Lebanon Borough Public School Social Studies Curriculum Guide

Grade 5

Approved by the
Lebanon Borough Board of Education
December 10, 2020

SECTION I
LEBANON BOROUGH BOARD OF EDUCATION

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Danielle Nugent, Board Member

Bruce Arcurio, Chief School Administrator

Introduction

Mission

The Lebanon Public School District is a community who values traditions. Our mission is to nurture and cultivate each child to be a compassionate, curious, and creative thinker, entrusted and empowered to build and lead the future.

Philosophy

In today's world, students are faced with complex challenges that have global implications and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare students to become global citizens. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

Social studies provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. The curriculum fosters the development of students who:
- Are civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities
- Make informed decisions about local, state, national, and global events based on inquiry and analysis
- Consider multiple perspectives, value diversity, and promote cultural understanding
- Recognize the implications of an interconnected global economy
- Appreciate the global dynamics between people, places, and resources
- Communicate ideas by identifying a problem, developing a solution and sharing with others

Section II

NJSLS

A note about Social Studies Standards and Cumulative Progress Indicators.

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. This curriculum was revised to reflect minor revisions made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

Grade 5
Social Studies
Scope and Sequence

Quarter I

Topic: The World	Topic: First Civilizations

I. Five Themes of Geography
   a. Relation to physical, human, and cultural geography
	III. Describe the impact of farming on early civilizations.
	   b. Early Humans
	   c. Mesopotamia
	   d. First Empires

Standards

SOC.6.1.4.B.1
Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.3
Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine
time zones and locations using latitude and longitude.
SOC.6.1.4.B.CS2
Places are jointly characterized by their physical and human properties.
SOC.6.1.4.B.CS1
Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.

Curriculum Management System Subject/Grade Level: Grade 5 Social Studies	Topic: North Africa, Southwest Asia, and Central Asia
	Goal 1: The student will be able to recognize that religion affects the lives of people today and that conflicts can have an effect on a region.
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) . The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials/ Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
1.5. Explain how trade has improved agriculture, population growth, and urbanization. (6.2.8.C.4.a)

1.6. Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country. (9.1.8.A.3)

1.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)

1.8. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2

1.9. Employ appropriate conflict resolution strategies. (9.1.8.D.1) | | |

	Curriculum Management System Subject/Grade Level: **Grade 5** **Social Studies**	Topic: The First Civilizations
		Goal 1: The student will be able to describe the impact farming had on the rise of civilization.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools/ Materials/ Technology / Resources / Learning Activities / Interdisciplinary Activities/ Assessment Model
	1.1. Describe how the earliest humans change from nomadic hunters to farmers. (6.2.8.A.1.a, 6.2.8.C.1.a)	**Essential Questions:** How did learning to farm change the way early people lived?	Create class cave painting Lascaux, France. (1940) Find out why this cave is no longer open to the public. Is this policy justified? htti;1://www.culture.gouv.fr/culture/arcnat.lascaux/en/
	1.2. Compare the technology of the Paleolithic Age with that of the Neolithic Age. (6.2.8.D.1.a, 6.2.8.D.1.c)	What were the legacies of the early empires? Why did military power and well -organized government help build a vast empire in Mesopotamia?	http://archnet.asu.edu/ Otzi the Iceman What does it tell us about life in their times? Roles of men and women? http://wwwg_bs.org/wgbh/nova/icemummies/
	1.3. Examine the emergence of river valley civilizations. (6.2.8.B.1.b, 6.2.8.B.1.a)	**Conceptual Understandings:** Some of the first civilizations arose in southwest Asia. The people of these civilizations gradually learned how to farm and developed systems of writing, government, and religion.	Guided Reading 1.1, 1.2, 1.3
	1.4. Explain the impact the advances the Sumerians had on other cultures. (6.2.8.C.1.b, 6.2.8.D.1.b)		**Assessment Models:** Mapping an Empire Students work independently to create a map of the Mesopotamian Empires.
	1.5. Trace the evolution of city- states. (6.2.8.A.2.a)		Photo Essay Photo Essay Students create an 8x10 visual representation of what they learn in each of the three lessons in Chapter 1.
	1.6. Examine the practice of polytheism and the role it played on daily life. (6.2.8.D.2.a)		MindJogger Video Quiz Chapter Test
	1.7. Explain the importance of		Notebook Checks

Curriculum Management System Subject/Grade level: **Grade 5** **Social Studies**	Topic: **The First Civilizations**
	Goal 1: The student will be able to describe the impact farming had, on the rise of civilization.
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / learning Activities / Interdisciplinary Activities / Assessment Model**

written codes of law. (6.2.8.A.2.b, 6.2.8.A.2.c) 1.8. Analyze the development of the Assyrian and the Chaldean Empires. (6.2.8.D.2.c) 1.9. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1) 1.10. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 1.11. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2) 1.12. Employ appropriate conflict resolution strategies. (9.1.8.D.1)		**Additional Resources:** Video Clips 1-1, 1-2, 1-3 Glencoe Student Online Resources Study Guide www.natiionalaeog rohic.com

21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- **Information, Communication & Technology**

21st Century Skills (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

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

9.1 PERSONAL FINANCIAL LITERACY

9.1.8.A.1
Explain the meaning and purposes of taxes and tax deductions and why fees for various
benefits (e.g., medical benefits) are taken out of pay.
9.1.8.A.2
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.1.8.B.1
Distinguish among cash, check, credit card, and debit card.
9.1.8.B.2
Construct a simple personal savings and spending plan based on various sources of income
9.1.8.C.1
Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
9.1.8.C.2
Compare and contrast the financial products and services offered by different types of financial institutions.
9.1.8.D.1

Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.l

 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 92.8.B.4

Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

Technology Infusion

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.5.B.1 Examine ethical considerations **in** the development and production of a product through its life cycle.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

http://www.state.nj.us/education/, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Assessment

District Benchmark

Formative Assessment: Discussion, Teacher observation, worksheet assignments, Performance Tasks, Rubrics,

Summative Assessment: End of Chapter Quiz, Student Presentations

Alternative Assessment: PBA based on student interest

Differentiation

Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

For Gifted: Encourage risk taking in crating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

At Risk: Review specific accommodations for individual students in I&RS folder. If accommodations are not working, schedule meeting with I&RS case manager to discuss and refine/update strategies.

ELL: Meet with Mrs. Heller to discuss specific accommodations based on student progress and placement on WIDA testing.

Assessment modifications depending on individual needs: test read to student, unlimited time to finish test, use of vocabulary sheets. • Pairing strong reader with a weak reader to support peers in the classroom when reading grade level nonfiction text. • Extension activities may include 1. Write a journal entry as one of the members of the community box community to a friend living far away explaining the community you planned and developed. Try to persuade them to move to the community, giving reasons why they should come there. 2. Write a campaign speech to present to your "community" convincing them why they should vote for you. 3. Draw a detailed architectural type drawing of one of the buildings in your "community". 4. Write a poem about your community. 5. Present an extension activity proposal of your own to the teacher for approval. 6. Design a brochure for your "community" including points of interest to encourage tourists to visit your "community".

* See Curriculum appendix for specific differentiation strategies

Interdisciplinary Connections

The Social Studies Curriculum is often connected to themes in our Language arts Curriculum and through application of skills in Reading Literature, Reading Informational Text, and Writing. Resources such as those located in the **Amistad Curriculum** and the **NJ Commission on Holocaust Education** which provide PowerPoints, lesson plans, biographies, interactive maps, timelines, and primary source documents to facilitate interdisciplinary Connections.

ELA: RI.5.l-IO,W.5.1-10, Science: 5.1.8.B.3, 5.1.8.D.1, Arts: 1.3.8.D.1, Technology: 8.1.8.A.1, 8.1.8.A.3, 8.2.5.A.4 21st Century Life/Careers: 9.1.8.A.2, 9.1.8.C.l-3, 9.1.8.D.1-5

Core Instructional Materials

Core Instructional Materials: (See Lesson Plan below)

Primary and Secondary Resources such as those found in the **Universal Design for Learning Holocaust Commission Lessons** and **Amistad Curriculum** (please see appendix)

Leveled Library A-Z as needed and based on student DRA

Harcourt Social Studies Ancient Civilization

District Goals: Inquiry Based Learning and Project Based Learning

Curriculum provides opportunities for students to create and explore using inquiry based and project-based learning. For example, the use of Essential Questions such as :

How might a country's resources affect its political relations?

What challenges might an arid climate with little water pose to people in the region? How

does trade affect the culture of various peoples?

What areas of life does religion affect? How has trade routes affected the spread of the Islam religion? What

might happen to people in a region that has wealthy as well as poor countries?

Also, Project Based Learning is infused throughout the curriculum, for example:

Creation of iMovie (or keynote presentation)

Quarter II

Topic: Ancient Egypt

I. Analyze the development of Egypt.
- **a.** The Nile Valley
- **b.** Egypt's Old Kingdom
- **c.** The Egyptian Empire
- **d.** The Civilization of Kush

Standards

SOC.6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

SOC.6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

SOC.6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles involved to become unifying ideas of American democracy.

SOC.6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

SOC.6.1.8. 0.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first

president of the United States.

Curriculum Management System Subject/Grade level: Grade 5 Social Studies	Topic: Ancient Egypt
	Goal 2: The student will be able to analyze the development of Egypt's Empire.

Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools/ Materials/ Technology/ Resources/ learning Activities/ Interdisciplinary Activities / Assessment Model
2.1. Describe how the land along the Nile supported civilization. **(6.2.8.B.2.b)** 2.2. Describe government and religion during the Old Kingdom. **(6.2.8.D.2.a, 6.2.8.D.2.b)** 2.3. Analyze the accomplishments of the Middle and New Kingdoms. (6.2.8.C.2.a) 2.4. Describe the Nubian kingdom south of Kush. (6.2.8.D.2.c, 6.2.8.D.2.d, 6.2.8.C.2.a, 6.2.8.B.2.a) 2.5. Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country. (9.1.8.A.3)	**Essential Questions:** How did geography and resources of the Nile River Valley lead to the growth of civilization there? How did Egyptian's religious beliefs compare to those of Mesopotamia? What improvements were made during the Middle and New Kingdoms? What were the similarities between Kush and Egypt? **Conceptual Understandings:** People along Africa's Nile River formed rich and powerful civilizations	**learning Activities:** Hieroglyphic bookmarks- Students create bookmarks using ancient Egyptian hieroglyphics. A Day In The Life - Students choose a social class in Egypt. They write a journal entry from their point of view. What did they do? What did they experience? What was life like at home? Enrichment/Extra Credit - Research techniques of papermaking. They can prepare and demonstrate to the class. They should explain the different techniques for making paper and show different types of paper. Ask students to compare modem paper making to the papyrus of ancient Egypt. Guided Reading 2.1, 2.2, 2.3, 2.4 **Assessment Models:** Hieroglyphic bookmarks - Students explain the impact writing systems have on different cultures. Story Pyramid - Students create a story board using the shape of a pyramid. Introduce by teaching about actual pyramids. Connect to storyboards written in Reading/Writing. Can be turned into movie scripts as well. Mindjogger. Video Quiz Chapter Test Notebook Checks

Curriculum Management System Subject/Grade Level: Grade 5 Social Studies	**Topic:** Ancient Egypt
	Goal 2: The student will be able to analyze the development of Egypt's Empire.
Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions, Conceptual Understandings**	**Instructional Tools/ Materials/ Technology/ Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

2.6. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)		**Additional Resources:** Video Clips 2.1, 2.2, 2.3, 2.4 Glencoe Student Online Resources Study Guide Reading/Writing connection - Houghton Mifflin theme Ancient Mysteries The Awesome Egyptians by Terry Deary and Peter Hepplewhite The Death of Enkidu: from the Epic of Gilgamesh www.nationalgeogq2hic.com
2.7. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)		
2.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. **(9.1.8.D.3)**		http://www.ancientegypt.eo.uk/menu.html
2.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- **Information, Communication & Technology**

21st Century Skills (The ones that apply to this unit are in bold)

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CRP2. Apply appropriate academic and technical skills.
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Technology Infusion

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8.1.5.A.6 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

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8.2.5.B.1 Examine ethical considerations **in** the development and production of a product through its life cycle.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

http://www.state.nj.us/education/, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Assessment
District Benchmark
Formative Assessment: Discussion, Teacher observation, worksheet assignments, Performance Tasks, Rubrics,
Summative Assessment: End of Chapter Quiz, Student Presentations
Alternative Assessment: PBA based on student interest

Differentiation
Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.
For Gifted: Encourage risk taking in crating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.
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ELL: Meet with Mrs. Heller to discuss specific accommodations based on student progress and placement on WIDA testing.

Assessment modifications depending on individual needs: test read to student, unlimited time to finish test, use of vocabulary sheets. • Pairing strong reader with a weak reader to support peers in the classroom when reading grade level nonfiction text. • Extension activities may include: 1. Write a journal entry as one of the members of the community box community to a friend living far away explaining the community you planned and developed. Try to persuade them to move to the community, giving reasons why they should come there. 2. Write a campaign speech to present to your "community" convincing them why they should vote for you. 3. Draw a detailed architectural type drawing of one of the buildings in your "community". 4. Write a poem about your community. 5. Present an extension activity proposal of your own to the teacher for approval. 6. Design a brochure for your "community" including points of interest to encourage tourists to visit your "community".

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Quarter III

Topic: Ancient India
I. Discuss early Indian empires and culture including the development of Hinduism and Buddhism
   a.   India's Early Civilizations
   b. Hinduism and Buddhism
   c. India's First Empires

SOC.6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

SOC.6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

SOC.6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles involved to become unifying ideas of American democracy.

SOC.6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

SOC.6.1.8. 0.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

Curriculum Management System Subject/Grade level:	Topic: Ancient India	
Grade 5 **Social Studies**	**Goal 5:** The student will be able to discuss the early Indian civilization, including the development of Hinduism and Buddhism.	
Objectives / **Cluster Concepts** / **Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools/ Materials/ Technology/ Resources/ Learning Activities** / **Interdisciplinary Activities** / **Assessment Model**

5.1. Describe how climate and geography influenced the rise of India's first civilizations. (6.2.8.B.2.a, 6.2.8.B.2.b) 5.2. Explain how the Aryans created a caste system that separated India into groups. (6.2.8.A3.a, 6.2.8.D.3.a) 5.3. Explain how Hinduism grew out of the ancient beliefs of the Aryans. (6.2.8.D.3.e, 6.2.8.D.3.f) 5.4. Analyze how Buddhism appealed to many people in India and other parts of Asia. (6.2.8.D.3.e, 6.2.8.D.3.f) 5.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1) 5.6. Determine an individual's	**Essential Questions:** How did the Aryans bring change to India? How did geography influence the history of India? What aspects of India's culture continue to influence our lives today? **Conceptual Understandings:** Like Ancient Greece, early India was a land of warriors, thinkers and scientists. Ideas from ancient India affect how we live today.	**Learning Activities:** Venn Diagram - Discuss the development of government in India. Compare and contrast theocratic and democratic government. How does each type influence life in a society? What are the advantages and disadvantages? Which do you think is better? What other areas combine religion with government? PowerPoint - Create a power point describing either Hinduism or Buddhism. How has the religion shaped the lives of people? What is the path to wisdom? Include information about origins, basic doctrines, important images or symbols, code of ethics, and sacred texts. Yoga - Students participate in learning the origins of different types of yoga. They try basic yoga positions and relaxation techniques. Written reflection - Students write about what they learned and how they see themselves incorporating this into their own lives. Record the benefits they see. Guided Reading 6.1, 6.2, 6.3 **Assessment Models:** Supporting Details Chart - Create a chart for each lesson that includes the main idea, who, what, when, where, why, and how. Mindjogger Video Quiz Chapter Test

	Curriculum Management System Subject/Grade Level: **Grade 5** **Social Studies**	**Topic:** **Ancient India**
		Goal 5: The student will be able to discuss the early Indian civilization, including the development of Hinduism and Buddhism.

	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools/ Materials/ Technology/ Resources/ Learning Activities / Interdisciplinary Activities I Assessment Model
	responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 5.7. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2) 5.8. Employ appropriate conflict resolution strategies. (9.1.8.D.1) **5.9** Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences (8.2.5.A.4)		Notebook Checks **Additional Resources:** Video Quiz 6.1, 6.2, 6.3 Glencoe Student Online Resources **Study Guide** Shower of Gold: Girls and Women in the Stories of India by Uma Krishnaswami www.nationalgeographic.com http://www.pbs.org/wgbh/nova.everest/earth/birth.ht ml WVIJW.weather.com http://www.ancientindai.co.uk/

21st Century Skills (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- **Information, Communication & Technology**

21st Century Skills (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

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

9.1 PERSONAL FINANCIAL LITERACY

9.1.8.A.1
Explain the meaning and purposes of taxes and tax deductions and why fees for various
benefits (e.g., medical benefits) are taken out of pay.
9.1.8.A.2
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.1.8.B.1
Distinguish among cash, check, credit card, and debit card.
9.1.8.B.2
Construct a simple personal savings and spending plan based on various sources of income
9.1.8.C.1
Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
9.1.8.C.2
Compare and contrast the financial products and services offered by different types of financial institutions.
9.1.8.D.1

Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.l

 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT

9.2.8.B.7 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.8 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.9 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 92.8.B.4

Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

Technology Infusion

8.1.5.A.7 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.8 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

8.2.5.B.1 Examine ethical considerations **in** the development and production of a product through its life cycle.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

http://www.state.nj.us/education/, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Quarter IV

Topic: Early China	**Topic: U.S. and Canada**

II. Explore China's first civilizations and the rise of the Qin and Han dynasties
    a. China's first civilizations
    b. Life in ancient Chins
    c. The Qin and Han dynasties
	II. Physical and Human Geography
	    a. History
	    b. Culture
	    c. States and capitals
	III. Colonial America
	    a. Thirteen Colonies and original settlement
	           b. Historical Figures: Pocahontas, John Smith, William Penn

Standards

SOC.6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

SOC.6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

SOC.6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles involved to become unifying ideas of American democracy.

SOC.6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

SOC.6.1.8. 0.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

	Curriculum Management System <u>Subject/Grade</u> **level:** **Grade 5** **Social Studies**	**Topic:** **Early China**
		Goal 6: The student will be able to explore China's first civilizations and the rise of the Qin and Han dynasties.
	Objectives / **Cluster Concepts** / **Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions,** **Conceptual Understandings**	**Instructional Tools / Materials/ Technology/ Resources** / **Learning Activities** / **Interdisciplinary Activities** / **Assessment Model**

		Essential Questions:	Learning Activities:
	6.1. Discuss how the river valleys, mountains, and desserts influenced the development of Chinese civilization. (6.2.8.B.3.a, 6.2.8.B.3.b, 6.2.8.C.a, 6.2.8.C.c)	How did the development of the Silk Road change life in China? How did geography influence the growth of Chinese civilization? How did the lack of order encourage the growth of three important belief systems? How did the new inventions of the Han dynasty help improve the lives of the Chinese people?	YinYang Project- Give students background knowledge about the cultural meaning and importance of Yin Yang. Written - Students write about positive and negative events that have happened in their lives (Yin and Yang). Include the impact each event had on their life. Creation - Students are given a blank circle to create their own version of Yin Yang. Explain on the back how this explains how the world works and the colors and symbols they chose to use.
	6.2. Explain how control of the land and strong armies benefited the Shang and Zhou dynasties. (6.2.8.C.3.a)	**Conceptual Understandings:** The ancient Chinese established long-ruling dynasties. They also valued three great philosophies: Confucianism, Daoism, and Legalism.	Time Line Activity - Students create a timeline of the Shang and Zhou dynasties listing major events. Confucius - Choose a quote by Confucius that you connect to. Create a poster that includes your quote. Write the meaning of the quote and choose an additional quote that you choose to live by. Why?
	6.3. Describe the Mandate of Heaven and the impact it had on the Chinese. (6.2.8.D.4.b)		Reading/Writing connection - Quote analysis and explanatory prompt writing.
	6.4. Explain the social classes in ancient China. (6.2.8.0.3.a, 6.2.8.0.3.b)		Guided Reading 7.1, 7.2, 7.3
	6.5. Explain how Confucianism, Daoism, and Legalism grew out of a need for order. (6.2.8.D.3.e)		**Assessment Models:** Cause Effect Chart - Throughout the chapter students create as many charts as they feel necessary to cover the main ideas for each lesson.
	6.6. Trace the development during the Han dynasty and how life improved for all of		Mindjogger Video Quiz Chapter Test

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China. (6.2.8.B.4.b, 6.2.8.D.4.k) 6.7. Explain how harsh leadership both unified and defended China. (6.2.8.D.3.a, 6.2.8.D.3.c) 6.8. Discuss how unrest in Chinese helped spread Buddhism. (6.2.8.D.3.e, 6.2.8.D.3.f) 6.9. Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country. (9.1.8.A.3) 6.10. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 6.11. Demonstrate the use of compromise, consensus,		Notebook Checks **Additional Resources:** Video Clips 7.1, 7.2, 7.3 Glencoe Student Online Resources Study Guide China: City and Village Life by Julia Waterlow www.nationalgegraQhic.com

Curriculum Management System	Topic: Early China
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and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2) 6.12. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) 6.13. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

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