

**Mullica Township School District
Pacing Guide and Unit Overviews
Grade: 5
Subject Area: Social Studies
Mullica Middle School**

Unit 1 Time Frame: September Title: Environment Affects the People Within	Unit 2 Time Frame: October to December Title: Clues to a Culture	Unit 3 Time Frame: January to March Title: Interdependent Roles in Colonial Times	Unit 4 Time Frame: April to June Title: America in Conflict
<p><u>STANDARDS</u></p> <p>6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</p> <p>6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p>6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of</p>	<p><u>STANDARDS</u></p> <p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology</p>	<p><u>STANDARDS</u></p> <p>6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the</p>	<p><u>STANDARDS</u></p> <p>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.</p> <p>6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of</p>

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<p>geography on the execution and outcome of the American Revolutionary War.</p>	<p>innovations on European exploration.</p> <p>6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b</p>	<p>Colonial era.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.8.C.2.c Analyze the impact of triangular</p>	<p>geography on the execution and outcome of the American Revolutionary War.</p> <p>6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.</p> <p>6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.D.3.c Analyze the impact of George</p>
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	<p>Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. 6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. 6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems. 6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>	<p>trade on multiple nations and groups. 6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. 6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. 6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. 6.1.8.C.3.a Explain how taxes and government</p>	<p>Washington as general of the American revolutionary forces and as the first president of the United States. 6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. 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. 6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States</p>
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		<p>regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>This unit also fulfills the Amistad mandate. Specifically covering the slave trade, contributions of African-Americans, and race relations between Europeans and African-Americans.</p>	<p>relations with Native Americans and with European powers that had territories in North America.</p> <p>This unit also fulfills the Amistad mandate. Specifically covering the slave trade, contributions of African-Americans, and race relations between Europeans and African-Americans.</p>
<p><u>INTERDISCIPLINARY CONNECTIONS</u></p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>W.5.2. A-E Write informative/explanatory texts to</p>	<p><u>INTERDISCIPLINARY CONNECTIONS</u></p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>W.5.1.A-E Write opinion pieces on topics or texts, supporting a point</p>	<p><u>INTERDISCIPLINARY CONNECTIONS</u></p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>W.5.7. Conduct short research projects that use several sources to</p>	<p><u>INTERDISCIPLINARY CONNECTIONS</u></p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>W.5.2. A-E Write informative/explanatory texts to</p>

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<p>examine a topic and convey ideas and information clearly.</p>	<p>of view with reasons and information. RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described</p>	<p>build knowledge through investigation of different perspectives of a topic. RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described</p>	<p>examine a topic and convey ideas and information clearly. RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described</p>
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<p>21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity.</p>	<p>21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 9.1.8.A.4 Relate earning power to quality of life across cultures. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>	<p>21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 9.1.8.A.4 Relate earning power to quality of life across cultures. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>	<p>21ST CENTURY LIFE AND CAREERS & TECHNOLOGY INTEGRATION NJSLS 8 AND 9</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 9.1.8.A.4 Relate earning power to quality of life across cultures. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. 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. CRP11. Use technology to enhance productivity.</p>
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<p>INSTRUCTIONAL MATERIALS</p> <p>Textbook: The United States: Making a New Nation (Harcourt Social Studies)</p> <p>Close Reads: Informational/Nonfiction</p> <ul style="list-style-type: none"> -The Five Themes of Geography -Regions of the United States Overview -The Northeast Region -The Midwest Region -The Southeast Region -The West Region -The Southwest Region 	<p>INSTRUCTIONAL MATERIALS</p> <p>Textbook: The United States: Making a New Nation (Harcourt Social Studies)</p> <p>Close Reads: Informational/Nonfiction</p> <ul style="list-style-type: none"> -Native American Regions and Tribes -Bering Land Bridge -Plains Native Americans -Southwest Native Americans - West Coast Native Americans -Eastern Woodlands Native Americans -Common Myths and Misconceptions about Native Americans -Native American Myth Busters -The Differing Treatments of Native Americans -Native American Creation Stories -"I Will Fight No More Forever" (Speech) -"I will fight no more forever" (Speech and YouTube clip) Chief Joseph 	<p>INSTRUCTIONAL MATERIALS</p> <p>Textbook: The United States: Making a New Nation (Harcourt Social Studies)</p> <p>Close Reads: Informational/Nonfiction</p> <ul style="list-style-type: none"> -The Lost Colony of Roanoke-CSI Investigation -The Colony at Jamestown -Plymouth Colony -Settling the 13 Colonies (Informational articles about the founding of each colony) -Comparing the Colony Regions - New England Colonies -Middle Colonies -Southern Colonies -Atlantic Slave Trade -Salem Witch Trials Choose Your Fate -Colonial America Biographies (6 fictional characters, determine which colony would be best suited for each) -The French and Indian War -The Proclamation of 1763 	<p>INSTRUCTIONAL MATERIALS</p> <p>Textbook: The United States: Making a New Nation (Harcourt Social Studies)</p> <p>Close Reads: Informational/Nonfiction</p> <ul style="list-style-type: none"> -Battles of Lexington and Concord -The Role of Women in the American Revolution -Minorities in the American Revolution -A Soldier's Diary -Strengths and Weaknesses of the Continental Army - Strengths and Weaknesses of the British Army -The Second Continental Congress -The Battle of Bunker Hill -The Battle of Trenton -The Battle of Saratoga -Valley Forge -The Battle of Yorktown and the Treaty of PARIS -Declaration of Independence (Primary Source Document) - "Concord Hymn" (Poem)
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	<p>http://www.youtube.com/watch?v=YftdIU1zago</p> <ul style="list-style-type: none"> - "Capturing Dreams, Weaving Opportunity" - Christopher Columbus - Columbian Exchange - "Birth of a Haudenosaunee" - Haudenosaunee Thanksgiving Address - Two Row Wampum - "The Stone Canoe" video clip <p>http://www.onondaganation.org/news/video/2008/the-stone-canoe-the-story-of-the-peace-maker-2/</p> <p>Book Sets:</p> <ul style="list-style-type: none"> - Walk Two Moons (Realistic Fiction) 770L - Julie of the Wolves (Fiction) 860L - Sign of the Beaver (Historical Fiction) 770L - A Boy Called Slow (Biography) 690L - Eagle Song (Realistic Fiction) 680L - The Birchbark House (Historical Fiction) 970L <p>Nonfiction: The Iroquois: The Six Nations Confederacy</p>	<ul style="list-style-type: none"> - The Sugar Act - The Stamp Act - The Sons of Liberty - The Townshend Acts - The Boston Massacre - Recognizing Bias in the Boston Massacre (Primary Source) - The Boston Tea Party - Patriot, Loyalist, or Neutral - The Intolerable Acts - The First Continental Congress/Patrick Henry - Independence is Common Sense (Primary Source) <p>Book Sets:</p> <p>Level W: The Witch of Blackbird Pond (Historical Fiction) 850L</p> <p>Additional book room suggestion</p> <p>Level Q: If You Lived in Colonial Times (Non-fiction) 590L</p> <p>Level T: The Amazing Life of Benjamin Franklin (Non-fiction) 880L</p> <p>Colonial House Video Series Discovery Education videos</p>	<p>Emerson</p> <ul style="list-style-type: none"> - The Midnight Ride of Paul Revere, Grant Wood (Artwork) - "The Midnight Ride of Paul Revere" (Narrative Poem) - Poor Richard's Almanack (Primary Source Document) - Patrick Henry Speech "Give me Liberty or Give me Death" (Primary Source Document) <p>Book Sets:</p> <p>Level U: Mr. Revere and I (Historical Fiction) 1050L</p> <p>Additional Book Room suggestions:</p> <p>Level Q: If You Lived in Colonial Times (Non-fiction) 590L</p> <p>Level T: The Amazing Life of Benjamin Franklin (Non-fiction) 880L</p> <p>George vs. George (Non-fiction) 1120L</p> <p>Liberty Kids Video Series Discovery Education videos http://www.njamistadcurriculum.net/</p>
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		http://www.njamistadcurriculum.net/	
<p>ASSESSMENTS</p> <p><u>Formative Assessments:</u> responses to readings, discussion, classwork, participation, quizzes</p> <p><u>Summative Assessments:</u> Writing task, test</p> <p><u>Alternative Assessments:</u> regions multimedia presentation</p> <p><u>Benchmark:</u> End of unit test</p>	<p>ASSESSMENTS</p> <p><u>Formative Assessments:</u> responses to readings, discussion, classwork, participation, quizzes</p> <p><u>Summative Assessments:</u> Writing task, test</p> <p><u>Alternative Assessments:</u> write and perform a skit</p> <p><u>Benchmark:</u> End of unit test</p>	<p>ASSESSMENTS</p> <p><u>Formative Assessments:</u> responses to readings, discussion, classwork, participation, quizzes</p> <p><u>Summative Assessments:</u> Writing task, test</p> <p><u>Alternative Assessments:</u> Reader's Theater presentation</p> <p><u>Benchmark:</u> End of unit test</p>	<p>ASSESSMENTS</p> <p><u>Formative Assessments:</u> responses to readings, discussion, classwork, participation, quizzes</p> <p><u>Summative Assessments:</u> Writing task, test</p> <p><u>Alternative Assessments:</u> living history museum</p> <p><u>Benchmark:</u> End of unit test</p>
<p>MODIFICATIONS</p> <p><u>SPED:</u> Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder</p> <p><u>ELL:</u> Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers;</p>			

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vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

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Board Approved: 11/28/2018