

## Winslow Township School District

### Grade 5 Social Studies

#### Unit 5- American Revolution and a New Nation

**Overview:** In this unit, students will learn about the Loyalists support for the British King and how Patriots wanted independence from Great Britain. Students will evaluate how and why Thomas Jefferson wrote the Declaration of Independence indicating why the colonists should no longer be under British rule. Students will research, explore, and discover knowledge, through demonstration of Language Arts Literacy skills, with some emphasis on writing.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><a href="#">Unit 5</a></p> <p><b>American Revolution and a New Nation</b></p>	<p><b>6.1.5.CivicsHR.1</b>  <b>6.1.5.CivicsHR.4</b>  <b>6.1.5.CivicsPI.8</b>  <b>6.1.5.CivicsPI.9</b>  <b>6.1.5.CivicsDP.3</b>  <b>6.1.5.EconET.2</b>  <b>6.1.5.EconEM.1</b>  <b>6.1.5.EconEM.3</b>  <b>6.1.5.EconGE.2</b>  <b>6.1.5.EconGE.3</b>  <b>6.1.5.HistoryCC.3</b>  <b>WIDA 1,5</b></p>	<ul style="list-style-type: none"> <li>• Compare and contrast the strategies that the British and the Americans used to win the war.</li> <li>• Identify the advantages and disadvantages of the Continental army in the American Revolution.</li> <li>• List the positive attributes George Washington exuded as a military leader.</li> <li>• Describe the importance of New Jersey during the American Revolution.</li> <li>• Explain how women influenced the outcome of the American Revolution.</li> <li>• Depict ways in which African Americans were involved in the American Revolution.</li> <li>• Evaluate the roles of Native Americans during the American Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Why did the colonists want to revolt against the British?</li> <li>• Why were most colonists unhappy with the British government?</li> <li>• How were these grievances handled before the fighting began?</li> <li>• What is a revolution?</li> <li>• What are the elements of a revolution?</li> <li>• How is a revolution different from other types of conflicts?</li> <li>• How did the colonists win when the cards were stacked against them?</li> <li>• Why some battles are considered pivotal?</li> <li>• Who were the most important leaders and thinkers?</li> </ul>
<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• The Revolutionary War was fought by people in the New World who wanted to rule themselves and start a country based on freedom, rights and responsibilities.</li> <li>• Colonists began to feel like they were being taken advantage of by the British. They felt that they were overtaxed and did not have a voice in British government.</li> <li>• Colonists made many attempts to communicate with the King of England, including sending representatives to England. There were times, when the colonists became violent in the colonies.</li> <li>• A revolution is a radical change in government by people or factions that exist in the country ruled by that government. The elements include a series of crises, economic trouble, a widening gap between the rich and poor and the intellectuals feel they have no voice.</li> </ul>	<ul style="list-style-type: none"> <li>• How did the colonies manage to stay united after the war?</li> <li>• Why the Constitution is called a living document?</li> <li>• Why do some historians say the American Revolution was the beginning of the Civil War?</li> </ul>	

**Winslow Township School District**  
**Grade 5 Social Studies**  
**Unit 5- American Revolution and a New Nation**

Curriculum Unit 5	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 5: American Revolution and a New Nation</b>	<b>6.1.5.CivicsHR.1</b>	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).	3	7
	<b>6.1.5.CivicsHR.4</b>	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.		
	<b>6.1.5.CivicsPI.8</b>	Describe how the United States Constitution defines and limits the power of government.		
	<b>6.1.5.CivicsPI.9</b>	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.		
	<b>6.1.5.CivicsDP.3</b>	Describe the role of religious freedom and participatory government in various North American colonies.		
	<b>6.1.5.EconET.2</b>	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.	2	
	<b>6.1.5.EconEM.1</b>	Explain why individuals and businesses specialize and trade.		
	<b>6.1.5.EconEM.3</b>	Describe how supply and demand influence price and output of products.		
	<b>6.1.5.EconGE.2</b>	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.	2	
	<b>6.1.5.EconGE.3</b>	Use economic data to explain how trade leads to increasing economic interdependence among nations.		
	<b>6.1.5.HistoryCC.3</b>	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.	1	
<b>Assessment, Re-teach and Extension</b>			1	

**Winslow Township School District**  
**Grade 5 Social Studies**  
**Unit 5- American Revolution and a New Nation**

<b>Unit 5 Grade 5</b>		
<b>Core Idea</b>	<b>Indicator #</b>	<b>Performance Expectations</b>
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	<b>6.1.5.CivicsHR.1</b>	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
Individuals have the right to be safe and not to be bullied or discriminated against.	<b>6.1.5.CivicsHR.4</b>	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	<b>6.1.5.CivicsPI.8</b>	Describe how the United States Constitution defines and limits the power of government.
	<b>6.1.5.CivicsPI.9</b>	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<b>6.1.5.CivicsDP.3</b>	Describe the role of religious freedom and participatory government in various North American colonies.
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	<b>6.1.5.EconET.2</b>	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	<b>6.1.5.EconEM.1</b>	Explain why individuals and businesses specialize and trade.
	<b>6.1.5.EconEM.3</b>	Describe how supply and demand influence price and output of products.
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<b>6.1.5.EconGE.2</b>	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
	<b>6.1.5.EconGE.3</b>	Use economic data to explain how trade leads to increasing economic interdependence among nations.
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.3</b>	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

**Winslow Township School District**  
**Grade 5 Social Studies**  
**Unit 5- American Revolution and a New Nation**

Unit 5 Grade 5	
Assessment Plan	
<ul style="list-style-type: none"> <li>• Complete workbook assessment that includes: multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions</li> <li>• Homework monitor and assess class work</li> <li>• Short constructed response</li> <li>• Exit tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between a class experience and the historical events in the colonies after the French and Indian War.</li> <li>• Identify and analyze illustrated metaphors that created tensions between the colonists and Britain.</li> <li>• Identify, summarize, and paraphrase events that led to the creation of the Declaration of Independence.</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• Social Studies Textbook</li> <li>• Use Reference: “Guided Reading Close Reading Annotation Symbols”</li> <li>• Graphic Organizers and outline notes</li> <li>• Journal Entries and writing prompts</li> <li>• Leveled Reading</li> <li>• Writing Centers</li> <li>• Maps online and in textbook</li> <li>• <a href="http://www.Readworks.org">www.Readworks.org</a></li> <li>• <a href="https://www.commonlit.org/">https://www.commonlit.org/</a></li> <li>• <a href="https://www.mrdonn.org/">https://www.mrdonn.org/</a></li> <li>• <b>Diversity, Equity &amp; Inclusion Educational Resources</b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> <li>• <b>NJ Climate Change Education Resources-</b> <a href="https://www.nj.gov/education/standards/climate/index.shtml/">https://www.nj.gov/education/standards/climate/index.shtml/</a></li> <li>• <b>New Jersey Holocaust Commission Resources Classroom</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify and summarize the positions of the Loyalists and Patriots.</li> <li>• Examine key phrases in the Declaration of Independence.</li> <li>• Research the use of newspapers, such as The Boston Gazette, to spread the news of issues that led to the Revolutionary War.</li> <li>• Prepare a debate and/or write letters to support and dispute arguments by Patriots and Loyalists for and against independence from Great Britain.</li> <li>• Research one of the men who signed the Declaration of Independence</li> </ul>

**Winslow Township School District**  
**Grade 5 Social Studies**  
**Unit 5- American Revolution and a New Nation**

<p>instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 <a href="http://www.nj.gov/education/holocaust/">www.nj.gov/education/holocaust/</a></p> <ul style="list-style-type: none"> <li>• <b>New Jersey Amistad Commission Resources- NJ Department of Education</b> - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: <a href="http://www.nj.gov/education/amistad">www.nj.gov/education/amistad</a></li> </ul>	
--	--

<b>Instructional Best Practices and Exemplars</b>
---

<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>
--	--

**Winslow Township School District**  
**Grade 5 Social Studies**  
**Unit 5- American Revolution and a New Nation**

**9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness**

**9.1.5.FP.5:** Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

**9.4.5.IML.4:** Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

**9.4.5.TL.3:** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

**9.4.5.TL.1:** Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

**9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District**  
**Grade 5 Social Studies**  
**Unit 5- American Revolution and a New Nation**  
**Modifications for Special Education/504**

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

**Winslow Township School District**  
**Grade 5 Social Studies**  
**Unit 5- American Revolution and a New Nation**

**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer



**Winslow Township School District**  
**Grade 5 Social Studies**  
**Unit 5- American Revolution and a New Nation**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 4-5 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in history studies in student’s home country</li> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Raise levels of intellectual demands</li> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>• Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>• <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>• <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>

**Winslow Township School District**  
**Grade 5 Social Studies**  
**Unit 5- American Revolution and a New Nation**

**Interdisciplinary Connections**

**Interdisciplinary Connections:**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**4.MD.1.**

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

**Integration of Computer Science and Design Thinking NJSLS 8**

**8.1.5.CS.1:** Model how computing devices connect to other components to form a system.

**8.1.5.NI.1:** Develop models that successfully transmit and receive information using both wired and wireless methods.

**8.2.5.ITH.1:** Explain how societal needs and wants influence the development and function of a product and a system.

**8.2.5.ITH.2:** Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

**8.2.5.ITH.3:** Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

**8.2.5.ITH.4:** Describe a technology/tool that has made the way people live easier or has led to a new business or career.

**8.2.5.EC.1:** Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.