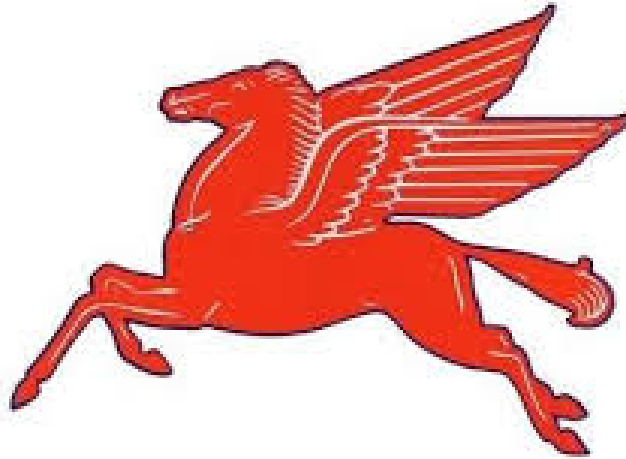


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



Social Studies - Grade 5

UPDATED 2020-2021

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: October 2021

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# Paulsboro Public Schools

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Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21<sup>st</sup> Century and is rich in tradition and pride.



## DEFINITIONS

**NJ Student Learning Standards** – Clear and specific benchmarks for students’ achievement in various content areas. The standards ensure that each child receives a “thorough and efficient education”.

**21<sup>st</sup> Century Life and Careers Standards** – These skills that are comprised of the “12 Career Ready Practices” and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21<sup>st</sup> century workplace.

**ELA Companion Standards** – Consists of standards for reading and writing in History, Social Studies, Science and Technical subjects. ELA curricula

**Gifted and Talented Learners** – Students with high-ability who may need more depth and complexity in instruction.

**Special Education Learners** – Students in need of supports and interventions to improve student achievement

**English Language Learners** – Students with a native language other than English or who are at varying degrees of English language proficiency.

**QUARTER 1 -  
Big Idea: Geography  
Topic: Ancient Indian Civilizations**

<p><b>Standards:</b>  <b>NJ Student Learning Standards:</b>          6.1 U.S. History: American in the World          6.1.8.A.1.a          6.1.8.B.1.a          6.1.8.D.1.a          6.1.8.D.1.b</p> <p><b>21<sup>st</sup> Century Life and Careers:</b>          PFL.9.1.8.A.2          PFL.9.1.8.A.4</p> <p><b>Technology Standards:</b>          TECH.8.1.5.A.4, TECH.8.1.5.B.CS2          TECH.8.1.5.C.CS3, TECH.8.1.5.A.2</p> <p><b>ELA Companion Standards:</b>          LA.RL.5.1          LA.RL.5.2          LA.RL.5.3          LA.RL.5.4          LA.RL.5.5          LA.RL.5.7          LA.RI.5.3</p> <p><b>MODIFICATIONS:</b>          Gifted and Talented Learners:          - Have students think of two places with very different geographies that they have visited or would like to visit.</p> <p>Special Education Learners:</p>	<b>GOAL</b>	
	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>- Identify and describe the ways of the life of the ancient American Indians.</li> <li>- Compare and contrast how geography and climate influenced American Indian Groups differently.</li> <li>- Define culture and explain how it led to diversity among early American Indians.</li> <li>- Describe the roles of men, women, and children in American Indian Society.</li> <li>- Describe various features of American Indian Religious life.</li> <li>- Describe how American Indian groups chose leaders and governed themselves.</li> <li>- Define the term economy and describe ways in which American Indian groups used local resources to survive.</li> </ul>	
	<b>Essential Questions</b>	<b>Assessments</b>
	<p><b>How does geography influence how people live?</b></p>	<p>Lesson Quizzes and Chapter Tests          Workbook pages          Lesson Checks</p>
<b>Enduring Understanding</b>	<b>Resources</b>	
<p>American Indians both adapted to and modified the geography of their region, creating thriving civilizations in North and South American.</p> <p>American Indians used a variety of natural resources to meet their needs for food, clothing, and shelter.</p>	<p>My World Interactive Text.</p> <p>Online Videos</p>	

- Have students list different geographic features of the United States that they know about.

English Language Learners:

- Point to the parts of the map as you are saying the names.
- Help students access unfamiliar vocabulary words in this chapter.

American Indians prospered by creating diverse ways of life and adapting to the climate, resources, and other geographic factors.

American Indians developed rich cultural traditions, creating societies with complex economics and governments.



**QUARTER 1 -  
Big Idea: Exploration  
Topic: Exploration of America**

<p><b>Standards:</b>  <b>NJ Student Learning Standards:</b>          6.1.5.GeoGI.2          6.1.5.EconGE.5          6.1.5.HistorySE.1:          6.2.12.GeoPP.1.a:  <b>21<sup>st</sup> Century Life and Careers:</b>          PFL.9.1.8.A.2          PFL.9.1.8.A.4</p> <p><b>Technology Standards:</b>          TECH.8.1.5.A.4, TECH.8.1.5.B.CS2          TECH.8.1.5.C.CS3, TECH.8.1.5.A.2</p> <p><b>ELA Companion Standards:</b>          LA.RL.5.1          LA.RL.5.2          LA.RL.5.3          LA.RL.5.4          LA.RL.5.5          LA.RL.5.7          LA.RI.5.3</p> <p><b>MODIFICATIONS:</b>          Gifted and Talented Learners:          - Have students imagine they are explorers.          Write a letter to a family member on why exploring is a good thing.</p> <p>Special Education Learners:</p>	<b>GOAL</b>	
	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>- Analyze the impact on the advancement of innovations such as improved maps, fast and safer ships, the extant, the astrolabe, the magnetic compass, and the chronometer.</li> <li>- Explain what motivated the king and queen of Spain to send explorers to find a route west to Asia.</li> <li>- Describe how Columbus sailed west hoping to reach Asia, but landed on a continent previously unknown to most Europeans.</li> <li>- Define the Columbian Exchange as an interchange of cultures, goods between Europeans, American Indians, and Africans following Columbus’s exploration.</li> </ul>	
	<b>Essential Questions</b>	<b>Assessments</b>
	Why do people Explore?	Lesson Quizzes and Chapter Tests Workbook pages Lesson Checks
	<b>Enduring Understanding</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>- The desire to expand trade spurred European explorers in the fifteenth and sixteenth centuries to seek new</li> </ul>	My World Interactive Text.  Online Videos	

- Ask what is an explorer? Explain why exploration was important. Use photos.

English Language Learners:

- Point to the parts of the map as you are saying the names.
- Help students access unfamiliar vocabulary words in this chapter.

opportunities, some of which had unexpected results.

- The Age of Discovery launched a period of interaction and exchange among Europe, Africa, and the Americas, which had both beneficial and tragic results, and long-lasting effects.
- This period of time also resulted in advances in technologies such as map-making, and other navigational tools.

**QUARTER 1 -**  
**Big Idea: Exploring and Discovering North America**  
**Topic: Age of Exploration**

<p><b>Standards:</b>  <b>NJ Student Learning Standards:</b>          6.1.5.HistorySE.1          6.1.8.HistoryCC.3.a          6.1.12.HistoryCC.1.a:</p> <p><b>21<sup>st</sup> Century Life and Careers:</b>          PFL.9.1.8.A.2          PFL.9.1.8.A.4</p> <p><b>Technology Standards:</b>          TECH.8.1.5.A.4, TECH.8.1.5.B.CS2          TECH.8.1.5.C.CS3, TECH.8.1.5.A.2</p> <p><b>ELA Companion Standards:</b>          LA.RL.5.1          LA.RL.5.2          LA.RL.5.3          LA.RL.5.4          LA.RL.5.5          LA.RL.5.7          LA.RI.5.3</p> <p><b>MODIFICATIONS:</b>  <b>Advanced Learner:</b>          - Split the students into groups. Have them explain the cultural differences and perspectives of the three groups of settlers.</p> <p><b>Students with Disabilities:</b></p>	<b>GOAL</b>	
	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>- Analyze the relationship between Spain settlers and American Indians.</li> <li>- Understand the effects of the competition between the European countries to settle in North America.</li> <li>- Explain why and how the English started colonies in Virginia.</li> <li>- Analyze the impact of geography and climate on the Virginia colonies.</li> <li>- Summarize the religious and economic reasons that prompted Pilgrims and Puritans to settle in New England.</li> </ul>	
	<b>Essential Questions</b>	<b>Assessments</b>
	<p>Why do people leave their homelands?</p>	<p>Lesson Quizzes and Chapter Tests          Workbook pages          Lesson Checks</p>
	<b>Enduring Understanding</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>- Immigrants leave their homelands due to political and economic problems and to seek religious freedom and economic opportunities.</li> </ul>	<p>My World Interactive Text.           Online Videos</p>	

- Use maps to explain why settlers left their homelands. Ask students how they would feel about leaving their homeland.

English Language Learners:

- Point to the parts of the map as you are saying the names.
- Help students access unfamiliar vocabulary words in this chapter.

- Colonization of the Americas had to unintended and sometimes devastating consequences.
- When people from different cultures first meet, there are opportunities for cooperation and compromise as well as conflict.
- Europeans and American Indians often had different points of view.

**QUARTER 1 -**  
**Big Idea: Building a new Society**  
**Topic: Life in the Colonies**

<b>Standards:</b> <b>NJ Student Learning Standards:</b> 6.1.12.A.3.h 6.2.8.A.2.b 6.1.8.C.2.a. 6.1.8.A.2.a 6.1.8.B.2.a 6.1.8.C.2.b <b>21<sup>st</sup> Century Life and Careers:</b> PFL.9.1.8.A.2 PFL.9.1.8.A.4  <b>Technology Standards:</b> TECH.8.1.5.A.4, TECH.8.1.5.B.CS2 TECH.8.1.5.C.CS3, TECH.8.1.5.A.2  <b>ELA Companion Standards:</b> LA.RL.5.1 LA.RL.5.2 LA.RL.5.3 LA.RL.5.4 LA.RL.5.5 LA.RL.5.7 LA.RI.5.3  <b>MODIFICATIONS:</b>	<b>GOAL</b>	
	<b>SWBAT</b> <ul style="list-style-type: none"> <li>- Compare and contrast the geography of the New England, Middle, and Southern Colonies.</li> <li>- Analyze how the land and climate had an impact on the development in the three colonial regions.</li> <li>- Compare and contrast the resources and economies of the three colonial regions.</li> <li>- Explain how protectionism and mercantilism affected the colonies and trade.</li> <li>- Summarize the advent of slavery in the American colonies.</li> <li>- Describe the life of enslaved Africans.</li> <li>- Discuss ways in which enslaved Africans resisted slavery.</li> <li>- Explain the causes and effects of conflicts between American Indians and European settlers.</li> </ul>	
	<b>Essential Questions</b>	<b>Assessments</b>
	<p>What does it take to build a new Society?</p>	<p>Lesson Quizzes and Chapter Tests            Workbook pages            Lesson Checks</p>
	<b>Enduring Understanding</b>	<b>Resources</b>

<p>Advanced Learner:</p> <ul style="list-style-type: none"> <li>- Have students write a paragraph asking for sponsors to provide them with things on their packing lists. Use persuasive language.</li> </ul> <p>Students with Disabilities:</p> <ul style="list-style-type: none"> <li>- Have students draw pictures of the items they want for their packing list.</li> </ul> <p>English Language Learners:</p> <ul style="list-style-type: none"> <li>- Have small group discussion on items they would bring. As Explores.</li> </ul>	<ul style="list-style-type: none"> <li>- Environment and location influence where people live and what they do there.</li> <li>- People adapt and modify the world around them to better suit their needs.</li> <li>- Trade and technology promote economic growth.</li> <li>- Varied systems of labor were factors in the prosperity of colonial America.</li> <li>- As people and nations interact, they shape cultural and political institutions in new ways.</li> </ul>	<p>My World Interactive Text.</p> <p>Online Videos</p>
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**QUARTER 1-**  
**Big Idea: Fighting for Freedom**  
**Topic: American Revolution**

<b>GOAL</b>					
<p><b>Standards:</b>  <b>NJ Student Learning Standards:</b>            6.1.8.B.3.c            6.1.8.B.3.d            6.1.8.D.3.a            6.1.8.D.3.c</p> <p><b>21<sup>st</sup> Century Life and Careers:</b>            PFL.9.1.8.A.2            PFL.9.1.8.A.4</p> <p><b>Technology Standards:</b>            TECH.8.1.5.A.4, TECH.8.1.5.B.CS2            TECH.8.1.5.C.CS3, TECH.8.1.5.A.2</p> <p><b>ELA Companion Standards:</b>            LA.RL.5.1            LA.RL.5.2            LA.RL.5.3            LA.RL.5.4            LA.RL.5.5            LA.RL.5.7            LA.RI.5.3</p> <p><b>MODIFICATIONS:</b>            Advanced Learner:            - Encourage students to figure out why previous wars started and the impact they had on the American Revolutionary war.</p>	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>- Explain how tensions rose between the American colonists and the British following the French and Indian war.</li> <li>- Identify leaders and groups who organized protests.</li> <li>- Explain the events that led to the beginning of the American Revolutionary War.</li> <li>- Identify Patriot and British leaders at the beginning of the revolution and their impact.</li> <li>- Describe the purpose, actions, and significance of the Second Continental Congress.</li> <li>- Identify two leaders who wrote and signed the Declaration of Independence.</li> <li>- Compare and contrast the advantages and disadvantages of each side of the American Revolution.</li> <li>- Identify and map the major military battles and campaigns of the war and describe the importance.</li> <li>- Summarize how alliances with other nations contributed to the colonists' victory in the American Revolution and proved to be a turning point in the war.</li> </ul>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; background-color: #f0f0f0;"><b>Essential Questions</b></th> <th style="width: 50%; background-color: #f0f0f0;"><b>Assessments</b></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>What is worth fighting for?</p> </td> <td style="vertical-align: top;"> <p>Lesson Quizzes and Chapter Tests            Workbook pages            Lesson Checks</p> </td> </tr> </tbody> </table>	<b>Essential Questions</b>	<b>Assessments</b>	<p>What is worth fighting for?</p>	<p>Lesson Quizzes and Chapter Tests            Workbook pages            Lesson Checks</p>
<b>Essential Questions</b>	<b>Assessments</b>				
<p>What is worth fighting for?</p>	<p>Lesson Quizzes and Chapter Tests            Workbook pages            Lesson Checks</p>				

	Enduring Understanding	Resources
<p>Students with Disabilities:</p> <ul style="list-style-type: none"> <li>- Rephrasing the big idea. What is important enough to fight for. Explain that fight can also mean to work hard for something.</li> </ul> <p>English Language Learners:</p> <ul style="list-style-type: none"> <li>- Use photos to assist with vocabulary. Partner read.</li> </ul>	<ul style="list-style-type: none"> <li>- People can stand up for what they believe.</li> <li>- Many American colonies united in the common goal of freedom and were willing to fight for it.</li> <li>- Political change can have costs and benefits for different groups.</li> <li>- There are universal rights that all people share.</li> </ul>	<p>My World Interactive Text.</p> <p>Online Videos</p>



**QUARTER 2 -**  
**Big Idea: The purpose of Government**  
**Topic: A New Nation**

<p><b>Standards:</b>  <b>NJ Student Learning Standards:</b>          6.1.4.A.2          6.1.4.A.4          6.1.4.D.5          6.1.8.A.3.c          6.1.8.A.3.d  <b>21<sup>st</sup> Century Life and Careers:</b>          PFL.9.1.8.A.2          PFL.9.1.8.A.4</p> <p><b>Technology Standards:</b>          TECH.8.1.5.A.4, TECH.8.1.5.B.CS2          TECH.8.1.5.C.CS3, TECH.8.1.5.A.2</p> <p><b>ELA Companion Standards:</b>          LA.RL.5.1          LA.RL.5.2          LA.RL.5.3          LA.RL.5.4          LA.RL.5.5          LA.RL.5.7          LA.RI.5.3</p> <p><b>MODIFICATIONS:</b>          Advanced Learner:          - Have students brainstorm new laws.          Propose the laws to students.</p> <p>Students with Disabilities:</p>	<b>GOAL</b>	
	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>- Understand how the U.S. government was structured under the Articles of Confederation and identify the weakness of this structure.</li> <li>- Explain the causes and effects of Shay’s Rebellion and how it contributed to the calls for a stronger government.</li> <li>- Explain why the Constitutional Convention was held.</li> <li>- Identify the leaders of the Constitutional Convention and their views and the challenges and compromises involved while writing it.</li> <li>- Compare and contrast the views of Federalists and Anti-Federalists.</li> <li>- Describe the process that led to the ratification of the Constitution by the states.</li> <li>- Analyze important sections and clauses of the Constitution and how those clauses are important to citizens today.</li> <li>- Describe how the Supreme Court serves as a check on the power of branches of government, and how the other branches check the power of the court.</li> </ul>	
	<b>Essential Questions</b>	<b>Assessments</b>
	<p>What is the purpose of government?</p>	<p>Lesson Quizzes and Chapter Tests          Workbook pages          Lesson Checks</p>
	<b>Enduring Understanding</b>	<b>Resources</b>

<ul style="list-style-type: none"><li>- Remind students that a right is something students are free to do. How do school leaders act like a government?</li></ul> <p>English Language Learners:</p> <ul style="list-style-type: none"><li>- Use photos to assist with vocabulary. Partner read.</li></ul>	<ul style="list-style-type: none"><li>- Every citizen is equal under the laws of the United States.</li><li>- The U.S. constitution is an enduring document that has been amended over time.</li><li>- The U.S. Constitution guarantees the rights of citizens and gives them power over government.</li><li>- The U.S. Constitution provides a system with separation of powers and checks and balances to help limit the power of the federal government.</li><li>- Compromise was used to find a balance between the needs and desires of various groups brought together under the U.S. Constitution.</li></ul>	<p>My World Interactive Text.</p> <p>Online Videos</p>
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## QUARTER 2 -

**Big Idea: The shaping of a nation.**

**Topic: Life in the Young Republic**

<b>QUARTER 2 -</b> <b>Big Idea: The shaping of a nation.</b> <b>Topic: Life in the Young Republic</b>		
<b>Standards:</b> <b>NJ Student Learning Standards:</b> 6.1.8.B.4.a 6.1.8.B.4.b 6.1.12.B.2.b <b>21<sup>st</sup> Century Life and Careers:</b> PFL.9.1.8.A.2 PFL.9.1.8.A.4  <b>Technology Standards:</b> TECH.8.1.5.A.4, TECH.8.1.5.B.CS2 TECH.8.1.5.C.CS3, TECH.8.1.5.A.2  <b>ELA Companion Standards:</b> LA.RL.5.1 LA.RL.5.2 LA.RL.5.3 LA.RL.5.4 LA.RL.5.5 LA.RL.5.7 LA.RI.5.3  <b>MODIFICATIONS:</b> Advanced Learner: - Have students create synonyms for the word shape as its used in the unit. Students with Disabilities:	<b>GOAL</b>	
	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>- Analyze the role of George Washington in creating the first cabinet and executive branch of the federal government.</li> <li>- Compare and contrast the opinions of the Federalist and Democratic-Republican parties regarding issues such as the national bank.</li> <li>- Summarize the causes and effects of the Louisiana Purchase.</li> <li>- Describe the role that Daniel Boone, Lewis and Clark, Zebulon Pike, and John C. Fremont played in the westward expansion of the United States.</li> <li>- Identify the causes of the war of 1812.</li> <li>- List Key battles and events of the war of 1812.</li> <li>- Explain the purpose of the Monroe Doctrine.</li> <li>- Discuss the causes and effects of the Indian Removal Act and the Trail of Tears.</li> <li>- Describe the reasons for the influx of immigrants in the early to mid-1800s.</li> </ul>	
	<b>Essential Questions</b>	<b>Assessments</b>
	<b>How do leaders shape a nation?</b>	Lesson Quizzes and Chapter Tests Workbook pages Lesson Checks
<b>Enduring Understanding</b>	<b>Resources</b>	
	My World Interactive Text.	

<ul style="list-style-type: none"><li>- Provide students with a ball of putty and show them that they can shape the ball however they want just like the nation.</li></ul> <p>English Language Learners:</p> <ul style="list-style-type: none"><li>- Use photos to assist with vocabulary.</li><li>- Partner read.</li><li>-</li></ul>	<ul style="list-style-type: none"><li>- The United States grew rapidly during the early and mid-1800s.</li><li>- The leaders of the United States during this time had a profound impact on future governments, as well as on the ways in which the country grew.</li><li>- The war of 1812 challenged the young nation and help build pride in America and establish an American identity.</li><li>- Westward settlement and land policies disrupted the traditions and lives of American Indians.</li><li>- Obtaining equal rights was a long process for African Americans, women, and many other groups.</li></ul>	<p>Online Videos</p>
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**QUARTER 2 -**  
**Big Idea: Costs and Benefits of Growing**  
**Topic: Westward Expansion**

<b>Standards:</b> <b>NJ Student Learning Standards:</b> 6.1.8.B.4.a 6.1.8.B.4.b 6.1.12.B.2.b  <b>21<sup>st</sup> Century Life and Careers:</b> PFL.9.1.8.A.2 PFL.9.1.8.A.4  <b>Technology Standards:</b> TECH.8.1.5.A.4, TECH.8.1.5.B.CS2 TECH.8.1.5.C.CS3, TECH.8.1.5.A.2  <b>ELA Companion Standards:</b> LA.RL.5.1 LA.RL.5.2 LA.RL.5.3 LA.RL.5.4 LA.RL.5.5 LA.RL.5.7 LA.RI.5.3  <b>MODIFICATIONS:</b> Advanced Learner: - Ask students to come up with a topic covering something in their community that	<b>GOAL</b>	
	<b>SWBAT</b> <ul style="list-style-type: none"> <li>- Identify the major inventions that changed the way people worked in the early to mid-nineteenth century.</li> <li>- Describe the improvements to transportation in the nineteenth century.</li> <li>- Describe why Americans settled in Texas and analyze the conflicts that led to the Mexican War.</li> <li>- Identify and explain the concept of Manifest Destiny.</li> <li>- Identify the economic and social reasons that led settlers to risk moving west.</li> <li>- Identify the important individuals and their contributions to westward expansion</li> <li>- Analyze the causes and effects of the California gold rush.</li> <li>- Describe events that made California a state.</li> </ul>	
	<b>Essential Questions</b>	<b>Assessments</b>
	What are the costs and benefits of growth?	Lesson Quizzes and Chapter Tests Workbook pages Lesson Checks
<b>Enduring Understanding</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>- Changes in technology have both benefits and costs.</li> </ul>		My World Interactive Text.

<p>has experienced growth. Write an informative text on it.</p> <p>Students with Disabilities:</p> <ul style="list-style-type: none"><li>- Remind students growth is the act of growing. Physical things grow like trees. Non-physical things grow as well.</li></ul> <p>English Language Learners:</p> <ul style="list-style-type: none"><li>- Use photos to assist with vocabulary.</li><li>- Partner read.</li></ul>	<ul style="list-style-type: none"><li>- Technological advances can change how and where people live.</li><li>- Nations can gain or lose territory through war, treaties, and the movement of people.</li><li>- People move for economic, political, and social reasons.</li><li>- People may undergo personal hardships to obtain economic opportunity or personal freedom.</li></ul>	<p>Online Videos</p>
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## QUARTER 2 -

**Big Idea: What is worth fighting for?**

**Topic: Civil War and Reconstuciton**

GOAL	
<p><b>Standards:</b>  <b>NJ Student Learning Standards:</b>                      6.1.8.B.5.a                      6.1.8.C.5.a                      6.1.8.D.5.a                      6.1.8.D.5.c                      6.1.12.A.4.a</p> <p><b>21* Century Life and Careers:</b>                      PFL.9.1.8.A.2                      PFL.9.1.8.A.4</p> <p><b>Technology Standards:</b>                      TECH.8.1.5.A.4, TECH.8.1.5.B.CS2                      TECH.8.1.5.C.CS3, TECH.8.1.5.A.2</p> <p><b>ELA Companion Standards:</b>                      LA.RL.5.1                      LA.RL.5.2                      LA.RL.5.3                      LA.RL.5.4                      LA.RL.5.5                      LA.RL.5.7                      LA.RI.5.3</p> <p><b>MODIFICATIONS:</b>                      Gifted and Talented Learners:</p> <ul style="list-style-type: none"> <li>- Have students develop their own list of what is worth fighting for.</li> <li>- Have students create a document defending their reasons.</li> </ul>	<p><b>SWBAT</b></p> <ul style="list-style-type: none"> <li>- Understand the economic, political, and geographic differences between the North and the South in the years before the war</li> <li>- Summarize different perspectives on both slavery in the western territories and states' rights.</li> <li>- Explain the events that led to the Civil War.                             <ul style="list-style-type: none"> <li>- Compare the political and military strategies of the North and the South.</li> <li>- Describe the similarities and differences between Abraham Lincoln and Jefferson Davis.</li> <li>- Assess the strengths and weaknesses of the North and South.</li> <li>- Explain the importance of the Emancipation of Proclamation.</li> <li>- Describe the roles of women, African Americans, and American Indians in the war.</li> <li>- Understand the hardships soldiers faced.</li> <li>- List the significant battles and the turning point leading to the war's end.</li> <li>- Compare the leaders of the two armies.</li> <li>- Understand the reaction to the war's end.</li> <li>- Understand the effects of Abraham Lincoln's assassination on the course of Reconstruction.</li> <li>- Compare and contrast the different aims and plans toward reconstruction held by congress.</li> </ul> </li> </ul>
<b>Essential Questions</b>	<b>Assessments</b>
<p>What is worth fighting for?</p>	<p>Lesson Quizzes and Chapter Tests                      Workbook pages                      Lesson Checks</p>

	<b>Enduring Understanding</b>	<b>Resources</b>
<p>Special Education Learners:</p> <ul style="list-style-type: none"> <li>- Help students understand and develop issues they feel strongly about.</li> </ul> <p>English Language Learners:</p> <ul style="list-style-type: none"> <li>• Point to the parts of the map as you are saying the names.</li> <li>• Help students access unfamiliar vocabulary words in this chapter.</li> </ul>	<ul style="list-style-type: none"> <li>- Social, political, and economic differences can lead to conflict.</li> <li>- When change is imposed or forced, it is more difficult.</li> <li>- People will fight to protect their beliefs and way of life.</li> <li>- In wars, men, women, children, and the environment may all be affected.</li> <li>- Conflicts can have unexpected results that can reshape a country.</li> </ul>	<p>My World Interactive Text.</p> <p>Online Videos</p>