre-Civil War era
Assessment

Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

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Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period Assessment/ Performance Task
Unit Test
Culminating Learning Project
End-of-year Assessment

Alternative:

Portfolio
Living History Museum
Conferences
Concept Map
Learning Centers
Demonstration station

Texts and Resources

United States History, Beginnings to 1877, Holt American Civics, Holt
http://www.history.com/topics/westward-expansion
https://app.discoveryeducation.com/learn/search?q=westward%20expansion
https://www.archives.gov/education/lessons/amistad/ http://www.history.com/topics/amistad-case
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrialrevolution/
pdf/teacher_guide.pdf http://www.history.com/topics/industrial-revolution

Unit #4 The Civil War

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **4th Marking Period**
Length: **50 days**
Status: **Published**

Enduring Understanding

The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.

Essential Questions

1. What factors lead to the Civil War?
2. How did the regional differences between the North and South impact the course and outcome of the Civil War?
3. What was the impact of the Civil War on the nation?

NJ Student Learning Standards

SOC.6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
SOC.6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
SOC.6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
SOC.6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SOC.6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
SOC.6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership and technology) that affected the course and outcome of the Civil War.
SOC.6.3.8	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Instructional Activities

Interactive map activities: The Civil War; examine the chronology of the Civil War through the geography of the nation

Technology of the Civil War: Examine the nation through advancements in technology and their impact on economic, social and political conditions in both the North and South

Civil War Report: Research and report on a topic of the Civil War

The Gettysburg Address - Less is More: Examine the powerful and lasting impression the address has

Interdisciplinary Connections

Language Arts: Research and report on the causes of the Civil War.
Language Arts: Select an appropriate book to coordinate.
Music: Explore the history of modern music to its roots in the south.

Assessment

Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

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http://exchange.smarttech.com/search.html?q=%20Cause%20of%20Civil%20War
http://www.civilwar.org/battlefields/gettysburg.html