

Hanover Township Public Schools

Social Studies Curriculum

Grade 5

Hanover Township Public Schools

Social Studies Curriculum

A curriculum plan is one phase of the curriculum process. Based on the specific expectations for student achievement delineated in the NJSLs, groups of teachers develop a basic framework (curriculum plan) that guides the instructional lesson plans that each teacher makes for classroom instruction. These lesson plans contain detailed information about each segment of instruction for students. As a follow-up, teachers submit a curriculum map (Curriculum Communication), which records what actually was presented to students during a specific length of time. Student achievement is assessed through a variety of experiences and measures, including standardized tests, locally developed assessments, projects, presentations, programs, displays and portfolios of student work.

Inherent in the instructional program in Hanover Township is the incorporation of several instructional strategies and practices that expand the presentation of curriculum to students. Through the **integration of technology**, the practice of **differentiated instruction** and the development of **interdisciplinary projects and experiences**, the students in the Hanover Township Schools experience an enriched and meaningful instructional program. Details about the specifics of such experiences would be part of the lesson planning that supports the curriculum plan for each of the NJSLs.

The curriculum plan is one of the initial stages of the learning cycle. It provides a common starting point for teachers to develop appropriate instructional activities for their classes.

Hanover Township Public Schools

The Social Studies Curriculum Plan is supported by the following textbook and technology based instructional programs:

Grades K-8

- K Networks Social Studies Living, Learning, and Working Together, McGraw Hill
- 1 Networks Social Studies Our Community and Beyond, McGraw Hill
- 2 Networks Who We Are As Americans, McGraw Hill
- 3 Social Studies Our Communities, Houghton Mifflin Harcourt
- 4 Social Studies New Jersey, Houghton Mifflin Harcourt
- 5 Social Studies The United States, Houghton Mifflin Harcourt
- 3-8 Channel One News Subscription, Houghton Mifflin Harcourt
- Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 6

World History Ancient Civilizations through the Renaissance,
Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 7

World Geography, Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 8

United States History, Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

In addition, numerous trade books, novels, publications, presenters, media resources (i.e. United Streaming) and field trips enrich the social studies learning experience for students.

Hanover Township Public Schools
Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 1: The Land and Early People

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLs)/ (CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>How are the 50 states alike and how are they different? How does the nation's geography differ as you travel across the 50 states? What are some of the different bodies of water in the US? How do climate and vegetation differ across the US? How do people adapt to and change the environment?</p>	<p>6.1.4.B.1 6.1.4.B.2 6.1.4.B.3 6.1.4.B.4 6.1.4.B.5 6.1.4.B.6 6.1.4.B.7 6.1.4.B.8 6.1.4.B.9 6.1.4.B.10</p>	<p>* Use latitude and longitude to determine exact locations * Identify and describe the landform regions of the US * Identify and locate major bodies of water in the US * Identify the factors that affect climate and vegetation * Describe ways that people use the land and affect the environment</p>	<p>*Informal: lesson review pages *Vocabulary flashcards *Quizzes and tests *Cause and effect graphic organizer for various topics</p>	<p>*Graphic organizers *Cut and paste activities *Note taking *Posters *Skits *Online activities *Newspaper and Timeline activity *Journal entry writing *Letter writing *Unit Review</p>	<p>2 weeks</p>

Hanover Township Public Schools
Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 1: The Land and Early People

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	ELA: Read alouds: illustrate vocabulary, people posters, create a trivia game Arts: posters, flipbooks, create maps with keys Science: learn about navigation tools Math: word problems connected to content area Music: CD
Integration of Technology:	www.harcourtschool.com/ss1 e-planner to aid in scheduling lessons multi-media biography www. scholastic.com Time For Kids www.state.nj.us/education/aps/cccs/ss/resources.htm Channel One www.brainpop.com interactive atlas and intermediate atlas interactive timeline audio text multimedia biography CD interactive e-book
Differentiated Instruction:	Assessment options English Language learning choices Leveled practice: Basic, Proficient, Advanced Special Needs learning choices Content review

Hanover Township Public Schools
Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 1: The Land and Early People

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
How does the geography of the US compare with that of other countries?	How does geography affect the economy, progress, and success of a region?	What role does the United States government play in the environment of a region?	N/A

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Create a map of one region of the US. Include map keys and colors.	How can one describe the relative location of each of the five regions of the US?	Group work, oral presentations, and Google Docs activities, Google Classroom	Scholastic News Time for Kids National Geographic for Kids Newspaper Channel One
Media Literacy Use library resources to conduct research & reinforce skills Related videos and DVDs Harcourt Online Adventures: games, virtual field trips, interactive biographies, etc.	ICT Literacy Apply provided websites above for further research	Life and Career Skills Read a timeline Use and elevation map Solve a problem/critical thinking skills Compare primary and secondary sources	

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

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Hanover Township Public Schools
Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 2: Exploration and Settlement

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>Why did Europeans begin to explore different areas of the world?</p> <p>What explorers led key expeditions and what routes did they follow?</p> <p>How did new settlers and colonists impact Native American groups?</p> <p>Why did different people come to the English colonies and where did they settle?</p>	<p>6.1.8.A.1.a</p> <p>6.1.8.C.1.a</p> <p>6.1.8.C.1.b</p> <p>6.1.8.D.1.b</p> <p>6.1.8.D.1.c</p> <p>6.1.8.A.2.a</p> <p>6.1.8.A.2.b</p> <p>6.1.8.A.2.c</p> <p>6.1.8.B.2.a</p> <p>6.1.8.B.2.b</p> <p>6.1.8.C.2.a</p> <p>6.1.8.C.2.b</p> <p>6.1.8.C.2.c</p> <p>6.1.8.D.2.a</p> <p>6.1.8.D.2.b</p>	<p>*Understand how some Native American groups lived before the arrival of Europeans.</p> <p>* Identify the main ideas of expository texts to identify details that support those main ideas.</p> <p>*Understand the goals and accomplishments of Christopher Columbus and the hardships he and his crew faced on their 1492 expedition.</p> <p>* Analyze primary sources for their points of view and historical information.</p> <p>*Analyze historical people, places, events, and ideas in graphic formats.</p> <p>*Organize information in a checklist.</p> <p>*Explain the reasons for European exploration.</p> <p>*Explain the technology</p>	<p>*Informal: lesson review pages</p> <p>*Vocabulary flashcards</p> <p>*Quizzes and tests</p> <p>*Unit 2 writing activity- Compare and contrast the environments of two Native American groups/ Describe their villages, shelters, food, clothing, and tools</p> <p>*Unit 2 project- write and illustrate a book about Native American groups discussed in the unit</p> <p>*Cause and effect graphic organizer for various topics</p>	<p>*Graphic organizers</p> <p>*Cut and paste activities</p> <p>*Note taking</p> <p>*Posters</p> <p>*Skits</p> <p>*Online activities</p> <p>*Newspaper and Timeline activity</p> <p>*Journal entry writing</p> <p>*Letter writing</p> <p>*Unit Review</p>	<p>12-15 weeks</p>

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Grade: 5th

Unit of Study: Unit 2: Exploration and Settlement

		<p>that made ocean exploration possible.</p> <ul style="list-style-type: none">*Analyze the technological innovations that made sea exploration possible.*Describe the aims, obstacles, and accomplishments of early explorers.*Trace the routes of the explorers and identify the areas they claimed.*Compare and contrast modern points of view about historical events and people.*Analyze the effects of European colonization on Native Americans.*Describe the aims, obstacles and accomplishments of Spanish explorers.*Trace the routes of Spanish explorers and identify their claims.*Understand the accomplishments of and enslaved African explorer.*Interpret and use information given on an elevation map.*Trace on maps the			
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Unit of Study: Unit 2: Exploration and Settlement

		<p>routes of a major explorer of the US.</p> <ul style="list-style-type: none">*Describe the aims, obstacles, and accomplishments of European explorers.*Trace the routes of explorers and identify the areas they claimed.*Use prior knowledge and questioning to anticipate and to read purposefully.*Organize information in a chart.*Locate the lands in North America claimed by Spain.* Describe relations between Spanish settler and Native Americans.* Study relations between Spanish colonists and Native Americans.*Learn how the VA colony was settled.* Describe the relations between English settlers and Native Americans.*Understand the cooperation and conflict that existed between Powhatan settlers in Jamestown.			
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		<ul style="list-style-type: none">*Learn how people lived in the Plymouth Colony.*Describe the cooperation and conflict between settlers and Native Americans.*Explain how English settlers developed ways to govern themselves.* Understand and apply the steps in the problem solving process.* Analyze a problem the pilgrims faced in their new land.* Describe how European nations struggled for control of North America.*Describe the relations between French and Dutch settlers and Native Americans.*Understand how geography affected the life and economy in New England, Middle Colonies and Southern Colonies.			
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Grade: 5th

Unit of Study: Unit 2: Exploration and Settlement

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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Integration of Technology:	www.harcourtschool.com/ss1 e-planner to aid in scheduling lessons multi-media biography www. scholastic.com Time For Kids www.state.nj.us/education/aps/cccs/ss/resources.htm Channel One www.brainpop.com interactive atlas and intermediate atlas interactive timeline audio text multimedia biography CD interactive e-book
Differentiated Instruction:	Assessment options English Language learning choices Leveled practice: Basic, Proficient, Advanced Special Needs learning choices Content review

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Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 2: Exploration and Settlement

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
How did European exploration lead to settlement in the English colonies?	How did trade affect the economy, progress, and success of the colonies?	How did colonial government influence United States government?	N/A

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Publish a newspaper: put together a newspaper that tells information about a specific colony.	Why might the arrival of the colonists in North America have been seen differently by the Native Americans than by Europeans?	Group work, oral presentations, and Google Docs activities, Google Classroom	Scholastic News Time for Kids National Geographic for Kids Newspaper Channel One
Media Literacy Use library resources to conduct research & reinforce skills Related videos and DVDs Harcourt Online Adventures: games, virtual field trips, interactive biographies, etc.	ICT Literacy Apply provided websites above for further research	Life and Career Skills Read a timeline Use and elevation map Solve a problem/critical thinking skills Compare primary and secondary sources	

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 3: The American Revolution

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>What disagreements led to the American Revolution?</p> <p>Which people and groups impacted the American Revolution?</p> <p>What were the major events and battles of the American Revolution?</p> <p>How did the American Revolution affect United States history?</p>	<p>6.1.8.A.3.a</p> <p>6.1.8.B.3.a</p> <p>6.1.8.B.3.c</p> <p>6.1.8.B.3.d</p> <p>6.1.8.C.3.a</p> <p>6.1.8.D.3.a</p> <p>6.1.8.D.3.b</p> <p>6.1.8.D.3.c</p> <p>6.1.8.D.3.d</p> <p>6.1.8.D.3.f</p>	<p>*Understand the reasons why the 13 colonies began to unite before the Revolutionary War.</p> <p>*Interpret the cause-and-effect relationships in historical events.</p> <p>* Understand the significance of the battles of Lexington and Concord and Paul Revere’s role in those events.</p> <p>*Distinguish fact from fiction in a historical poem.</p> <p>*Describe how the French and Indian War changed relations between the Colonists and Britain.</p> <p>*Collect, analyze, and compare information given on historical</p>	<p>*Informal: lesson review pages</p> <p>*Vocabulary flashcards</p> <p>*Quizzes and tests</p> <p>*Unit 3 writing activity- Write and advertisement to persuade settlers to come to a new colony in North America/support your position with evidence</p> <p>Unit 3 Project- Build a museum exhibit about the exploration and early colonization of North America</p> <p>*Cause and effect graphic organizer for various topics</p>	<p>*Graphic organizers</p> <p>*Cut and paste activities</p> <p>*Note taking</p> <p>*Online activities</p> <p>*Timeline activity</p> <p>*Journal entry writing</p> <p>*Letter writing</p> <p>*Posters</p> <p>*Group skits and role plays</p> <p>*Unit Review</p>	<p>10 weeks</p>

Hanover Township Public Schools
Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 3: The American Revolution

		<p>maps.</p> <ul style="list-style-type: none">*Explain why the colonists were angered by Britain's new colonial tax laws.*Examine the life of Patrick Henry and his views and impact during the American Revolution.*Explain why the colonists refused to accept the new laws passed by Parliament.*Organize information about the Revolutionary War using a graphic organizer.*Describe how the American Revolution affected people's lives.*Identify the early battles, campaigns and turning points of the Revolution.*Understand the hardships of daily life for Revolutionary War soldiers.*Describe how the			
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 3: The American Revolution

		Americans won the Revolutionary War. *Understand how the American Revolution affected life in the US.			
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 3: The American Revolution

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	ELA: Read alouds: illustrate vocabulary, posters, create a trivia game; summary graphic organizer Music: listen to songs about various Patriots during the American Revolution Arts: create a stamp protesting the English taxes Science: research how fireworks work on the Fourth of July/chemical changes Math: graphing population changes of the colonies
Integration of Technology:	www.harcourtschool.com/ss1 e-planner to aid in scheduling lessons multi-media biography CD www. scholastic.com www.brainpop.com Time For Kids www.state.nj.us/education/aps/cccs/ss/resources.htm Channel One Interactive atlas and intermediate atlas Audio text Interactive e-book Interactive timeline
Differentiated Instruction:	Assessment options English Language learning choices Leveled practice: Basic, Proficient, Advanced Special Needs learning choices Content review

Hanover Township Public Schools
Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 3: The American Revolution
21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
How did European countries aid the Patriots in the American Revolution?	How did English taxes affect colonial life?	Become familiar with biographies of Patriots and Loyalists	N/A

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Research to create a Coat of Arms depicting significant information about a Revolutionary War figure.	How would life be different if the Patriots had not won the American Revolution?	Group work, oral presentations, Google Classroom, and Google Docs activities	Scholastic News Time for Kids National Geographic for Kids Channel One
Media Literacy Use library resources to conduct research & reinforce skills Related videos and DVDs Harcourt Online Adventures: games, virtual field trips, interactive biographies, etc.	ICT Literacy Apply provided websites above for further research	Life and Career Skills Read a population map Resolve conflict Skim and scan Solve a problem/critical thinking skills	

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 4: A Growing Nation

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>What were some of the major problems faced by the writers of the Constitution? How does the Constitution secure our liberty? How did western settlement affect Native Americans? What kind of changes did the United States face in the early 1800's?</p>	<p>6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.C.3.b 6.1.8.C.3.c 6.1.8.D.3.e 6.1.8.D.3.g</p>	<p>*Organize information on a chart. *Describe how the Constitution set up the government of the United States. *Analyze primary sources to understand points of view. * Explain the purpose of the constitution. *Compare the powers and functions of the three branches of government. *Explain the key rights guaranteed in the bill of rights. *Describe the development of the United States government. *Compare the powers granted to citizens, the federal government and the</p>	<p>*Informal: lesson review pages *Vocabulary flashcards *Quizzes and tests *Unit 4 writing activity- Write a summary to describe the causes and effects of the American Revolution *Unit 4 project- create a colonial newspaper that tells about the Revolutionary War (events, how colonists won their freedom, decide which people and places to include)</p>	<p>*Completion of foldables; graphic organizers; posters *Cut and paste activities *Note taking *Social studies interactive notebook *Online activities *Timeline activity *Journal entry writing *Skit activities and role plays *Unit Review</p>	<p>10 weeks</p>

Hanover Township Public Schools
Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 4: A Growing Nation

		<p>states.</p> <ul style="list-style-type: none">*Understand how to skim & scan to learn main ideas.*Organize information on a chart.*Describe how the Louisiana Purchase helped the United States grow.*Examine the role Sacagawea played in the Lewis & Clark expedition.* Describe the events of the war of 1812.*Explain the Indian Removal Act and the Trail of Tears.*Explain how Texas became a state.*Tell how the US grew in the 1830s & 1840s*Describe how new inventions changed life in the US.			
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Hanover Township Public Schools
Social Studies Curriculum
Grade: 5th
Unit of Study: Unit 4: A Growing Nation

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	<p>ELA: Read alouds: illustrate vocabulary, people posters, create a trivia game</p> <p>Science: Use online resources to research the Industrial Revolution accomplishments including the cotton gin and interchangeable parts</p> <p>Math: create a line graph to show change in economy as a result of the Industrial Revolution</p> <p>Arts: Create an advertisement to encourage states to ratify the Constitution and adopt the Bill of Rights</p>
Integration of Technology:	<p>www.harcourtschool.com/ss1</p> <p>e-planner to aid in scheduling lessons</p> <p>multi-media biography CD</p> <p>www. scholastic.com</p> <p>www.brainpop.com</p> <p>Channel One</p> <p>Interactive atlas and intermediate atlas</p> <p>Time For Kids</p> <p>www.state.nj.us/education/aps/cccs/ss/resources.htm</p> <p>Channel One</p> <p>Audio text</p> <p>Interactive e-book</p> <p>Interactive timeline</p>
Differentiated Instruction:	<p>Assessment options</p> <p>English Language learning choices</p> <p>Leveled practice: Basic, Proficient, Advanced</p> <p>Special Needs learning choices</p> <p>Content review</p>

Hanover Township Public Schools
Social Studies Curriculum

Grade: 5th

Unit of Study: Unit 4: A Growing Nation

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
What was the impact the international slave trade had on the U.S. economy?	How did the colonies resolve the issue of a unified monetary system?	Student council elections and the privilege of voting	Explore illnesses in post-Revolutionary War America.

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Conduct a mock Constitutional Convention	Why do you think the Bill of Rights is still important today?	Group work, oral presentations, Google Docs, and Google Classroom activities	Scholastic News Time for Kids National Geographic for Kids Newspaper Channel One
Media Literacy Use library resources to conduct research & reinforce skills Related videos and VDs Harcourt Online Adventures: games, virtual field trips, interactive biographies, etc.	ICT Literacy Apply provided websites above for further research	Life and Career Skills Timelines Drawing Conclusions Critical Thinking and Problem Solving Resolving Conflict Reading a Population Map Skim and Scan Points of View Understanding how your government works	

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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<ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response 	<ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions 	<ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for 		<ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions
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<ul style="list-style-type: none"> ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies ● 	<ul style="list-style-type: none"> ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies 	<p>understanding/reinforced instruction</p> <ul style="list-style-type: none"> ● Printed copies of class readings for application of Active Reading Strategies 		<ul style="list-style-type: none"> ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies
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K-5 Teaching Acceptance Suggested Interactive Read Aloud

Holocaust/Genocide, Amistad, Prejudice and Bullying

We remain committed to the teaching of the concepts of respect, tolerance, and acceptance.

Grade	Unit	<u>Interactive Read Aloud Texts</u> State of New Jersey Commission on Holocaust Education Amistad Commission Literacy Components for Primary Grades Teaching Tolerance Storybook List	Description
K	Acceptance, Always!	1. <u>Sneetches</u> by Dr. Seuss 2. <u>The Berenstain Bears: New Neighbors</u> by Stan and Jan Berenstain (Teaching Tolerance) 3. <u>A Pig is Moving In!</u> By Claudia Fries 4. <u>Hats Off to Hair!</u> by Virginia Kroll 5. <u>Lovable Lyle</u> by Bernard Wabe	This unit will focus on the importance to be accepting of others who are different from you. Students will discover ways that they can stand up against prejudice and bullying.
1	Acceptance, Always!	1. <u>The Colors of Us</u> by Karen Katz (Caring Makes a Difference and Teaching Tolerance) 2. <u>All Kinds of Children</u> by Norma Simon 3. <u>Whoever You Are</u> by Mem Fox 4. <u>The Crayon Box That Talked</u> by Shane DeRolf (Teaching Tolerance) 5. <u>Two Eyes, A Nose, and A Mouth</u> by Roberta Grobel intrater	This unit will focus on the importance to be accepting of others who are different from you. Students will discover ways that they can stand up against prejudice and bullying.
2	Acceptance, Always!	1. <u>The Patchwork Quilt</u> 2. <u>Jingle Dancer</u> by Cynthia Leitich Smith 3. <u>Nadia's Hands</u> by Karen English 4. <u>Virgie Goes to School with Us Boys</u> by Elizabeth Fitzgerald Howard	This unit will focus on the importance of accepting others who are different from you. Student will discover ways that they can stand up against prejudice and bullying.

		5. <u>The Ugly Duckling by Lorinda Bryan Cauley</u>	
3	From Friend to Upstander: Stand Up and Make a Difference!	<ol style="list-style-type: none"> 1. <u>Peace Begins with You</u> - Poem included in lesson plan 2. <u>The Long March</u> (Marie-Louise Fitzpatrick) 3. <u>Barefoot Escape on the Underground Railroad</u> (Pamela Duncan Edwards) 4. <u>The Bobbin Girl</u> (Emily Arnold McCully) 5. <u>The Unbreakable Code</u> (Sara Hoagland Hunter) 	This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others.
4	From Friend to Upstander: Stand Up and Make a Difference!	<ol style="list-style-type: none"> 1. <u>Don't Forget</u> (Patricia Latkin) 2. <u>Promise of a New Spring</u> (Gerda Weissmann Klein) 3. <u>Baseball Saved Us</u> (Ken Mochizuki) 4. <u>The Bracelet</u> (Yoshiko Uchida) 5. <u>Heroes</u> (Ken Mochizuki) 	This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others.
5	Perseverance/Overcoming Obstacles During the Holocaust	<u>Books go with lessons on Perseverance/ Overcoming Obstacles</u> <ol style="list-style-type: none"> 1. <u>A Picture Book of Anne Frank</u> 2. <u>Zlata's Diary (Zlata Filipović)</u> 3. <u>We Are Witnesses: Five Diaries Of Teenagers Who Died In The Holocaust</u> (Jacob Boaz) 4. <u>Malala's Magic Pencil</u> by Malala Yousafzai 5. <u>Refugee</u> by Alan Gratz 	The study of the Holocaust assists students in developing an understanding of the ramifications of prejudice, racism, and stereotyping in any society. It helps students develop and awareness of the value of pluralism and encourages tolerance of diversity in a pluralistic society. The Holocaust provides a context for exploring the dangers of remaining silent, apathetic, and indifferent in the face of other's oppression.