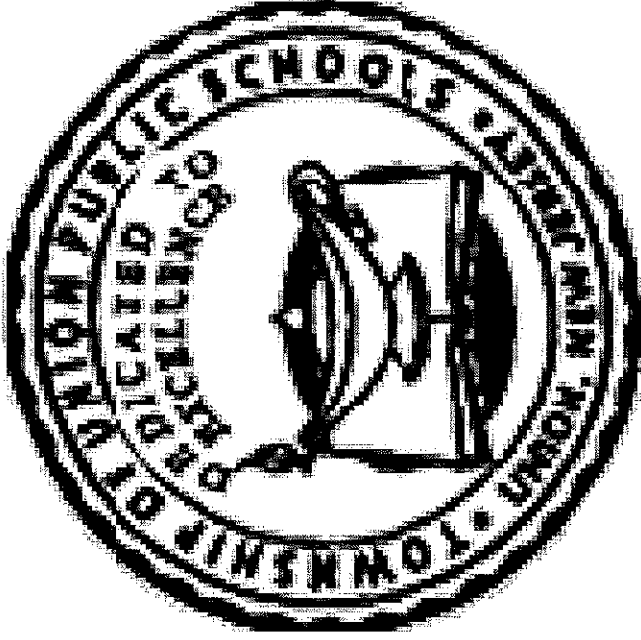
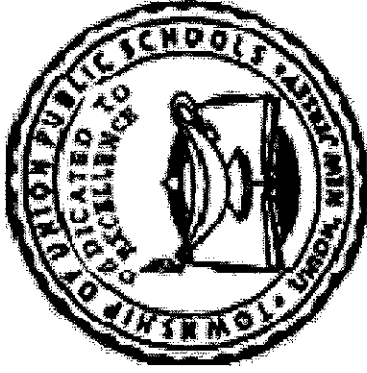


TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 5 Social Studies 2015



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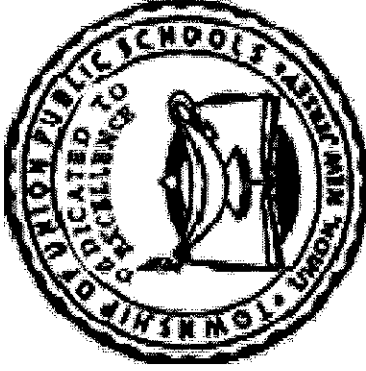
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TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

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Mathematics/Science 2-5	Ms. Teresa Matthews
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Guidance K-12/SAC	Ms. Nicole Ahern
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Math 6-12.....	Mr. Jason Mauriello
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Art/Music	Mr. Ronald Rago
Special Services.....	Ms. Donna Wozniak
Special Services.....	Mr. Joseph Seugling

**Curriculum Committee
Social Studies
Grade 5**

Jennifer Wahlers

Table of Contents

Title Page.....	1
Board Members.....	2
Administration.....	3
Department Supervisors.....	4
Curriculum Committee.....	5
Table of Contents.....	6
District Mission/Philosophy Statement.....	7
District Goals.....	8
Course Description.....	9
Recommended Texts.....	10
Course Proficiencies.....	10
Curriculum Units.....	11
Appendix: New Jersey Core Curriculum Content Standards.....	23

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The fifth grade social studies curriculum is based on the New Jersey Social Studies Core Curriculum Standards. The learning objectives serve as a framework of the social studies content and are the foundation for the course. These objectives state what content and processes students will be able to do at the conclusion of their fifth grade social studies experience.

The curriculum addresses a broad span of the social sciences. The Core Curriculum Standards for Social Studies includes the following major areas of study: geography, history, culture, and economics. The guide is structured around the concept of the events and figures that led to the development of our present day country. Essential questions are asked for each of the areas of study. The objectives relate to each of the essential questions.

The same essential questions and objectives for each of the areas of study (geography, history, culture, and economics) are applied. The students will understand the basic principles and functions of the United States government, the election process, and the development of political ideas and traditions.

Recommended Textbook

The United States: Timelinks, Macmillan/McGraw Hill, 2009

Course Proficiencies

Students will...

1. Understand how people adapted to life in North America.
2. Understand how the environments of the West affected the lives of Native Americans.
3. Understand how events in Europe affected exploration.
4. Understand how Spanish explorers impacted life in North America.
5. Understand how the search for the Northwest Passage affected people.
6. Identify the factors that influenced the development of the Middle Colonies.
7. Identify how the Southern Colonies differed from the other settlements.
8. Understand how slavery developed in the English Colonies.
9. Understand how France's control of the Mississippi River affected settlement.
10. Understand how the French and Indian War changed the colonies.
11. Identify causes of the American Revolution.
12. Identify problems the government faced after the Revolution.
13. Understand the Constitution and why it is a powerful document.
14. Understand how the War of 1812 affected Americans.
15. Understand how the Industrial Revolution changes people's lives.
16. Understand how the conflicts with Mexico changed the United States.
17. Understand how the issue of slavery affected the United States.
18. Understand how the Civil War impacted life in the United States.

Curriculum Units

- Unit 1: Native Peoples of North America
- Unit 2: Exploration and Colonization
- Unit 3: Colonial America
- Unit 4: The Struggle for North America
- Unit 5: The New Nation
- Unit 6: Slavery and Emancipation

Pacing Guide

Content	Months
Unit 1: Native Peoples of North America	September
Unit 2: Exploration and Colonization	October/November
Unit 3: Colonial America	December/January
Unit 4: The Struggle for North America	February/March
Unit 5: The New Nation	April/May
Unit 6: Slavery and Emancipation	June

Unit 1: Native Peoples of North America

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Describe how hunter-gatherers settled the Americas.	6.1, 6.3
2.	Identify unique features of early Middle American cultures.	6.1, 6.3
3.	Trace the development of the first North American cultures.	6.1, 6.3
4.	Understand the significance of Cahokia.	6.1, 6.2, 6.3
5.	Explain how Native Americans adapted to varied environments.	6.1, 6.2, 6.3
6.	Describe the cultures of Native Americans living in the Pacific Northwest.	6.1, 6.3
7.	Identify ways the Pueblo adapted to the desert.	6.1, 6.3
8.	Discuss how the Navajo learned to live in a new environment.	6.1, 6.3
9.	Explain the importance of the horse to the Plains peoples.	6.1, 6.3
10.	Identify ways Plains peoples used natural resources.	6.1, 6.3
11.	Explain slash-and-burn agriculture.	6.1
12.	Compare the way the Creek and Iroquois lived.	6.1, 6.3
13.	Understand how woodland peoples governed themselves.	6.1, 6.3

Unit 2: Exploration and Colonization

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Understand characteristics of Viking culture.	6.2, 6.3
2.	Describe how trade developed between Europe and Asia.	6.2, 6.3
3.	Explain the development of trade in Africa.	6.2, 6.3
4.	Trace the discovery of the water route to India.	6.2, 6.3
5.	Evaluate the importance of the voyages of Columbus.	6.1, 6.2, 6.3
6.	Understand how contact with Europeans changed the Taino.	6.1, 6.2, 6.3
7.	Explain the Columbian Exchange.	6.1, 6.2, 6.3
8.	Explain how the Spanish conquered the Aztec Empire.	6.1, 6.2, 6.3
9.	Understand the Inca culture.	6.2, 6.3
10.	Compare the way the Spanish treated the Inca and the Aztec.	6.1, 6.2, 6.3
11.	Identify reasons the Spanish explored Florida.	6.1, 6.2, 6.3
12.	Explain how Spanish colonists met their need for labor.	6.1, 6.2, 6.3
13.	Understand the social hierarchy of New Spain.	6.1, 6.2, 6.3
14.	Describe the importance of the Northwest Passage.	6.1, 6.2, 6.3

15.	Identify the motive for Dutch exploration.	6.1, 6.2, 6.3
16.	Explain the relationship between the French and Native Americans.	6.1, 6.2, 6.3
17.	Understand the importance of the fur trade.	6.1, 6.2, 6.3
18.	Understand why the Roanoke colonies failed.	6.1
19.	Identify important events in the founding of Jamestown.	6.1, 6.3
20.	Explain why Pilgrims established a colony in Massachusetts Bay.	6.1, 6.2, 6.3
21.	Describe how Native Americans helped the Pilgrims survive.	6.1, 6.3

Unit 3: Colonial America

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Identify Puritan values that shaped America.	6.1
2.	Explain why rebels formed new colonies.	6.1
3.	Understand why conflict broke out between settlers and Native Americans.	6.1, 6.3
4.	Explain how New York became an English colony.	6.1, 6.2, 6.3
5.	Identify the diverse groups that settled in the Middle Colonies.	6.1, 6.2, 6.3
6.	Understand the founding of Pennsylvania and Delaware.	6.1, 6.3
7.	Explain why different religions were tolerated in Maryland.	6.1, 6.3
8.	Understand the Carolinas' plantation economy.	6.1, 6.3
9.	Identify important events in the growth of Georgia.	6.1, 6.3
10.	Describe why settlers came to the colonies.	6.1, 6.2, 6.3
11.	Understand life in the colonies.	6.1
12.	Explain how frontier settlement affected Native Americans.	6.1, 6.3
13.	Understand why colonists in the North and South kept slaves.	6.1, 6.3

14.	Describe what living in slavery was like.	6.1, 6.3
15.	Explain how Africans resisted being enslaved.	6.1, 6.3
16.	Analyze how trade policies affected England's relationship with the colonies.	6.1, 6.2, 6.3
17.	Explain the three legs of the triangular trade.	6.1, 6.2, 6.3
18.	Describe the economic systems of the colonies.	6.1
19.	Understand how colonists practiced democracy.	6.1
20.	Identify tensions between the colonial assemblies and the king.	6.1, 6.2, 6.3
21.	Explain how Zenger's trial led to freedom of the press.	6.1, 6.3

Unit 4: The Struggle for North America

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Recognize the importance of LaSalle's voyage down the Mississippi.	6.1
2.	Explain French motives for settling the Louisiana Territory.	6.1, 6.2, 6.3
3.	Identify the cause of the French and Indian War.	6.1, 6.2, 6.3
4.	Describe the changes caused by the war.	6.1, 6.2, 6.3
5.	Explain how taxes caused growth tension.	6.1, 6.2, 6.3
6.	Identify two events that led to the American Revolution.	6.1, 6.2, 6.3
7.	Identify the battles that began the American Revolution.	6.1
8.	Explain the importance of the Battle of Bunker Hill.	6.1
9.	Identify the point at which war became unavoidable.	6.1, 6.2
10.	Identify important actions of the Second Continental Congress.	6.1
11.	Explain the significance of the Declaration of Independence.	6.1, 6.3
12.	Discuss challenges of the Patriots.	6.1
13.	Compare and contrast forces of the Revolution.	6.1, 6.2
14.	Recognize American support for the war.	6.1, 6.2

15.	Identify the economic impact the war had on Americans.	6.1
16.	Explain the significance of the Battle of Trenton.	6.1
17.	Describe the turning point of the Revolutionary War.	6.1
18.	Explain how Washington's troops became better fighters.	6.1
19.	Identify the two British fronts in 1781.	6.1, 6.2
20.	Explain the importance of the Battle of Yorktown.	6.1, 6.2
21.	Describe the results of the American Revolution.	6.1, 6.2

Unit 5: The New Nation

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Identify strengths and weaknesses of the Articles of Confederation.	6.1, 6.3
2.	Explain how Shay's Rebellion led to the Constitutional Convention.	6.1, 6.3
3.	Understand the conflict between large and small states.	6.1, 6.3
4.	Describe the compromises made to reach agreement on the Constitution.	6.1, 6.3
5.	Identify the three branches of the federal government.	6.1, 6.3
6.	Analyze the system of checks and balances.	6.1, 6.3
7.	Explain the purpose of the Bill of Rights.	6.1, 6.3
8.	Describe how George Washington became president.	6.1, 6.3
9.	Identify reasons people migrated west.	6.1, 6.3
10.	Explain the significance of the Louisiana Purchase.	6.1, 6.3
11.	Understand the tensions that led to the War of 1812.	6.1, 6.2, 6.3
12.	Identify key battles in the conflict.	6.1
13.	Explain the significance of the Monroe Doctrine.	6.1, 6.3
14.	Identify important inventions during the Industrial Revolution.	6.1, 6.3

15.	Explain how new forms of transportation helped cities grow.	6.1, 6.3
16.	Explain the impact of Andrew Jackson's presidency.	6.1, 6.3
17.	Analyze how westward expansion affected Native Americans.	6.1, 6.3
18.	Understand how the population changed during this period.	6.1
19.	Identify sources of conflict between Texans and the Mexican government.	6.1, 6.2, 6.3
20.	Explain how western territory became part of the United States.	6.1
21.	Describe how the Gold Rush helped California grow.	6.1

Unit 6: Slavery and Emancipation

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Explain the importance of cotton to the South's economy.	6.1
2.	Identify differences between the North and the South.	6.1, 6.3
3.	Analyze how tariffs increased tensions between the North and the South.	6.1
4.	Understand how abolitionists fought slavery.	6.1, 6.3
5.	Explain key conflicts related to the issue of slavery in the territories.	6.1, 6.3
6.	Analyze the significance of the Dred Scott decision.	6.1, 6.3
7.	Explain how the Civil War began.	6.1, 6.3
8.	Explain the importance of the Battle of Bull Run.	6.1
9.	Assess the advantages and disadvantages of each side.	6.1
10.	Analyze the elements of Scott's Anaconda Plan.	6.1
11.	Identify innovations in military technology during the Civil War.	6.1
12.	Understand the impact of the Emancipation Proclamation.	6.1, 6.3
13.	Explain the importance of the fall of Vicksburg.	6.1

14.	Identify the turning point of the Civil War.	6.1
15.	Explain how people on the home front contributed to the war effort.	6.1
16.	Summarize Grant's plan to end the war.	6.1
17.	Describe the effects of Sherman's march to the sea.	6.1
18.	Identify the events that ended the war.	6.1
19.	Explain how the federal government supported newly freed slaves.	6.1, 6.3
20.	Identify civil rights granted by the "Civil War Amendments."	6.1, 6.3
21.	Explain how African Americans' civil rights were restricted.	6.1, 6.3

New Jersey Core Curriculum Content Standards
Academic Area

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.