

Quinton Township School District
Social Studies
Grade 5

Pacing Chart/Curriculum MAP

Key: **Technology** **Careers** **Interdisciplinary Studies**

Marking Period:	1	Unit Title:	The United States and Its People	Pacing:	20 days
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Unit Summary: In this unit, students will explore places, people, and ideas that tell about the United States.

Objectives:

Students will be able to identify the six ecosystems in the United States and identify the nation's five regions.
Students will be able to identify America's diverse population and explain why the United States is a democratic republic.
Students will be able to identify key elements of the American economy.
Students will be able to distinguish between and primary sources.
Students will be able to create interactive study guides to demonstrate mastery of ideas presented in the Getting Started Unit.

Essential Questions:

What do places, people, and ideas tell us about the United States?
What does our nation's geography tell us about the United States?
What do the nation's government and economy tell us about the United States?

Common Core State Standards/Learning Targets

6.1.8.B.1.b, 6.1.8.D.2.b, 6.1.8.A.3.b, 6.1.8.c.3.a, 6.1.8.C.1.b, 6.1,8.c.3.a, **RI.5.1, W.5.7, SL.5.1, 5-LS2-1, 5-LS2-2, 5-ESS2, 5-ESS3-1, 5.MD.A.1, 5.NF.B.5.A, RA.L.1, RA.L.4, RA.L.6, RA.W.2, RA.W.4, RA.W.6, RA.W.7, RA.W.8, RA.SL.1, RA.SL.2,**

RA.SL.4, RA.SL.5, 8.1.5.IC.1, 8.1.5.IC.2, 8.1.5.DA.1, 8.1.5.DA.3, 8.1.5.DA.5

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none">● Lesson 1: Our Nation's Geography● Lesson 2: People and Government● Lesson 3: The American Economy● Lesson 4: History and Culture● Lesson 5: Unit Review● Lesson 6: A Changing World● Lesson 7: A Modern World● Lesson 8: Unit Review● Lesson 9: Unit Assessment	Teacher's Manual- <i>The United States</i> https://online.kidsdiscover.com/discover	<ul style="list-style-type: none">● Teacher's Manual-<i>Our Country and Its Regions</i>● <i>Student notebooks</i>● <i>Student Textbooks</i>	<ul style="list-style-type: none">● Smart Board Applications● Google Applications● Individual Laptops● YouTube● Online atlas● Google Digital Notebooks

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference Teacher Observation Student Self Reflection Think Pair Share</p> <p>Suggested Formative Projects Students will type an extended response in the form of a letter or narrative to include:</p> <ul style="list-style-type: none"> • Reasons for living in America • Details of their laws and rights <p>Taking Informed Action: Option A: Find an example of conflict over land ownership in our modern society. Depending on the conflict, write a letter to a government official or involved party. Option B: Find an example of conflict over land ownership in our modern society. Create an interactive bulletin board or blog that would bring attention to the issue in a public area/forum.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p> <p>Suggested Summative Performance Task: Students will create their own unique “states”, this project will assess student knowledge of government, US geography, change, critical thinking and problem solving.</p> <ul style="list-style-type: none"> • Students will use what they learned throughout this unit to describe their state (a real one that they get to rename) location using cardinal directions, the climate and vegetation, physical geography, and population. • They will need to create a map (key, compass, landforms), flag, unique laws, write answers in sentences/paragraphs and present their states to the class. • The teacher will pose problems and students will collaborate with other states to discuss the benefit of collaboration and being united to solve the issues that they are presented with.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce the amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive the next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with tasks, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects based on student's interest and

<ul style="list-style-type: none">• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Utilize auditory reminders as deemed necessary.• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.	<p>additional recommendations</p> <ul style="list-style-type: none">• Establish a consistent and daily routine		<p>learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic</p>
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**Quinton Township School District
Social Studies
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Native peoples of North America	Pacing:	20 days
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Unit Summary: Students will explore how people adapt to where they live. Students are expected to look at issues through a variety of perspectives using inquiry created by themselves and/or the teachers

Objectives:

Students will be able to trace the development of the first North American cultures.

Students will be able to identify unique features of early Middle American cultures.

Students will be able to describe how hunter-gatherers settled the Americas.

Students will be able to describe the cultures of Native Americans and explain how Native Americans adapted to varied environments.

Students will be able to identify ways the Pueblo adapted to the desert and identify how the Navajo learned to live in a new environment.

Students will be able to identify ways the Plains people used natural resources and explain the importance of the horse to the Plains people.

Students will be able to compare the way the Creek and the Iroquois lived and identify how Woodlands people governed themselves.

Students will be able to create interactive guides to demonstrate mastery of ideas presented in Unit One.

Students will evaluate how the role of women and men in American society changed over time.

Essential Questions:

How do people adapt to where they live?
 How did early people adapt to life in North America?
 How did the environments of the west affect the lives of native Americans?
 How did the desert environment affect people's lives?
 How did the natural resources of the plains impact Native Americans?
 How did the environment shape Eastern Woodlands cultures?
 How have gender roles changed over time?

Common Core State Standards/Learning Targets

6.1.8.B.1.a, 6.1.8.D.1.a,b, **RI.5.1, W.5.7, SL.5.1, 5-LS2-1, 5-LS2-2, 5-ESS2, 5-ESS3-1, 5.MD.A.1, 5.NF.B.5.A, RA.L.1, RA.L.4, RA.L.6, RA.W.2, RA.W.4, RA.W.6, RA.W.7, RA.W.8, RA.SL.1, RA.SL.2, RA.SL.4, RA.SL.5, 8.1.5.DA.3, 8.1.5.DA.5**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Lesson 1- Settling the Americas ● Lesson 2- Native Americans of the West ● Lesson 3- People of the Southwest ● Lesson 4- Native Americans of the Plains ● Lesson 5- People of the Eastern Woodlands ● Lesson 6- Unit Review ● Lesson 7- Unit Assessment 	Teacher's Manual- <i>The United States</i> https://online.kidsdiscover.com/discover	Teacher's Manual- <i>The United State</i> <i>Student Notebooks</i> <i>Student Textbooks</i>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptops ● YouTube ● Online atlas ● Google Digital Notebooks

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference Teacher Observation Student Self Reflection Think Pair Share</p> <p>Suggested Formative Tasks <i>If You Lived in the First English Settlements:</i> Student(s) pick at least 2 roles (men, women, child, slave, Native American) Student(s) create comic strips that depict a day in the life of these characters - use of drawing paper or Storyboard That (Historical Collection) optional https://www.storyboardthat.com/storyboard-creator Comic Strips will be collected into a class book</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p> <p>Suggested Summative Performance Task: Students will take on the role of a man, woman, child or slave. Working in small groups, students will act out the following questions: Why did you come to the settlement? What hardships did you face when you first arrived? What mistakes did you and the other settlers make that made survival even more difficult? How did you adapt to your environment? How has life improved since you first arrived? Why do you think your settlement has been successful? What important lessons have you learned that will help you in the future?</p> <p>Taking Informed Action: Find a current event publication (newspaper, online media, or other source) that demonstrates the opportunities available to all individuals living in America. Draft a response to the publication that includes a reflection of the appreciation we have for modern society as compared to colonial times.</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce the amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive the next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with tasks, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects based on student's interest and learning styles such as researching the Titanic,

			creating a model of the Titanic, and teaching class about the Titanic
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Quinton Township School District
Social Studies
Grade 5
Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Exploration and Colonization	Pacing:	20 days
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Unit Summary: Students will explore what happens when different cultures first meet.

Objectives:

- Students will be able to identify ways in which trade developed between Europe and Asia.
- Students will be able to explain the development of trade in Africa.
- Students will be able to trace water routes to India.
- Students will be able to evaluate the importance of the voyages of Columbus.
- Students will be able to identify Columbian Exchange and how contact with Europeans changed the Taino.
- Students will be able to compare the way the Spanish treated the Inca and the Aztec.
- Students will be able to explain how the Spanish conquered the Aztec Empire.
- Students will be able to identify reasons for Spanish exploration of Florida.
- Students will be able to explain how Spanish colonists met their need for labor.
- Students will be able to comprehend the social hierarchy of New Spain.
- Students will be able to investigate the motive for Dutch exploration.
- Students will be able to evaluate the importance of the Northwest Passage.
- Students will be able to analyze the relationship between the French and Native Americans.
- Students will be able to identify the importance of the fur trade.
- Students will be able to identify important events in the founding of Jamestown.
- Students will be able to illustrate ways in which the Native Americans helped the Pilgrims survive.

Students will be able to create an interactive study guide to demonstrate mastery of ideas presented in Unit Two,

Essential Questions:

- What happens when different cultures first meet?
- How did events in Europe affect exploration?
- How did Spanish explorers change the Americans?
- How did Spain’s growing empire impact life in North America?
- How did the search for Northwest Passage affect people?

Common Core State Standards/Learning Targets

6.1.8.A.1.a, 6.1.8.B.1.b, 6.1.8.B.2.b, 6.1.8.C.1.a, b, 6.1.8.D.1a, b, c, 6.1.5, **RI.5.1-10, W.5.1-2, W.5.7-10, SL.5.1, L.5.1-3, 5-LS2-1, 5-LS2-2, 5-ESS2, 5-ESS3-1, 5.MD.A.1, 5.NF.B.5.A, RA.L.1, RA.L.4, RA.L.6, RA.W.2, RA.W.4, RA.W.6, RA.W.7, RA.W.8, RA.SL.1, RA.SL.2, RA.SL.4, RA.SL.5, 8.1.5.DA.3**

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Lesson 1- The World Expands ● Lesson 2- Spaniards Reach the Americans ● Lesson 3- Spanish Exploration and Conquest ● Lesson 4- Spain’s Overseas Empire ● Lesson 5- Searching for the Northwest Passage ● Lesson 6- The French Colonies ● Lesson 7- The English Colonies ● Lesson 8- Unit Review 	<p>Teacher’s Manual-<i>The United States</i> https://online.kidsdiscover.com/discover</p>	<p>Teacher’s Manual-<i>The United States</i> <i>Student Notebooks</i> <i>Student textbooks</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptops ● YouTube ● Online atlas ● Google Digital Notebooks

- Lesson 9- Unit Assessment

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference Teacher Observation Student Self Reflection Think Pair Share</p> <p>Suggested Formative Tasks Students will compare and contrast the views of land ownership between past and present day people using a virtual graphic organizer and turning it into an organized written response.</p> <p>Students will compare and contrast the French and English Colonies through a visual collage.</p> <p>Students will research, organize and present the past, present and future of one of the 13 original colonies.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p> <p>Suggested Summative Performance Task Students will design and play a role in a reenactment entitled, The Grand Encounter to answer the compelling question: <i>What happens when cultures come into contact with each other?</i></p> <p>Taking Informed Action Option A: Find an example of conflict over land ownership in our modern society. Depending on the conflict, write a letter to a government official or involved party. Option B: Find an example of conflict over land ownership in our modern society. Create an interactive bulletin board or blog that would bring attention to the issue in a public area/forum.</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce the amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive the next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with tasks, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects based on student's interest and learning styles such as

<ul style="list-style-type: none">• Utilize manipulatives as necessary.• Establish a consistent and daily routine	<ul style="list-style-type: none">• Establish a consistent and daily routine		researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic
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**Quinton Township School District
Social Studies
Grade 5**

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	2	Unit Title:	Colonial America	Pacing:	20 Days
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Unit Summary: Students will explore why people settle new areas and identify the key contributors who fought for equality during this time.

Objectives:

- Students will be able to analyze how Puritan values shaped America.
- Students will be able to explain why rebels formed new colonies.
- Students will be able to describe why conflict broke out between settlers and Native Americans.
- Students will be able to compare and contrast diverse groups that settled the Middle colonies.
- Students will be able to interpret the founding of Pennsylvania and Delaware.
- Students will be able to compare and contrast the different religions that were tolerated in Maryland and they were tolerated.
- Students will be able to demonstrate an understanding of the Carolinas' plantation economy.
- Students will be able to identify important events in the growth of Georgia.
- Students will be able to infer why settlers came to the colonies.
- Students will be able to describe life in the colonies.
- Students will be able to identify how frontier settlement affected Native Americans.
- Students will be able to illustrate what living in slavery was like
- Students will be able to identify how Africans resisted being enslaved.
- Students will be able to analyze how trade policies affected England's relationship with the colonies.

Students will be able to identify the three legs of triangular trade.
 Students will be able to compare and contrast the economic systems of the colonies.
 Students will be able to identify ways in which colonies practiced democracy.
 Students will be able analyze the tensions between the colonial assemblies and the king.
 Students will be able to create [interactive study guides](#) to demonstrate mastery of ideas presented in Unit Three.
 Students will be able to research notable figures in black history and analyze how those individuals have had an impact on the course of history and present day.
 Students will present their research in a [Google Slides presentation](#).
 Students will present the impact of the events that made this person an impact using a [timeline and maps](#).

Essential Questions:

Why do people settle in new areas?
 How did differences shape New England?
 What factors influenced the development of the Middle colonies?
 How did economic needs affect life in Colonial America?
 Why did slavery develop in the English Colonies?
 How have notable figures in history impacted social and political culture in regard to race equality?
 What did they do that was profound during their time period?

Common Core State Standards/Learning Targets

6.1.8.A.2.a, b, c, 6.1.8.B.2.a, b, 6.1.8.C.2.a, b, c, 6.1.8.D.2.a, b, [W.5.3](#), [W.5.4](#), [W.5.5](#), [W.5.7](#), [W.5.8](#), [W.5.9](#), [W.5.10](#), [RI.5.5](#), [RI.5.7](#), [RI.5.1](#), [RI.5.2](#), [RI.5.3](#), [RI.5.4](#), [RI.5.9](#), [RL.5.2](#), [SL.5.1](#), [SL.5.4](#), [L.5.1](#), [L.5.2](#), [L.5.3](#), [L.5.6](#), [5-LS2-1](#), [5-LS2-2](#), [5-ESS2](#), [5-ESS3-1](#), [5.MD.A.1](#), [5.NF.B.5.A](#), [RA.L.1](#), [RA.L.4](#), [RA.L.6](#), [RA.W.2](#), [RA.W.4](#), [RA.W.6](#), [RA.W.7](#), [RA.W.8](#), [RA.SL.1](#), [RA.SL.2](#), [RA.SL.4](#), [RA.SL.5](#), [8.1.5.IC.1](#), [8.1.5.IC.2](#), [8.1.5.DA.1](#), [8.1.5.DA.3](#), [8.1.5.DA.5](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional	Technology Infusion
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		Materials	
<ul style="list-style-type: none"> ● Lesson 1: New England ● Lesson 2: The Middle Colonies ● Lesson 3: The Southern Colonies ● Lesson 4: Colonial Life ● Lesson 5: Slavery in the Colonies ● Lesson 6: Colonial Economies ● Lesson 7-Colonial Governments ● Lesson 8- Unit Review ● Lesson 9- Unit Assessment ● Lesson 10- Black History Month Project- Google Slides 	<p>Teacher’s Manual-<i>The United States</i></p> <p>https://www.ducksters.com/geography/</p>	<p>Teacher’s Manual-<i>The United States</i></p> <p><i>Student Notebooks</i></p> <p><i>Student Textbooks</i></p> <p><i>Student Workbooks</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptops ● YouTube ● Online atlas ● Google Digital Notebooks

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket</p> <p>Quiz</p> <p>Teacher/Student Conference</p> <p>Teacher Observation</p> <p>Student Self Reflection</p> <p>Think Pair Share</p> <p>Suggested Formative Tasks</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment</p> <p>Mid Year Benchmark Assessment</p> <p>End of Year Benchmark Assessment</p> <p>Completed Projects</p> <p>Suggested Summative Performance Task</p> <p>Students will research a famous black American and present their research to the class.</p>

Students will **create a timeline** of the events that occurred throughout this point in history during this unit.

Students will compare and contrast the various characteristics of the colonies.

Students will **answer questions** using the RACE (restate, answer, cite and explain) technique, which focuses on textual evidence to support claims.

- **Timeline** of their person (focusing on key events and milestones)
- **Map identifying** of the locations they have lived (US and beyond)
- Challenges and accomplishments
- **Google Slide presentation** with text features throughout
- Connection between their person and other famous black Americans - who inspired them and who were they inspired by?

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce the amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive the next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with tasks, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects based on student's interest and learning styles such as

<ul style="list-style-type: none">• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			<p>researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic</p>
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**Quinton Township School District
Social Studies
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	The Struggle for North America	Pacing:	20 Days
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Unit Summary: Students will explore the struggle for North America and why people take risks.

Objectives:

Students will be able to interpret French motives for settling the Louisiana Territory.

Students will be able to identify the cause of the French and Indian War.

Students will be able to illustrate the changes caused by the war.

Students will be able to analyze how taxes caused growing tensions.

Students will be able to identify two events that led to the American Revolution.

Students will be able to identify the battles that began the American Revolution.

Students will be able to explain the importance of the Battle of Bunker Hill.

Students will be able to summarize the important actions of the Second Continental Congress.

Students will be able to analyze the Declaration of Independence.

Students will be able to compare and contrast forces of the Revolution.

Students will be able to identify American support for the war and the economic impact the war had on Americans.

Students will be able to identify the turning point of the Revolutionary War.

Students will be able to illustrate the significance of the Battle of Trenton.

Students will be able to interpret the importance of the Battle of Yorktown.

Students will be able to analyze the results of the American Revolution.

Students will be able to create [interactive study guides](#) to demonstrate mastery of ideas presented in Unit Four.

Essential Questions:

- Why do people take risks?
- What caused the colonists to unite against Great Britain?
- What caused the American Revolution?

Common Core State Standards/Learning Targets

6.1.8.A.3.a, 6.1.8.B.3.a, b, c, 6.1.8.C.3.a, b, 6.1.8.D.3.a, b, c, d, e, f, **CCSS.ELA.W.5.3, W.5.4, W.5.5, W.5.7, W.5.9., W.5.10, RI.5.5, RI.5.7, RI.5.1, RI.5.3, RI.5.4, RI.5.9, RL.5.2, SL.5.1, SL.5.4, L.5.3, L.5.6, 5-LS2-1, 5-LS2-2, 5-ESS2, 5-ESS3-1, 5.MD.A.1, 5.NF.B.5.A, RA.L.1, RA.L.4, RA.L.6, RA.W.2, RA.W.4, RA.W.6, RA.W.7, RA.W.8, RA.SL.1, RA.SL.2, RA.SL.4, RA.SL.5, 8.1.5.IC.1, 8.1.5.IC.2, 8.1.5.DA.1, 8.1.5.DA.3, 8.1.5.DA.5, 8.1.5.IC.1, 8.1.5.IC.2, 8.1.5.DA.1, 8.1.5.DA.3, 8.1.5.DA.5**

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Lesson 1: The French in Louisiana ● Lesson 2: The French and Indian War ● Lesson 3: Colonists Protest British Rule ● Lesson 4: The Revolution Begins ● Lesson 5: The Declaration of Independence ● Lesson 6: Fighting the War ● Lesson 7: American Victories ● Lesson 8: The War Ends ● Lesson 9: Unit Review 	<p>Teacher’s Manual-<i>The United States</i></p> <p>https://www.ducksters.com/geography/</p>	<p>Teacher’s Manual-<i>The United States</i></p> <p><i>Student Textbooks</i></p> <p><i>Student Notebooks</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptops ● YouTube ● Online atlas ● Google Digital Notebooks

<ul style="list-style-type: none"> Lesson 10: Unit Assessment 			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference Teacher Observation Student Self Reflection Think Pair Share</p> <p>Suggested Formative Projects Students will create a timeline of the conflicts and events that occurred throughout this point in history during this unit.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p> <p>Suggested Summative Performance Task Students will create a historical fiction short story that takes place during one of these key events in history and present to the class.</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce the amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive the next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with tasks, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects based on student's interest and learning styles such as

<ul style="list-style-type: none">• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine	<p>additional recommendations</p> <ul style="list-style-type: none">• Establish a consistent and daily routine		<p>researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic</p>
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**Quinton Township School District
Social Studies
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	The New Nation	Pacing:	20 Days
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Unit Summary: The students will explore the new nation and what causes a society to grow.

Objectives:

- Students will be able to identify strengths and weaknesses of the Articles of Confederation.
- Students will be able to analyze the conflict between large and small states.
- Students will be able to analyze the system of check and balances.
- Students will be able to identify the three branches of the federal government.
- Students will be able to interpret the purpose of the Bill of Rights.
- Students will be able to identify reasons people migrated west.
- Students will be able to interpret the significance of the Louisiana Purchase.
- Students will be able to identify the tensions that led to the War of 1812 and key battles in the conflict.
- Students will be able to analyze the significance of the Monroe Doctrine.
- Students will be able to identify important inventions and inventors during the Industrial Revolution.
- Students will be able to analyze how westward expansion affects Native Americans.
- Students will be able to interpret the impact of Andrew Jackson's presidency and how the population changed during this period.
- Students will be able to analyze the conflict between Texans and the Mexican government.
- Students will be able to illustrate how the Gold Rush helped California grow and how western territory became part of the United States.
- Students will be able to create interactive study guides to demonstrate mastery of ideas in Unit Five.

Essential Questions:

What causes a society to grow?

What problems did the government face after the Revolutionary War?

How did the War of 1812 affect Americans?

How is a colony built?

What roles do laws play in our everyday life?

Common Core State Standards/Learning Targets

6.18.A.3.b, c, d, e, f, g, 6.1.8.D.3.c, g, 6.1.8.B.4.a, b, 6.1.8.A.4.a b, c, 6.1.8.C.3.c, 6.1.8.C.4.a, b, c, 6.1.8.D.4.a, b, **CCSS.ELA.W.5.3, W.5.4, W.5.5, W.5.7, W.5.9., W.5.10, RI.5.5, RI.5.7, RI.5.1, RI.5.3, RI.5.4, RI.5.9, RL.5.2, SL.5.1, SL.5.4, L.5.3, L.5.6, 5-LS2-1, 5-LS2-2, 5-ESS2, 5-ESS3-1, 5.MD.A.1, 5.NF.B.5.A, RA.L.1, RA.L.4, RA.L.6, RA.W.2, RA.W.4, RA.W.6, RA.W.7, RA.W.8, RA.SL.1, RA.SL.2, RA.SL.4, RA.SL.5, 8.1.5.IC.1, 8.1.5.IC.2, 8.1.5.DA.1, 8.1.5.DA.3, 8.1.5.DA.5**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Lesson 1: Planning a New Government ● Lesson 2: United States Constitution ● Lesson 3: The Louisiana Purchase ● Lesson 4: The War of 1812 ● Lesson 5: The Industrial Revolution ● Lesson 6: The Age of Andrew Jackson ● Lesson 7: Texas and the War with Mexico ● Lesson 8: Unit Review ● Lesson 9: Unit Assessment 	<p>Teacher's Manual-<i>The United States</i></p> <p>https://www.ducksters.com/geography/</p>	<p>Teacher's Manual-<i>The United States</i></p> <p><i>Student Notebooks</i></p> <p><i>Student Textbooks</i></p> <p><i>Video-Bill of Rights on teachinghistory.org</i></p> <p><i>Video-Louisiana Purchase video on teachinghistory.org</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptops ● YouTube ● Online atlas ● Google Digital Notebooks

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference Teacher Observation Student Self Reflection Think Pair Share</p> <p>Suggested Formative Tasks Students will interpret how the bill of rights and constitution play a big role in their everyday life.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p> <p>Summative Performance Task Task #1: Build a Colony Group Activity http://hiltonjs.weebly.com/uploads/3/9/5/2/39525821/build_a_colony.pdf Task #2: Simulation http://colonialamerica.thinkport.org/welcome-to-colonial-america.html Explanation: A STEM lesson where students will design a colonial settlement that can withstand various challenges. Students will review European Settlements successes and failures to determine criteria for the success of their own colonial settlement. Students will use an engineering portfolio to research and plan out their settlement design. Students will refine designs and will write an informational column to be included in the “Savvy Colonists’ Guide to the New World” where they will offer advice to future colonists.</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects based on student's interest and

<ul style="list-style-type: none">• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine	<p>additional recommendations</p> <ul style="list-style-type: none">• Establish a consistent and daily routine	<p>daily routine.</p>	<p>learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic</p>
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**Quinton Township School District
Social Studies
Grade 5**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Slavery and Emancipation	Pacing:	20 Days
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Unit Summary: The students will explore slavery and emancipation. In addition, students will explore what people are willing to fight for?

Objectives:

- Students will be able to interpret the importance of cotton to the South's economy.
- Students will be able to compare and contrast the North and the South.
- Students will be able to analyze how tariffs increased tensions between the North and the South.
- Students will be able to analyze ways in which abolitionists fought slavery.
- Students will be able to analyze the significance of the Dred Scott decision.
- Students will be able to identify how the Civil War began.
- Students will be able to assess the advantages of the North and the South.
- Students will be able to analyze the elements of Scott's Anaconda Plan.
- Students will be able to identify the importance of the Battle of Bull Run.
- Students will be able to analyze the impact of the Emancipation Proclamation.
- Students will be able to identify the turning point of the Civil War.
- Students will be able to summarize Grant's plan to end the war.
- Students will be able to identify the event that ended the war.
- Students will be able to interpret how the federal government supported newly freed slaves.

Students will be able to identify the civil rights granted by the Civil War Amendments.
 Students will be able to illustrate how the civil rights of African Americans were restricted.
 Students will be able to create interactive study guide to demonstrate mastery of ideas presented in Unit Six.

Essential Questions:

What are some things people are willing to fight for?
 How did the issue of slavery affect the United States?
 How did the Civil War impact the United States?

Common Core State Standards/Learning Targets

6.1.8.A.5.a,b, 6.1.8.B.5.a, 6.1.8.C.4.a, 6.1.8.C.5.a, b, 6.1.8.D.4.c, 6.1.8.D.5. a, b, c, d, k
 CCSS.ELA.W.5.3, W.5.4, W.5.5,W.5.7, W.5.9., W.5.10, RI.5.5, RI.5.7, RI.5.1, RI.5.3, RI.5.4, RI.5.9, RL.5.2, SL.5.1, SL.5.4, L.5.3,
 L.5.6, 5-LS2-1, 5-LS2-2, 5-ESS2, 5-ESS3-1, 5.MD.A.1, 5.NF.B.5.A, RA.L.1, RA.L.4, RA.L.6, RA.W.2, RA.W.4, RA.W.6, RA.W.7,
 RA.W.8, RA.SL.1, RA.SL.2, RA.SL.4, RA.SL.5, 8.1.5.IC.1, 8.1.5.IC.2, 8.1.5.DA.1, 8.1.5.DA.3, 8.1.5.DA.5

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Lesson 1: King Cotton and the Spread of Slavery ● Lesson 2: Heading Toward War ● Lesson 3: The Nation Divided by War ● Lesson 4: The Union Moves Toward Victory ● Lesson 5: The War Ends ● Lesson 6: Reconstruction and After ● Lesson 7: Unit Review ● Lesson 8: Unit Assessment 	Teacher's Manual- <i>The United States</i> https://www.ducksters.com/geography/	Teacher's Manual- <i>The United States</i> <i>Student Notebooks</i> <i>Students Textbooks</i> <i>Virtual Field Trip-Battle at Gettysburg</i>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptops ● YouTube ● Online atlas ● Google Digital Notebooks

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference Teacher Observation Student Self Reflection Think Pair Share</p> <p>Formative Tasks Students will create a flipbook with key events and people involved.</p> <p>Students will do a puzzle piece expert pair and share activity.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p> <p>Summative Performance Task Students will create a list of social justice issues that “weigh heavy on their hearts”. Through research they will connect how those issues have improved and changed overtime, while still identifying what needs to be done. They will create a poster board or google slide to share their issue with the class.</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<p>students' reading levels.</p> <ul style="list-style-type: none">• Utilize manipulatives as necessary.• Establish a consistent and daily routine	<p>recommendations</p> <ul style="list-style-type: none">• Establish a consistent and daily routine		<p>styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic</p>
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Quinton Township School District
Social Studies
Grade 5
Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	The Nation Grows	Pacing:	20 Days
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Unit Summary: The students will explore the nation and how it grows. In addition, the students will discover how technology changes people's lives.

Objectives:

- Students will be able to describe how the transcontinental railroad was built.
- Students will be able to identify reasons why people moved into the Plains.
- Students will be able to analyze the conflicts that led to the Plains War.
- Students will be able to summarize how Native Americans' lives changed during the late 1800's.
- Students will be able to interpret how technology changed people's lives and how industrialization affected workers.
- Students will be able to analyze the effects of urbanization.
- Students will be able to identify why immigrants settled in cities and why limits were placed on immigration.
- Students will be able to interpret how Alaska and Hawaii became part of the United States.
- Students will be able to identify causes of the Spanish-American War and the territories the United States acquired after the war.
- Students will be able to create interactive study guides to demonstrate mastery of ideas presented in Unit Seven.

Essential Questions:

- How does technology change people's lives?
- How did westward expansion change the United States?
- How did the growth of cities affect the United States?

Common Core State Standards/Learning Targets

6.1.8.A.5.a,b, 6.1.8.B.5.a, 6.1.8.C.4.a, 6.1.8.C.5.a, b, c, 6.1.8.D.4.c, 6.1.8.D.5. a, b, c, d, k, **RI.5.1-10, W.5.1-2, W.5.7-10, SL.5.1, L.5.1-3, 5-LS2-1, 5-LS2-2, 5-ESS2, 5-ESS3-1, RA.L.1, RA.L.4, RA.L.6, RA.W.2, RA.W.4, RA.W.6, RA.W.7, RA.W.8, RA.SL.1, RA.SL.2, RA.SL.4, RA.SL.5, 8.1.5.IC.1, 8.1.5.IC.2, 8.1.5.DA.1, 8.1.5.DA.3, 8.1.5.DA.5**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none">● Lesson 1: Settling the West● Lesson 2: The Plain Wars● Lesson 3: Big Business● Lesson 4: Growing Cities● Lesson 5: New States and Territories● Lesson 6: Unit Review● Lesson 7: Unit Assessment	Teacher's Manual- <i>The United States</i> https://www.ducksters.com/geography/	Teacher's Manual- <i>The United States</i> <i>Student Notebooks</i> <i>Students Textbooks</i>	<ul style="list-style-type: none">● Smart Board Applications● Google Applications● Individual Laptops● YouTube● Online atlas● Google Digital Notebooks

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference Teacher Observation Student Self Reflection Think Pair Share</p> <p>Suggested Formative Task Students will complete various state studies that focus on growth, settlement, territories, businesses and other unique features.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p> <p>Suggested Summative Performance Task <i>In which state would you prefer to live during this timeframe of national growth and why?</i> Design a real estate advertisement that encourages people to move there. Your advertisement should</p> <ul style="list-style-type: none"> • describe the geography and climate of the area • explain the opportunities available to new settlers • provide information about how nearby resources and landmarks • include pictures of life in that time • be free from spelling and grammatical errors

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce the amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive the next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with tasks, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects based on student's interest and

<ul style="list-style-type: none">• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine	<p>additional recommendations</p> <ul style="list-style-type: none">• Establish a consistent and daily routine		<p>learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic</p>
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Quinton Township School District
Social Studies
Grade 5
Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	The Modern Era	Pacing:	20 days
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Unit Summary: The students will explore the modern era and how a nation protects its freedom.

Objectives:

Students will be able to interpret Roosevelt's square deal.

Students will be able to identify reasons why the United States fought in World War I.

Students will be able to identify movements that helped social equality.

Students will be able to analyze causes of the Great Depression.

Students will be able to describe Roosevelt's New Deal.

Students will be able to summarize why the United States fought in World War II.

Students will be able to illustrate ways that Americans supported the war effort.

Students will be able to summarize the Cold War.

Students will be able to analyze examples of conflict between the United States and the Soviet Union.

Students will be able to identify civil rights leaders and how segregation ended.

Students will be able to describe how the Vietnam War divided Americans.

Students will be able to interpret the reasons why President Bush declared war on terrorism.

Students will be able to identify recent wars in Iraq and other challenges that the United States faces in the future.

Students will be able to create interactive study guides to demonstrate mastery of ideas presented in Unit Eight.

Essential Questions:

How does a nation protect its freedom?

How did World War II affect the United States?

What challenges does the United States face in the 21st Century?

Common Core State Standards/Learning Targets

6.1.8.A.5.a,b, 6.12.A.7.C, 6.1.12.C.S9, 6.1.12.C.S10, 6.1.12.D.11.a, 6.1.12.D.12.c,d, 6.1.12.D.13.a, 6.1.12.D.15.c, d

RI.5.1-10, W.5.1-2, W.5.7-10, SL.5.1, L.5.1-3, 5-LS2-1, 5-LS2-2, 5-ESS2, 5-ESS3-1, RA.L.6, RA.W.2, 8.1.5.IC.1, 8.1.5.IC.2, 8.1.5.DA.1, 8.1.5.DA.3

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Lesson 1: A New Century ● Lesson 2: Good Times and Hard Times ● Lesson 3: World War II ● Lesson 4: The Cold War ● Lesson 5: A Time of Change ● Lesson 6: Present-day Challenges ● Lesson 7: Unit Review ● Lesson 8: Unit Assessment 	<p>Teacher's Manual-<i>The United States</i></p> <p>https://www.ducksters.com/geography/</p>	<p>Teacher's Manual-<i>The United States</i></p> <p><i>Student Notebooks</i></p> <p><i>Students Textbooks</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptops ● YouTube ● Online atlas ● Google Digital Notebooks

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference Teacher Observation Student Self Reflection Think Pair Share</p> <p>Suggested Formative Projects Students will create a digital flipbook with key events and people involved.</p> <p>Students will do a puzzle piece expert pair and share activity.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p> <p>Summative Performance Task Students will complete current events that focus on the present day challenges that still exist.</p> <ul style="list-style-type: none"> ● research article using reliable news resources ● read article and take notes ● summarize the article ● connect to their own life ● connect to the social studies text and alternative sources share with the class

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce the amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive the next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with tasks, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects based on student's interest and

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