



Curriculum Guide
Social Studies
Grade 5

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Social Studies – Grade 5 Civics

Content Area:	Civics	Grade(s)	5
Unit Plan Title:	Marking Cycle 1 Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3) Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)		
Social Studies NJ Standard – NJSL - SS			
Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)			
<ul style="list-style-type: none"> • 6.1.8.A.4: Analyze data in order to see persons and events in context. • 6.2.8.A.3: Discuss the major characteristics of democratic governments. • 6.2.8.B.1: Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life. • 6.2.8.B.3: Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by individuals. • 6.2.8.D.1: Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections. • 6.2.8.D.3: Describe major conflicts that have arisen from diversity and discuss how conflicts have been addressed. • 6.2.8.D.4: Explain the benefits, costs, and conflicts of a diverse nation. • 6.2.8.D.6: Describe how one's heritage includes personal history and experiences, culture, customs, and family background. 			
Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)			
<ul style="list-style-type: none"> • 6.1.8.A.2: Use critical thinking skills to interpret events, recognize bias, point of view, and context. • 6.1.8.A.3: Assess the credibility of primary and secondary sources. • 6.2.8.C.1: Discuss major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism. • 6.2.8.C.2: Compare and contrast the purposes, organization, function, and interactions of the legislative, executive, and judicial branches of national, state, and local governments and independent regulatory agencies. • 6.2.8.C.4: Discuss major historical and contemporary conflicts over United States constitutional principles, including judicial review in <i>Marbury v. Madison</i>... • 6.2.8.C.6: Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act. • 6.2.8.D.2: Discuss how the rights of American citizens may be in conflict with each other. • 6.2.8.E.3: Compare and contrast the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs. 			
Overview/Rationale			
Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)			
<p>Americans today are a diverse people who vary greatly in the places they live, their jobs, their ages, and their backgrounds. The diversity of Americans creates a cultural mosaic with people's differences fitting together to make a dynamic society. Americans have a set of shared values that combine together in order to live and work together in a</p>			

society. Americans learn these values through the process of socialization in five major social institutions: the family, religion, education, the economy, and government. These social institutions meet people’s needs and shape their values. Americans appreciate being a citizen of the United States, by birth or naturalization, involves rights, duties, and responsibilities. Fulfilling these responsibilities helps to contribute to the common good. Throughout life, each individual plays many social roles that change, overlap, and even conflict. Students will be challenged to question, interview and apply the rights and responsibilities of citizenship and how both immigrants and citizens work together in order to create a functioning society.

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

Delegates to the Constitutional Convention faced many issues. Debate and compromise led to the decisions made in writing the U.S. Constitution. The resulting document created a strong national government with divided and checked powers, and it provided for flexibility and change in the future. To assure approval of the Constitution, the Federalists promised to propose a bill of rights after ratification. The Federalists’ promise to add a bill of rights to the Constitution was fulfilled in 1791 when Congress approved and the states ratified the first ten amendments. These amendments spell out individual freedoms, protections against the government’s abuse of power, and the rights of citizens accused of crimes. The Constitution of the United States has survived for more than 200 years because it can respond to the needs of a growing and changing nation. Students will research, interpret and analyze through debate the role that the Supreme Court takes in continuing to have the Constitution survive as a truly living document, leading to the endurance of the United States.

Career Readiness Practices

Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)

- CRP1. Act as a responsible and contributing citizen and employee
- CRP4. Communicate clearly and effectively and with reason.
- CRP9. Model integrity, ethical leaders
- CRP12. Work productively in teams while using cultural global competence.

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- 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 leaders and effective management.

Technology Standard(s)

Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- 8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.B.1 - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
- 8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.
- 8.1.5.D.4 - Understand digital citizenship and

Interdisciplinary Standard(s)

Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)

- CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- CCSS.ELA-Literacy.RF.5.4a Read grade-level text with purpose and understanding.
- CCSS.ELA-Literacy.W.5.a Introduce a topic or text clearly, state an opinion, and

demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
- 8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.
- 8.1.5.D.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- 8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

create an organizational structure in which ideas are logically grouped to support the writer's purpose.

- CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

CCSS:

- CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*
- CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Essential Question(s)

Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)

- What are some of the reasons why people immigrate?
- What are the foundations and responsibilities of citizenship?
- How do values affect citizens' responsibilities within a society?

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

- What might life be like if there were no national government to protect and unite a group of people?
- How does the government embody the purposes, values and principles of the citizens' dream?
- How does a constitution remain a living or not a living document?

Enduring Understandings

Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)

- Immigrants come to the United States for economic, religious, political and individual freedoms.
- American citizenship is founded on principles of fairness, equality, and respect for diversity.
- American values of equality, equal opportunity and freedom create a system of responsibilities for citizens to uphold by following the beliefs and laws of our society

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

- As seen in the Articles of Confederation, without a national government to unite the people there would be no Congress to create and enforce laws, collect taxes, settle disputes between the states and conduct foreign relations.
- The Framers, based on their political disposition, often disagreed on various aspects of the Constitution - forcing much compromise on the document to meet the needs and dreams of all citizens, regardless of their state.

- The Constitution is the supreme law of the land and framers gave the people opportunities to change the Constitution in order to reflect their times through the amendment process.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
E	Global Awareness	A	Creativity and Innovation
	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	T	Communication
A	Civic Literacy	T	Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)

- SWBAT evaluate the meaning of citizenship in the United States.
- SWBAT analyze the values and principles of Americans.
- SWBAT analyze the challenges of diversity in the United States.
- SWBAT evaluate the benefits and harms of a democracy in United States.
- SWBAT reread to clarify understanding of text.
- SWBAT paraphrase to clarify understanding of the text.
- SWBAT analyze and interpret pie charts.
- SWBAT analyze and discuss political cartoons.
- SWBAT make predictions to set a purpose for reading based upon previous knowledge.
- SWBAT analyze and create diagrams.
- SWBAT identify the main idea and supporting details of a text passage.
- SWBAT interpret the long-lasting impact of Supreme Court cases.

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

- SWBAT differentiate between the branches of government created under the U.S Constitution and its powers.
- SWBAT differentiate between the two main political philosophies of the time: Federalist and Anti-Federalist .
- SWBAT evaluate how the Bill of Rights protects the people from an oppressive government .
- SWBAT analyze why the framers had conflicting views when constructing the U.S Constitution.
- SWBAT analyze how the framers allowed for change within the Constitution.
- SWBAT use context clues in the text to determine the meaning of unfamiliar words and phrases.
- SWBAT interpret nonliteral language to better understand the content of texts.
- SWBAT analyze and apply charted details of the Articles of Confederation and the Constitution.
- SWBAT analyze, discuss and create political cartoons.
- SWBAT analyze and apply information using a Venn diagram.
- SWBAT practice using and apply details from primary source documents.
- SWBAT note and understand sequence of events from ratification of the Constitution to the adoption of the Bill of Rights.
- SWBAT practice and identify cause and effect relationships.

- SWBAT interpret the long-lasting impact of Supreme Court cases.
- SWBAT recognize word parts to determine origins and meanings of unfamiliar terms in a passage.
- SWBAT differentiate between areas and interpret information using United States maps.
- SWBAT learn to analyze photographs.
-

Assessments

Pre and Formative

Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)

- Brainstorming web-chart (Meaning of Citizenship)
- QFT Answer/Reflection
- Vocabulary Quiz
- Exit Tickets
- Journal Entry (Hopes for the future of an immigrant to the United States.)
- One-minute free write (All ways students see active citizenship in daily lives.)
- Civics: Reading and Vocabulary Study Guide: (workbook) (reading/annotating/partner read)
 - Chapter 1.1 pg. 9-10
 - Chapter 1.2 pg. 11-13
 - Chapter 1.3 pg. 15-16
 - Chapter 2.2 pg. 22-23
 - Chapter 2.3 pg. 24-25
 - Chapter 2.4 pg. 28-29
 - Chapter 3.1 pg. 32-33

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

- Journal Entry
- Vocabulary Quiz
- QFT Answer/Reflection
- Exit Tickets
- Civics: Reading and Vocabulary Study Guide: (workbook) (reading/annotating/partner read)
 - Chapter 5.1 pg. 52-53
 - Chapter 5.2 pg. 55-56
 - Chapter 6.1 pg. 62-63
 - Chapter 6.3 pg. 68-69

Summative

Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)

- Unit Summative Assessment #1
- Chapter 2-Writing: Write a short essay comparing democracy to another form of government and explaining which form of government is best. Chapter 2 pg. 52
- Chapter 3-Writing: You have been asked to write an article for a newsletter for new citizens. Explain why contributing to the common good is one of the most important responsibilities of citizenship. Chapter 3 pg. 78
- Chapter 1 Assessment (multiple choice; constructed response)
- Chapter 2 Assessment (multiple choice; constructed response)

- Chapter 3 Assessment (multiple choice; constructed response)

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

- Unit Summative Assessment #2
- Chapter 6-Writing: Select one amendment in the Bill of Rights. Conduct research online to find out more about it. Then, identify at least one cause and two effects of the addition of that amendment to the Constitution. Chapter 6 pg. 182
- Chapter 5 Assessment (multiple choice; constructed response)
- Chapter 6 Assessment (multiple choice; constructed response)
- Chapter 7 Assessment (multiple choice; constructed response)

Authentic Assessments

Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)

- Authentic Assessment: Ideal Citizen Project
- Authentic Assessment: Interview with an Immigrant
- Chapter 1-Writing: Suppose that you are running for school president and have to give a speech on the subject “Why it is important to treat each person with respect.” Write a short speech dealing with the issue. Chapter 1 pg. 26
- Debate (Illegal Immigrants, p.68 in workbook)

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

- Authentic Assessment: Bill of Rights Cartoon Comic Strip
- Authentic Assessment: Class Debate – Constitutional Convention
- Chapter 5-Writing: The Great Compromise was a key event at the Constitutional Convention. Write a short essay on the importance of compromise in making a democracy like that of the United States work.” Chapter 5 pg. 134
- Chapter 7-Writing: As you have seen, the Constitution alone cannot guarantee citizens’ rights. Write an essay describing the role citizens should play in protecting one another’s rights. Chapter 7 pg. 206
- Speech Writing (Speaking in favor of a plan during the Constitutional Convention Debate)

MTSS:

Special Education Students Modifications:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.
- Use district approved current events software, which can revise the reading lexile level to meet students at current reading level.

At-Risk of Failure Students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies: reading aloud; graphic organizers; reading study guides; small learning group instruction; online collaboration software syllabus; inclusion of more visuals and films; field trips; Google Expeditions; peer support; one-on-one instruction.
- Constant parental contact along with

- Curriculum Pathways Strategies:
<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

- Accommodating instructional strategies; reading aloud; graphic organizers’ reading study guides’ one-on-one instruction; class website; handouts; definition list; syllabus; large print; outlines.
- Utilize district approved text-to-speech software.

English Language Learners (ELL) Students:

- Use the district approved research software; give students the option to change the language of the article to the student’s native language for most articles.
- Utilize district approved text-to-speech and translation programs. Will read to the student in the language selected.
- Vocabulary word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment.
- Curriculum Pathways Strategies:
<https://www.curriculumpathways.com/portal/#/pd/strategies/6>

mandatory tutoring appointments.

- Academic contracts.
 - <https://www.interventioncentral.org/behavioral-interventions/motivation/how-increase-motivation-learning-contracts>

Gifted and Talented Students:

- Modified Instructional Strategies: Socratic seminar; group discussion; think-pair-share; individual assignments graded on a more rigorous rubric; multimedia projects; working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning.

Students with a 504:

- Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.

Teaching and Learning Actions

<p><i>Instructional Strategies D</i></p> <p>KEY:</p> <p>ELL – English Language Learners</p> <p>AL-Above Level</p>	<p>Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)</p> <ul style="list-style-type: none"> ● Question Formulation Technique (QFT): The QFT allows students to practice three thinking abilities in one process: divergent thinking, convergent thinking, and metacognitive thinking. It helps students become more curious and engaged learners. When students ask questions it is not a detour. Rather, it is a shortcut to student-directed, deeper learning. ● Socratic Seminar: Socratic seminars promote thinking, meaning making, and the ability to debate, use evidence, and build on one another’s thinking. The teacher selects a significant piece of text related to the topic of study. The
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G&T-Gifted and Talented**SN-Special Needs**

Unit 1 (Chapters 1,2,3) see TE pgs.

Chapter 1

7(ELL), 11(SN), 12(AL), 19(AL), 20(SN,ELL), 21(G&T), 22(ELL),

Chapter 2

31(AL), 32(ELL), 35(SN), 36(G&T), 42(SN,ELL), 43(AL), 46(SN,ELL), 47(G&T), 48(SN,ELL)

Chapter 3

57(ELL), 61(G&T), 62(AL,SN), 65(SN), 68(ELL), 70(SN), 71(G&T), 73(ELL), 74(SN), 76(G&T, ELL)

teacher provides an open-ended, provocative question, which the students will refer to while reading their document. The seminar leader will begin by posing the original question to the group, at which point students can offer their answers/opinions and even shift focus into another related question in order to further/fully examine the overarching topic.

- Exit Tickets: Teachers will use exit tickets in a variety of ways. These may be a check for understanding, student poll, extension of a QFT result or a probe for additional interest within a topic.
- Small Group Work: By working with groups of 4-5 students at a time, the teacher is able to meet their individual educational needs and assist with their personal growth. While this is a strong strategy for English Language Learners, Special Education Students and Gifted and Talented Students, it also meets the needs of all students because of the focus given toward tracking growth within areas of application of class material and skill building.
- Think-Write-Speak Class Discussions: Teachers will facilitate both whole group and small group discussions surrounded by a thought-provoking question/prompt. Students can share their responses with the class after having recorded their thoughts onto anchor chart paper. This will allow students to identify key words that may have been misinterpreted from the original question and therefore assist with their own creation of future questions and responses.
- Guided Notes: Students will begin the notetaking process, through utilization of a guided notes strategy. This strategy is similar to the close reading tactic, allowing students to listen for and see key words within a mini-lesson.
- Interactive Word Wall: A word wall is an organized collection of words displayed on a wall or other space in the room. On a daily basis refer to the word wall for students to categorize, compare/contrast, create conceptual models, descriptions and diagrams.

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

- Question Formulation Technique (QFT): The QFT allows students to practice three thinking abilities in one process: divergent thinking, convergent thinking, and metacognitive thinking. It helps students become more curious and engaged learners. When students ask questions it is not a detour. Rather, it is a shortcut to student-directed, deeper learning.
- Close Reading: A thoughtful analysis of the reading that focuses upon important details of the text. This allows students to identify patterns, specific text evidence and expand their vocabulary on the topic at hand.
- Socratic Seminar: Socratic seminars promote thinking, meaning making, and the ability to debate, use evidence, and build on one another's thinking. The teacher selects a significant piece of text related to the topic of study. The teacher provides an open-ended, provocative question, which the students will refer to while reading their document. The seminar leader will begin by

	<p>posing the original question to the group, at which point students can offer their answers/opinions and even shift focus into another related question in order to further/fully examine the overarching topic.</p> <ul style="list-style-type: none"> ● Exit Tickets: Teachers will use exit tickets in a variety of ways. These may be a check for understanding, student poll, extension of a QFT result or a probe for additional interest within a topic. ● Small Group Work: By working with groups of 4-5 students at a time, the teacher is able to meet their individual educational needs and assist with their personal growth. While this is a strong strategy for English Language Learners, Special Education Students and Gifted and Talented Students, it also meets the needs of all students because of the focus given toward tracking growth within areas of application of class material and skill building. ● Think-Write-Speak Class Discussions: Teachers will facilitate both whole group and small group discussions surrounded by a thought-provoking question/prompt. Students can share their responses with the class after having recorded their thoughts onto anchor chart paper. This will allow students to identify key words that may have been misinterpreted from the original question and therefore assist with their own creation of future questions and responses. ● Guided Notes: Students will begin the notetaking process, through utilization of a guided notes strategy. This strategy is similar to the close reading tactic, allowing students to listen for and see key words within a mini-lesson. ● Debate: Students will research a given topic/question/prompt and take a stand on the issue. While preparing debate statements, the student can fully examine the material as well as various perspectives on the topic. This will allow for creation of an argument that the student will present to the class during the debate, where a moderator will manage students having a point-counterpoint discussion. ● Jigsaw: This protocol allows small groups to engage in an effective, time-efficient comprehension of a longer text. Students can divide up the text, become an expert in one section, hear oral summaries of the others, and still gain an understanding of the material.
<p><i>Activities</i></p>	<p>Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)</p> <ul style="list-style-type: none"> ● Reading Like a Historian – Lunchroom Fight (<i>see link below</i>) ● Question Formulation Technique (QFT): Introduce method for QFT. Provide students with a quote or prompt on the unit topic. Have students follow the protocols for QFT and generate then revise and prioritize questions for their own understanding and levels of interest on the upcoming unit. ● Guided Notes: Introduce students to how to use a presentation and/or discussion to complete guided notes and fill-in appropriate information to their organizer in a close reading style. ● Interactive Word Wall: Maintain in the classroom an interactive word wall,

listing the terms utilized throughout the unit. Encourage students to utilize these terms in their responses (written and spoken) as well as in group discussion with peers. Include visuals with the words for ELL students, especially.

- Creating a Postcard – Students will imagine themselves as an immigrant to the United States, sending a post card back to their relatives in their native country. Students will describe their new life as an immigrant and responsibilities as a citizen. (*rubric provided in shared drive*)
- Chapter 1: Citizen’s Journal-Write a paragraph about a friend, a family member, or yourself like the ones written by Miguel, Thomas Emily, and Jean. Include age, birthplace, family background, and anything else that tells a unique story. Pg. 3
- Chapter 2: Citizen’s Journal-Choose one group of people that influences your behavior-your friends, family, teachers or any other group. Write a paragraph explaining how this group influences you. What advice does this group give you? Do you always follow it? Why or why not? Pg. 29
- Chapter 3: Citizen’s Journal-Write a paragraph explaining your understanding of what citizenship means. After you have studied the chapter, reread your paragraph. Write a new paragraph explaining how your understanding has grown. Pg. 55
- Analyze Pie Graphs Mini-Lesson: Discussion of segments and percentages while discussing components of pie graph. Pg. 6
- Analyze Graphs – U.S. Population by Group, 2000. Students will analyze and calculate population using pie graphs.
- Picture and Circle Graphs – Practice for students to read, interpret and calculate data from a pie graph. Pgs. 98-104 (*Mastering Social Studies Skills, Fourth Edition*)
- Analyze Pie Graphs: Students will practice calculating changes in population using a pie chart. Pg. 35
- Supreme Court Case: *Korematsu vs. United States* (1944). Conduct class discussion and presentation with students identifying details that are essential for understanding. Students should pair-share follow-up questions and present findings to other students. Pg. 60 Students should create a t-chart that identifies New Learnings and Things I Do Not Understand. This chart will be useful in discussion. Conduct a Socratic Seminar as a follow-up to this case.
- Analysis of Political Cartoons: Students will utilize social studies skills to read and interpret details presented in cartoon and answer follow-up questions. Pg. 65
- Class Demonstration/Political Cartoon Analysis – Differences between a “melting pot” and a “mosaic”/“salad bowl”.
- Writing Activity: Chapter 1.2 pg. 17 “Students should write a journal entry from the point of view of someone belonging to one of the groups described in the

section. Students should describe details of their narrator's lives and how they might have felt living this life.

- Writing Activity: Chapter 2.1 pg. 33 "Write as a member of any two groups you belong to. The writing should be a journal in the first person explaining how your needs are met by each group."
- Writing Activity: Chapter 3.2 pg. 67 "Write a speech to your constituents explaining how you will improve your town and how these improvements will make their quality of life better."
- ICIVICS: "Citizenship – Just the Facts". Students learn the process of citizenship as well as related symbols associated.
https://www.icivics.org/teachers/lesson-plans/citizenship-just-facts?referer=node/3016&page_title=Citizenship%20%26amp%3B%20Participation
- ICIVICS: "Immigration Nation". Online game/simulation to guide students through the immigration process and path to citizenship.
https://www.icivics.org/node/4474/resource?referer=node/3016&page_title=Citizenship%20%26amp%3B%20Participation

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

- Question Formulation Technique (QFT): Review/reinforce method for QFT. Provide students with a quote or prompt on the unit topic. Have students follow the protocols for QFT and generate then revise and prioritize questions for their own understanding and levels of interest on the upcoming unit.
- Guided Notes: Review with students to how to use a presentation and/or discussion to complete guided notes and fill-in appropriate information to their organizer in a close reading style.
- Interactive Word Wall: Maintain in the classroom an interactive word wall, listing the terms utilized throughout the unit. Encourage students to utilize these terms in their responses (written and spoken) as well as in group discussion with peers.
- Chapter 5: Citizen's Journal-"How can people who have different ideas arrive at an agreement they can all support? If you were a delegate to the Constitutional Convention, what approach would you use to win support for your views and to arrive at solutions with people who don't agree with you?" pg. 111
- Chapter 6: Citizen's Journal-"What important rights do you live by everyday? Write a paragraph describing how your daily activities reflect your rights as an American citizen." Pg. 159
- Chapter 7: Citizen's Journal-"Our Constitution is described as a flexible document. Write a paragraph explaining why you think this flexibility has been important to our nation. Then, after studying the chapter, reread your paragraph. Write a new paragraph explaining how your understanding has grown." Pg. 185
- Political Cartoon Analysis – "The Temple of Liberty" (*in shared drive*)
- Agreement/Disagreement Activity: Students will create a t-chart identifying

through reading both direct text and using context clues the points needed to have a full understanding of the kind of government needed for the United States. Pg. 113

- Venn Diagrams: Have students read about Articles 4-7 on pages 127-128 using a “Close Reading Strategy”. Ask: How does the Constitution provide both a stable structure for government and a flexible structure for making changes? Students should utilize the Venn Diagram on page 127 to assist and answer the questions that follow. Pg. 127
- Analyzing Primary Sources: Students will read the excerpt from Benjamin Franklin at the Constitutional Convention of 1787 and interpret meaning and specific points that he was trying to convey to participants at the convention. Students should follow steps on page 132 in order to create an outline that breaks the components of the document down into note format. Pg. 132
- Constitutional Convention Simulation/Debate: Organize students into groups (with each group becoming masters of their subject in a jigsaw pattern) around the room in order to research: Articles of Confederation, Virginia Plan, New Jersey Plan, George Washington, James Madison. Students selected to act as the leaders will facilitate a convention in order to guide students towards creating the “Great Compromise”. Follow-up with reflection writing.
- Bill of Rights Cartoon Comic Strip: Students will create pictures to represent each of the 10 amendments in the Bill of Rights.
- Understanding Sequence: Using the chart on page 161, as students to determine with a partner the way that the arrows are meant to take shape through the steps. This information will come as they partner read the section. Students should complete the questions with the chart and share their interpretation with the class, explaining why they believe their route to be correct. Pg. 161
- Identifying Sequence of Events: Readings, questions and introduction to timelines. (*Mastering Social Studies Skills Fourth Edition* pgs. 10-15)
- Understanding Political Cartoons: Explain to the students the importance of individual freedoms and the need of certain freedoms to be limited based upon the events of a time period. Cite the terrorist attacks of September 11, 2001 as an example as ask students to read, analyze, breakdown/note-take the cartoon on page 166. Students should turn their backs to one another to pair-share their responses as to whether or not they believe based on those events that individual freedoms should have been limited or not. Pg. 166
- Identifying Cause and Effects: Students should use the chart on page 171, relating to the causes and effects regarding the Constitutional Convention of 1787 to create their own graphic organizer identifying the event, causes, effects and connections between them. Pg. 171
- Socratic Seminar - Stations Activity: “You Be the Judge”. Students will travel the room with a partner to read the scenario cards and determine which of the first 10 amendments the situation relates to and the reasons why it does. (*in shared drive*)
- Analyzing Maps: Students will utilize the “Slave States and Free States, 1854” map on pg. 189. Ask students to utilize the text evidence in the section and their completed close readings in order to determine “How did the Fourteenth

	<p>Amendment extend the rights of African Americans in these different areas of the country? Pg. 189</p> <ul style="list-style-type: none"> • Learning to read and properly interpret information presented on political maps. (<i>Mastering Social Studies Skills Fourth Edition</i> pgs. 182-194) • Writing Activity: Chapter 5.1 pg. 118 “You are a delegate to the Constitutional Convention. Write a journal entry about one of the issues dealt with at the Convention. Take a position on the issue, explain the opposing view, and describe the compromise that resulted.” • Writing Activity: Chapter 5.3 pg. 131 “You are an editorial writer on a newspaper in 1788. Write an editorial about one part of the Constitution, in which you analyze its strengths and weaknesses. Include a prediction about what kind of government you think will result.” Follow-up with around class taking a stand where students will explain their perspective – Think-Write-Speak. • Writing Activity: Chapter 6.1 pg. 162 “It is 1788. Your state legislature is debating whether it will ratify the new Constitution without a bill of rights. Write a letter to your representative to convince him of the importance of a bill of rights. Give at least three reasons to support your argument.” • ICIVICS: “Anatomy of Constitution”. Students will be able to identify differences between articles of the Constitution through analysis of an article-by-article presentation. https://www.icivics.org/teachers/lesson-plans/anatomy-constitution?referer=node/674&page_title=The%20Constitution • ICIVICS: “You Have Rights”. Students will analyze the text of amendments to determine what rights they specifically have. https://www.icivics.org/teachers/lesson-plans/anatomy-constitution?referer=node/674&page_title=The%20Constitution • “Bill of Rights”. Scholastic. Students will write the meaning of several amendments included in the Bill of Rights and use these to interpret scenarios presented. https://www.scholastic.com/teachers/lesson-plans/teaching-content/bill-rights/ • “The Idea of America” Nikole Hannah-Jones lesson plan from the <i>1619 Project</i> https://pulitzercenter.org/builder/lesson/lesson-plan-exploring-idea-america-nikole-hannah-jones-26503
<p><i>Experiences</i></p>	<p>Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)</p> <ul style="list-style-type: none"> • Statue of Liberty and Ellis Island Field Trip https://www.nps.gov/elis/learn/education/classrooms/fieldtrips.htm <p>Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)</p> <ul style="list-style-type: none"> • The Constitutional Virtual Field Trip of Philadelphia. https://www.theconstitutional.com/field-trips-constitution-day-essay-contest/virtual-field-trip
<p>Resources</p>	
<p>Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3)</p> <ul style="list-style-type: none"> • Reading Like a Historian – Lunchroom Fight (Stamford History Education Group) <ul style="list-style-type: none"> ○ https://sheg.stanford.edu/history-lessons 	

- Question Formulation Technique
 - <https://rightquestion.org/what-is-the-qft/>
- Postcard Annotated Rubric (*in shared drive*)
- Vocabulary Development: <https://www.spellingcity.com/homeschool-vocabulary.html>
- PBS Learning Media. “Faces of America”. <https://nj.pbslearningmedia.org/collection/foa10/>
- District-purchased multi-media software programs.
- Mastering Social Studies Skills Fourth Edition, workbook.
- **Amistad Curriculum:** Unit Four “The Emerging Atlantic World (Native Americans, African Americans and Europeans)” <http://www.njamistadcurriculum.net/history/unit/emerginig-atlantic-world>
- **Holocaust Curriculum:** “Why didn’t they just leave?”
[https://pdf.snapandread.com/viewer.html?url=https%3A%2F%2Fwww.ushmm.org%2Fm%2Fpdfs%2F20171020 Why Didnt They Just Leave.pdf](https://pdf.snapandread.com/viewer.html?url=https%3A%2F%2Fwww.ushmm.org%2Fm%2Fpdfs%2F20171020%20Why%20Didnt%20They%20Just%20Leave.pdf)

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7)

- “You Be the Judge” – Stations Activity (*in shared drive*)
- Marbury v. Madison – Supreme Court Decision Video. U.S. Constitution Center
<https://constitutioncenter.org/learn/hall-pass/supreme-court-spotlight-marbury-v-madison>
- The Constitutional Convention Video. U.S. Constitution Center <https://constitutioncenter.org/learn/hall-pass/constitution-day-2010-the-judicial-branch>
- PBS Learning Media. “Teaching the Constitution” (Separation of Powers, Equality, Federalism)
<https://nj.pbslearningmedia.org/collection/teaching-the-constitution/>
- District-purchased multi-media software programs.
- Mastering Social Studies Skills Fourth Edition, workbook.
- **Amistad Curriculum:** Unit Six “The Constitution and Continental Congress.”
<http://www.njamistadcurriculum.net/history/unit/constitution-continental-congress>
- **Holocaust Curriculum:** “Ethical Leadership” <https://www.ushmm.org/learn/introduction-to-the-holocaust/ethical-leaders/overview/ethical-leadership>

Anchor Text (Amistad)

Glory Be, Augusta Scattergood, 2012 (See Appendix)

Suggested Time Frame:

Unit 1 – Foundations of Citizenship (Chapters 1, 2, 3) – 12 class periods

Unit 2 – The Constitution and Bill of Rights (Chapters 5, 6, 7) – 12 class periods

D- Indicates differentiation at the Lesson Level.

Content Area:	Civics	Grade(s)	5
Unit Plan Title:	Marking Cycle 2 Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12) Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)		
Social Studies NJ Standard – NJSLS - SS			
Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)			
<ul style="list-style-type: none"> • 6.1.8.A.11 Summarize information in written, graphic, and oral formats. • 6.2.8.A.4: Describe the processes of local government. • 6.2.8.A.5: Discuss examples of domestic policies and agencies that impact American lives. • 6.2.8.A.6: Explain how non-governmental organizations influence legislation and policies at the federal, state, and local levels. • 6.2.8.C.4: Discuss major historical and contemporary conflicts over United States constitutional principles. 			
Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)			
<ul style="list-style-type: none"> • 6.1.8.C.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation. • 6.2.8.E.7: Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world. • 6.3.12.C.1: Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. • 6.2.8.D.S: Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (example: dress codes, sexual harassment, fair-trial, free press, minimum wage.) 			
Overview/Rationale			
Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)			
<p>American government is broken into three levels of government: Federal, State and local. At each level of government there are three branches of government that while functioning independently are responsible both to the citizens of the United States, but also to the other two branches of government for upholding the laws of the country. Within each legislative branch of government, it is the responsibility of the elected representatives to balance the needs and desires of their own constituents along with the overall needs of the nation, state or municipality in order to create laws. At the executive level of government the President, Governor or Mayor has his/her power limited by the other two branches, however, it is their responsibility to enforce the laws that have been created and approved by the legislative branch while coordinating with various leaders within the bureaucracy of their governmental level. Finally, the judicial branch of government is primarily responsible for interpretation of laws approved by the legislative branch in order to determine their constitutionality. Differences exist at each level of government in terms of the needs that constituents would like to see implemented. The Federal level needs to coordinate with all 50 states as well as with other world nations to create and maintain a safe and functioning society. At the state level of government, constituents have a greater influence and, in some cases, a direct impact upon lawmaking. Citizens have the most impact upon decisions made at the local level as this affects their individual lives directly. Local governments provide vital services such as education, public safety and utilities. Students will gain the knowledge of how all these levels of government interact with one another to create the level of bureaucracy that exists within the United States today as well as the obstacles that may exist in order to create changes within the nation and likewise the need to be active citizens.</p>			
Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)			
All societies must make economic choices about how to produce goods and services to satisfy people’s wants. Americas			

economic system, like its political system, is based on personal freedom. It is primarily a market economy, which values individual choice. The nature of business has changed greatly since the nation began. From an economy of small farms and factories, business has shifted to wage labor and large corporations, often leading to tensions between business and labor. Within our economic system, consumers have their own important decisions to make about managing their money and developing their careers. The government has come to play an important role in the nation's economy, including regulating the banking system and making rules for the way businesses should operate. Government spending is one of the leading engines of economic activity. The influence of government economic policy – in terms of economic goals, finance, tax and monetary policy, and spending – is felt in every part of the nation. Students will apply these principles to learning to manage their own personal finance and career planning strategies, culminating in an experiential exercise/field trip to simulate economics in action.

Career Readiness Practices

Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)

- CRP1. Act as a responsible and contributing citizen and employee.
- 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.
- CRP12. Work productively in teams while using cultural global competence.

Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- 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.

Technology Standard(s)	Interdisciplinary Standard(s)
<p>Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)</p> <ul style="list-style-type: none"> • 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge • 8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. • 8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. • 8.2.5.A.4 - Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences. • 8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue. • 8.1.5.D.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology 	<p>Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)</p> <p>CCSS:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-Literacy.RI.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • <u>CCSS.ELA-Literacy.RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • <u>CCSS.ELA-Literacy.RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • <u>CCSS.ELA-Literacy.RI.5.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a

and social media.

**Unit 4: Economics, Government & Personal Finance
(Chapters 13, 14, 15, 16, 17, 18)**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
- 8.2.5.A.3 - Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.
- 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.

grade 5 topic or subject area

- CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Unit 4: Economics, Government & Personal Finance
(Chapters 13, 14, 15, 16, 17, 18)**

CCSS:

- CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- CCSS.ELA-Literacy.RI.5.3 Explain the

relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*
- CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.5.5 Include multimedia components (ex. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Essential Question(s)

Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)

- What roles do the legislative, executive and judicial branches each take in creating a balanced government?
- How does the system of checks and balances allow governments to meet the needs of all citizens?
- How do the powers of the federal government allow for state and local governments to exist and meet the needs of citizens at those levels?
- How do state laws co-exist with federal laws?

Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)

- What is an economic system?
- What role do producers and consumers take in an economy?
- How does the availability of resources effect economic decisions?
- How much can business be regulated in a democratic government?

- Are there limits to government activity in the economy?
- How do financial institutions affect the economy?
- How can government spending affect the economy?
- How does a country calculate its Gross Domestic Product? (GDP)

Enduring Understandings

Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)

- The powers of each branch were designed to create a system of checks and balances as the legislative branch creates the laws, the executive branch enforces the laws and the judicial branch interprets the laws.
- The system of checks and balances prevents any one branch of government to have more power than any other branch of government, instead working in cooperation to protect citizen’s rights.
- Each level of government, federal, state and local, meet the needs of citizen’s in different ways; federal government protects citizen’s rights, state government handles all powers not specified in the Constitution and the local government meets the daily needs of citizens.
- Through the concept of Federalism, dividing powers between the federal-national and state governments, while sharing others, allows state laws to co-exist with federal laws.

Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)

- An economic system considers the needs and wants of citizens, factors of production, scarcity of resources heavily influences the production and consumption of goods.
- Producers are the creators/manufacturers of products/services within an economy, while consumers are those that utilize/purchase the products/services.
- Scarcity, by which the resources are always limited compared with the number of people’s wants affects economic decisions through the process of supply and demand.
- Government intervention can limit the activities within an economy depending upon the type of economy practiced by a specific government; traditional, command or market economy. Government regulations will assist with creating protections for consumers through eliminating monopolies and creating fair labor practices.
- Banks are necessary for the free flow of business as they will assist with providing capital to businesses for expansion.
- Throughout history government spending has assisted with boosting the American economy as a result of the efforts of labor unions and in examples such as the Great Depression.
- The Gross Domestic Product (GDP) is determined by the credibility of the government through calculating the total value of all final goods and services produced within the country in a year.

In this unit plan, the following 21 st Century themes and skills are addressed.			
Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives			
Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)			

- SWBAT differentiate between the makeup of each governmental branch and process by which representatives are selected.
- SWBAT analyze how the explicit powers of the Executive, Legislative, and Judicial prevent one branch from becoming too powerful.
- SWBAT differentiate between words that signal a comparison or a contrast.
- SWBAT analyze how Federal, State, and Local governments might conflict.
- SWBAT describe the process of stopping a bill from being passed.
- SWBAT learn why the Framers created the office of President with limits.
- SWBAT compare and contrast the process of law making and its enforcement.
- SWBAT differentiate between executive departments and agencies and explain how they coordinate to create a functioning Executive branch.
- SWBAT read ahead to clarify understanding of text.
- SWBAT discuss how government leaders seek a balance between strong presidential leadership and the needs of democracy.
- SWBAT understand the need for laws and courts in our society.
- SWBAT discuss and compare the roles of state courts and federal courts.
- SWBAT evaluate how judicial review shapes and defines the powers of government.
- SWBAT examine and analyze the role of the Supreme Court.
- SWBAT evaluate how special interests influence lawmaking positively and negatively.
- SWBAT understand how federalism involves state powers and shared powers.
- SWBAT discuss how government is funded at the Federal, State and Local levels.
- SWBAT differentiate between the main and ideas of text and supporting details.
- SWBAT infer word meaning from context clues.

Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)

- SWBAT describe the characteristics of peoples many wants and how resources satisfy wants.
- SWBAT discuss how scarcity affects economic choices.
- SWBAT understand that determining what and how much to produce is a basic economic choice.
- SWBAT understand sequence of events and the relationship among the events.
- SWBAT through production and consumption, apply principles of Supply and Demand in the classroom setting.
- SWBAT develop a personal finance plan demonstrating fiscal responsibility.
- SWBAT differentiate between and compare traditional, command and market economies.
- SWBAT recognize multiple causes that come together to produce a single effect.
- SWBAT understand the circular flow of economic activity.
- SWBAT the role of an entrepreneur and various other models for owning a business.
- SWBAT discuss how factors of production are used.
- SWBAT discuss the rise of labor unions and learn about their history.
- SWBAT evaluate the balance of government intervention in terms of economic prosperity and quality of life.
- SWBAT read ahead to clarify understanding.
- SWBAT discuss how to make financial choices.
- SWBAT choose, research and learn how to satisfy employer's expectations in the workforce.
- SWBAT preview the text and ask questions to guide the reading
- SWBAT differentiate between and explain the limits of free enterprise and economic problems associated.
- SWBAT discuss how the government ensures fair business practices.
- SWBAT analyze how banks, specifically loans, can assist individuals in creating opportunity for themselves.
- SWBAT use context clues to clarify understanding.
- SWBAT analyze how governmental expenditures and its budget influence the value of its currency.
- SWBAT interpret nonliteral language to clarify meaning.
- SWBAT understand the organization of the Federal Reserve System.

Assessments

Pre and Formative

Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)

- Civics: Reading and Vocabulary Study Guide: (workbook) (reading/annotating/partner read/small group)
 - Chapter 8.2 pg. 82-83
 - Chapter 8.3 pg. 85-86
 - Chapter 9.1 pg. 92-93
 - Chapter 9.3 pg. 98-99
 - Chapter 10.1 pg. 102-103
 - Chapter 10.3 pg. 108-109
 - Chapter 11.1 pg. 112-113
 - Chapter 11.3 pg. 118-119
 - Chapter 11.4 pg. 121-122
 - Chapter 12.2 pg. 127-128
- QFT Response/Reflection
- Vocabulary Quiz
- Exit Tickets
- Journal Entry: Chapter 8 – “Do you think the minimum wage should be raised? Write a letter to your Senator explaining why or why not.”
- Journal Entry: Chapter 9 – “Why do you think the Presidency is such a difficult and demanding job?”
- Journal Entry: Chapter 10 – “If you were a Supreme Court Justice, how would you view the citizens that brought their cases into the court?”

Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)

- QFT Response/Reflection
- Exit Tickets
- Vocabulary Quiz
- Journal Entry: Chapter 13 – “Which do you think is more important-playing on a sports team or going to your part-time job? Explain your response.”
- Journal Entry: Chapter 14 – “If you were buying fruits and vegetables for your family, would you want to spend less money and buy at the grocery store or spend more money and get them at a fresh fruit and vegetable stand? Think about and explain what causes the differences in prices.”
- Journal Entry: Chapter 16 – “Do you think it is the responsibility of the government to set rules for companies to follow in regards to how workers should be treated? If so, what are types/examples of rules that the government should pass?”
- Journal Entry: Chapter 18 – “All citizens need to pay taxes. Explain examples of what services are paid for with our taxes.”
- Civics: Reading and Vocabulary Study Guide: (workbook) (reading/annotating/partner read/small group)
 - Chapter 13.1 pg. 135-136
 - Chapter 13.2 pg. 138-139
 - Chapter 13.3 pg. 141-142
 - Chapter 14.1 pg. 145-146
 - Chapter 14.2 pg. 148-149
 - Chapter 16.2 pg. 168-169

- Chapter 16.3 pg. 171-172
- Chapter 17.3 pg. 181-182
- Chapter 18.3 pg. 191-192

Summative

Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)

- Summative Unit Assessment #3
- Chapter 8 Assessment (multiple choice/constructed response)
- Chapter 9 Assessment (multiple choice/constructed response)
- Chapter 10 Assessment (multiple choice/constructed response)
- Chapter 11 Assessment (multiple choice/constructed response)
- Chapter 12 Assessment (multiple choice/constructed response)
- Writing: Chapter 11 – “Write a short essay that explains an example of federalism in America today.” Chapter 11 pg. 316
- Writing: Chapter 12 – “Choose a local-government issue that you have a strong opinion on. Write a letter to the head of your local government, urging him/her to support your position on the issue.” Chapter 12 pg. 344

Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)

- Summative Unit Assessment #4
- Chapter 13 Assessment (multiple choice/constructed response)
- Chapter 14 Assessment (multiple choice/constructed response)
- Chapter 15 Assessment (multiple choice/constructed response)
- Chapter 16 Assessment (multiple choice/constructed response)
- Chapter 17 Assessment (multiple choice/constructed response)
- Chapter 18 Assessment (multiple choice/constructed response)
- Writing: Chapter 13 – “Research an ancient society of your choice, such as Egypt or Rome. Write a narrative describing its economic system and evaluate the effectiveness of that system.” Chapter 13 pg. 372
- Writing: Chapter 16 – “You are a journalist investigating unsafe working conditions in a local factory. Write a short newspaper article explaining what the problems are, what changes need to be made, and who is responsible for making them.” Chapter 16 pg. 452
- Writing: Chapter 18 – “A factory in your town has just closed, leaving 1,500 workers without jobs. Write a letter to the editor of a local paper, outlining what you think the government should do to help these people.” Chapter 18 pg. 506

Authentic Assessments

Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)

- Authentic Assessment: Have students create a list of powers, actions and responsibilities. The students should then create a puzzle board that when put together would have the pieces organized into categories of responsibilities between the Federal, State and Local governments.
- Authentic Assessment: Students will select an office they would like to run for in an election. Each student should create a campaign speech that will be presented to the class in an oral presentation.
- Authentic Assessment: Creating a Branches/Levels of Government diagram or political cartoon.
- Authentic Assessment: Students will create a board game that explains the process by which a bill becomes a law.
- Writing: Chapter 8 – “Write an essay in which you compare and contrast the membership, structure, and

functions of the House and the Senate.” Chapter 8 pg. 236

- Writing: Chapter 9 – “Choose an issue in America today. Write a short essay that explains the President’s powers to deal with the issue, the forces of the executive branch that would deal with the issue, and the limits on presidential power that are in place.” Chapter 9 pg. 262
- Writing: Chapter 10 – “You are a Senator considering a presidential nominee for Supreme Court justice. Write a list of ten hard-hitting questions that you would ask the nominee. These questions should be related to political issues.” Chapter 10 pg. 288
- Authentic Assessment: Writing a Resume Project
- Writing: Chapter 17 – “You want to start a business that provides services, such a babysitting or bike repair. Before you start, it is wise to have a plan-a business plan. Choose a service that you could provide, then write a one-page business plan that describes your business. What service could you provide? Who would your customers be? How much money would you need for tools or equipment? How would you advertise? Chapter 17 pg. 478
- Writing: Chapter 15 – “Think of a local business where you would like to work part time. Write a letter to the owner or manager. Introduce yourself, explain why you want to work there, and describe the skills you can offer.” Chapter 15 pg. 424

Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)

- Authentic Assessment: Role-Play Presentation – Job Interview
- Writing: Chapter 14 – “Choose a block in your neighborhood or town and write a short essay about the businesses located there. In your essay, speculate about what form of business ownership each store or business uses.” Chapter 14 pg. 398
- Journal Entry: Chapter 15 – “Imagine that when you get your first credit card you spend too much money and have a high amount due to the company. Your job only pays you a portion of this each week, but you have other bills to pay. How could you get this amount of money paid off?”
- Journal Entry: Chapter 17 – “Pretend you were designing a new \$500 bill for our country. Whose picture would you put on the bill? Explain why you chose this person and what makes them memorable.”

MTSS:

Special Education Students Modifications:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.
- Use district approved current event software, which can revise the reading lexile level to meet students at current reading level.

At-Risk of Failure Students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies: reading aloud; graphic organizers; reading study guides; small learning group instruction; online collaboration software syllabus; inclusion of more visuals and films; field trips; Google Expeditions; peer support; one-on-one instruction.
- Constant parental contact along with

- Curriculum Pathways Strategies:
<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

- Accommodating instructional strategies; reading aloud; graphic organizers’ reading study guides’ one-on-one instruction; class website; handouts; definition list; syllabus; large print; outlines.
- Utilize district approved text-to-speech software.

English Language Learners (ELL) Students:

- Use the district approved research software; give students the option to change the language of the article to the student’s native language for most articles.
- Utilize district approved text-to-speech and translation programs. Will read to the student in the language selected.
- Vocabulary word banks
- Use visuals whenever possible to support classroom instruction and classroom activities. Refer to teacher’s edition: www.phschool.com (access codes to be found in teacher’s edition)
- Teacher modeling and written instructions for every assignment.
- Curriculum Pathways Strategies:
<https://www.curriculumpathways.com/portal/#/pd/strategies/6>

mandatory tutoring appointments.

- Academic contracts.
 - <https://www.interventioncentral.org/behavioral-interventions/motivation/how-increase-motivation-learning-contracts>

Gifted and Talented Students:

- Modified Instructional Strategies: Socratic seminar; group discussion; think-pair-share; individual assignments graded on a more rigorous rubric; multimedia projects; working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning.

Students with a 504:

Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.

Teaching and Learning Actions

<p><i>Instructional Strategies</i> D</p> <p>KEY:</p> <p>ELL – English Language Learners</p>	<p>Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)</p> <ul style="list-style-type: none"> ● Question Formulation Technique (QFT): The QFT allows students to practice three thinking abilities in one process: divergent thinking, convergent thinking, and metacognitive thinking. It helps students become more curious and engaged learners. When students ask questions it is not a detour. Rather, it is a shortcut to student-directed, deeper learning.
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AL-Above Level

G&T-Gifted and Talented

SN-Special Needs

Unit 3: Chapters 8, 9, 10, 11, 12

TE pgs.

Chapter 8:

SN: 220, 225, 232, 215, 227

AL: 222, 234

ELL: 213

G&T: 216, 230

Chapter 9:

SN: 241, 251, 256, 244

AL: 252

ELL: 248, 253

G&T: 244, 253

Chapter 10:

SN: 267, 275, 278, 282

AL: 269, 286

ELL: 268, 273

G&T: 280

Chapter 11:

SN: 295, 302

AL: 308

ELL: 301

G&T: 299

Chapter 12:

SN: 323, 325, 330, 337, 333, 338

AL: 321, 325, 330

ELL: 321, 329, 342

G&T: 328, 332, 339, 342

Unit 4: Chapters 13, 14, 15, 16, 17, 18)

Chapter 13:

SN: 355, 360, 364, 366

AL: 353, 359, 370

ELL: 351

- Socratic Seminar: Socratic seminars promote thinking, meaning making, and the ability to debate, use evidence, and build on one another's thinking. The teacher selects a significant piece of text related to the topic of study. The teacher provides an open-ended, provocative question, which the students will refer to while reading their document. The seminar leader will begin by posing the original question to the group, at which point students can offer their answers/opinions and even shift focus into another related question in order to further/fully examine the overarching topic.
- Exit Tickets: Teachers will use exit tickets in a variety of ways. These may be a check for understanding, student poll, extension of a QFT result or a probe for additional interest within a topic.
- Small Group Work: By working with groups of 4-5 students at a time, the teacher is able to meet their individual educational needs and assist with their personal growth. While this is a strong strategy for English Language Learners, Special Education Students and Gifted and Talented Students, it also meets the needs of all students because of the focus given toward tracking growth within areas of application of class material and skill building.
- Think-Write-Speak Class Discussions: Teachers will facilitate both whole group and small group discussions surrounded by a thought-provoking question/prompt. Students can share their responses with the class after having recorded their thoughts onto anchor chart paper. This will allow students to identify key words that may have been misinterpreted from the original question and therefore assist with their own creation of future questions and responses.
- Guided Notes: Students will begin the notetaking process, through utilization of a guided notes strategy. This strategy is similar to the close reading tactic, allowing students to listen for and see key words within a mini-lesson.
- Interactive Word Wall: A word wall is an organized collection of words displayed on a wall or other space in the room. On a daily basis refer to the word wall for students to categorize, compare/contrast, create conceptual models, descriptions and diagrams.
- Argumentative Writing: Students take a position on a topics/prompt/question and utilize text evidence in order to support their opinion in a well-constructed essay.
- Accountable Talk: Students draw on evidence appropriate to the content area and follows the rules of reasoning.

Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)

- Question Formulation Technique (QFT): The QFT allows students to

G&T: 354, 368

Chapter 14:

SN: 383, 389, 390, 392, 396,
378, 385

AL: 383, 387, 394

ELL: 377, 379, 391

G&T: 380, 385, 393

Chapter 15:

SN: 406, 413, 405, 418

AL: 410, 422

ELL: 403, 420

G&T: 404, 414

Chapter 16:

SN: 435, 440, 446, 432, 438

AL: 438, 444

ELL: 431, 441

G&T: 432, 440, 447

Chapter 17:

SN: 463, 476, 457, 471

AL: 464, 474

ELL: 458, 462

G&T: 466, 473

Chapter 18:

SN: 483, 492, 494

AL: 485, 499, 504

ELL: 485, 500

G&T: 487, 493, 498

practice three thinking abilities in one process: divergent thinking, convergent thinking, and metacognitive thinking. It helps students become more curious and engaged learners. When students ask questions it is not a detour. Rather, it is a shortcut to student-directed, deeper learning.

- Socratic Seminar: Socratic seminars promote thinking, meaning making, and the ability to debate, use evidence, and build on one another's thinking. The teacher selects a significant piece of text related to the topic of study. The teacher provides an open-ended, provocative question, which the students will refer to while reading their document. The seminar leader will begin by posing the original question to the group, at which point students can offer their answers/opinions and even shift focus into another related question in order to further/fully examine the overarching topic.
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- Modeling: Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and the students learn by observing and emulating.

Activities

Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)

- Question Formulation Technique (QFT): Review/reinforce method for QFT. Provide students with a quote or prompt on the unit topic. Have students follow the protocols for QFT and generate then revise and prioritize questions for their own understanding and levels of interest on the upcoming unit.
- Guided Notes: Review with students to how to use a presentation and/or discussion to complete guided notes and fill-in appropriate information to their organizer in a close reading style.
- Interactive Word Wall: Maintain in the classroom an interactive word wall, listing the terms utilized throughout the unit. Encourage students to utilize these terms in their responses (written and spoken) as well as in group discussion with peers.
- Web-quest: Students will complete a web-quest using www.whitehouse.gov
- Visual compare/contrast: Students will create a visual T-chart in order to compare and contrast the similarities between state and local government. Students should draw out symbols that represent aspects of each level of government in order to visually display what their role is in our government.
- Responsibilities of Members of Congress: Students should list responsibilities of members of Congress and then explain how these responsibilities may be conflicting with one another. TE pg. 214
- Population Chart: Students will analyze and apply population data and correlations between this and representation in Congress. TE pg. 216
- Writing 8.1: "A friend in another country wants to know how Congress works. Write a letter listing and describing the powers of Congress". (see grading rubric below in resources)
- Compare/Contrast Chart: Students will list legislative and non-legislative powers of Congress and determine which powers will apply to the House or the Senate. TE pg. 220
- Point-of-View – Political Cartoons: Students should examine the political cartoon on page 226 and determine the cartoonists point of view in addition to the overall topic and portrayal from the cartoon. TE pg. 226
- Skill Building Reinforcement: Learning to further analyze and evaluate effectiveness of political cartoons. (*Mastering Social Studies Skills Fourth Edition* pgs. 135-142)
- Sequence-of-Events: Students will determine the sequence of events that takes place as a bill becomes a law. Diagram TE pg. 227
- Pie Charts: Students will examine, analyze and apply data regarding minimum wage workers and the associated demographics. TE pg. 231
- Diagrams: Students will use the diagram on pages 242-243 to create a graphic organizer of the roles that the President holds and answer the questions that follow. TE pg. 242-243

- Writing 9.1: "Write a letter to James Madison, the "Father of the Constitution." Tell Madison how the office of the President has evolved since his life-time. In your letter, explain the different responsibilities and powers of the presidency today." TE pg. 247
- Reading a Chart: Students should utilize the chart, "Vice-Presidents Who Succeeded the President" on page 250 in order to analyze the examples of these successions. TE pg. 250
- Reading a Graphic Organizer: Students should examine the "Executive Departments" chart on page 252. Students and think-write-speak the following questions: What were the first three departments of the government? Why do you think there have been seven new executive departments created in the last of the twentieth century? TE pg. 252
- Writing 9.2: "Choose one executive department. Visit its website, and explore one important issue that this department handles. Write a newspaper article describing the department's work on this issue." TE pg. 254
- Argumentative Writing 9.3: "Write a newspaper editorial in which you describe the problems Jefferson faced in completing the Louisiana Purchase. Conclude by explaining whether or not you think Jefferson made the correct decision." (see rubric below in resources)
- Detail Chart: Using the chart on pg. 269, students can identify, analyze and apply the types of cases heard in Federal Courts. TE pg. 269
- Applying Map Skills: Students will use demographic data in order to analyze the 12 Federal Court Circuits and discuss the method for which cases proceed through the courts. Question the students in a think-pair-share: Why do you think the country needs a Supreme Court? Why is it important for judges to be impartial?
- Writing 10.2: "Research a current or former Supreme Court justice. Then, write a short biography describing that justice's background and impact on the court." TE pg. 275
- Analyzing Political Cartoons: Students should work in small groups (followed up with teacher small groups) to analyze and discuss the political cartoon and the message it is conveying concerning Marbury vs. Madison. TE pg. 277
- Sequence of Events: On pgs. 280-281, students should analyze the diagram of the methods with which a case is appealed to the Supreme Court and create their own original diagram with images and text that utilizes context clues in order to assist with further understanding. Present these diagrams in small group setting. TE pgs. 280-281
- Supreme Court Case: *United States vs. Nixon* (1974). Conduct class discussion and presentation with students identifying details that are essential for understanding. Students should pair-share follow-up

questions and present findings to other students. Conduct a Socratic Seminar as a group after the pair-share is complete. Pg. 282 Students should create a t-chart that identifies New Learnings and Things I Do Not Understand. This chart will be useful in discussion.

- Applying Map Skills: Using the map on pg. 296, students can understand the concept of Federalism and explain using Accountable Talk– shared powers between states and Federal government and that the process of amending Constitutions exists at both levels. TE pg. 296
- Analyzing Political Cartoons: Students should analyze and discuss the political cartoon on redistricting and gerrymandering on pg. 299 with a partner and answer the questions that follow. TE pg. 299
- Using a Pie Chart: Students should read, analyze and calculate figures for state spending in a budget and discuss areas where the state government chooses to spend tax dollars. TE pg. 302 Compare these responses to those at the local level as presented on pg. 333
- Analyzing Diagrams: Students will utilize the diagram to identify and create relationships between text and pictures of the responsibilities and powers of the governor. TE pg. 306-307
- Analyzing Diagrams: Students will analyze and apply the method by which mayors and city councils interact in order to create change at the local level of government. Answer the questions that follow. TE pg. 324
- Analyzing Political Cartoons: “The Tweed Ring” Students should pair-share responses to questions then as a group present overall opinions of government corruption at the local level and methodology for eliminating. Pg. 325
- ICIVICS – “Citizen Me” lesson. Students learn their rights and responsibilities of citizenship at each level of government.
https://www.icivics.org/teachers/lesson-plans/citizen-me?referer=node/3016&page_title=Citizenship%20%26amp%3B%20Participation
- ICIVICS: “The Fourth Branch: You”. Activity assists students with determining what branch and official they should reach out to for a variety of different issues. https://www.icivics.org/teachers/lesson-plans/fourth-branch-you?referer=node/3016&page_title=Citizenship%20%26amp%3B%20Participation

Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)

- Question Formulation Technique (QFT): Review/reinforce method for QFT. Provide students with a quote or prompt on the unit topic. Have students follow the protocols for QFT and generate then revise and prioritize questions for their own understanding and levels of interest on

the upcoming unit.

- Guided Notes: Review with students to how to use a presentation and/or discussion to complete guided notes and fill-in appropriate information to their organizer in a close reading style.
- Interactive Word Wall: Maintain in the classroom an interactive word wall, listing the terms utilized throughout the unit. Encourage students to utilize these terms in their responses (written and spoken) as well as in group discussion with peers.
- T-chart comparison of examples between producers and consumers in an economy. Provide students with a list of examples that would fit into one of the categories and also examples that could fit into either. Students should organize these examples into the proper column and as a class discuss the reasons why the examples are categorized as producers or consumers.
- Compare/contrast chart of the types of economic resources. (land, labor, capital and entrepreneurship). Refer to diagram on page 367. Students should complete the question provided and create a graphic organizer in order to do so. TE pg. 367 As a follow-up Think-write-speak class discussion to check for understanding. (see grading rubric below in resources)
- Using a spreadsheet, model then assist students to create a monthly budget.
- Analyzing a Diagram: Students will gain an understanding of the “Want-Satisfaction Chain” in order to begin understanding of human wants, needs and methods for achieving these as the basis for economics. TE pgs. 354-355
- Writing 13.1: “Suppose that you have to choose between buying a new jacket and saving your money to buy a used car when you get your license. List the economic factors that will affect your decision. Then, make the decision and explain your choice.” TE pg. 357
- Analyzing Political Cartoons: Using the political cartoon on pg. 365, students should pair-share the topic of the cartoon; economic ups and downs. Conduct a whole group discussion; “What do you think would be the advantages and disadvantages of a command economy?”, “How do you think a command economy would affect people’s motivation to work and get ahead?”. Students should answer the questions that follow. TE pg. 365
- Analyzing Diagrams: Present the students with the “Circular Flow Model of a Market Economy”. Using this diagram discuss the differences that exist between income and spending and compare this to producing vs. consuming. Students should create a modeled organizer in their notebooks using various colored pencils in order to notate differences between the roles that exist. TE pgs. 378-379
- Analyzing Graphs – “Supply and Demand”. Students should analyze and calculate the differences between supply, demand and the market prices for strawberries as presented in the graph. As a follow up, create an original graph as a class, using a class poll (original data). The students can vote for their favorite flavor of ice cream. Each student should plot their data on a graph as was presented in this model. TE pg. 380

- Writing 14.1: “Think about a recent time when you bought a product. Reconstruct your decision-making process, and evaluate whether you made the right decision.” TE pg. 381
- Analyzing Diagrams: Students should learn the role of various types of businesses: entrepreneurship, sole proprietorship, partnership, corporation. Then have students refer to the “Payments for Resources” diagram on pg. 383. Discuss with the students methods with which payment is received and the process that money takes as it passes through these businesses. TE pg. 383 Follow-up with by reinforcing the importance of corporations over other types of businesses for the amount of jobs created. Students should look at the pie charts on pg. 384 and calculate out the amount of sales that come from these types of businesses. TE pg. 384
- Analyzing Political Cartoons: “Labor Unions”. Students should analyze political cartoon on pg. 392. In small groups the students should discuss (and answer questions) the relationship between labor unions and management. This discussion should include the topic of profit maximization vs. fair/higher wages desired by labor unions. TE pg. 392
- Analyzing Charts: Students will learn about the types of income: salary, wage, commission, bonus, piecework. Students should read the chart and create their own T-chart identifying pro/con statements for each type of income along with a real-world example. TE pg. 403
- Credit Card Debt – Explain the concept of disposable income and how people tend to utilize credit cards, however, end up with a high balance and/or long-term debt as a result. Refer to bar graph on pg. 405. TE pg. 405
- Using a Pie Chart: Discuss with the students the concept of personal consumption. As a class, identify examples of personal consumption in their lives. Students should calculate the percentages of various consumption examples provided. TE pg. 411
- Analyzing Political Cartoons: “Cut Backs”. Students should analyze political cartoon on pg. 412. In small groups the students should discuss (and answer questions) the need for cutbacks and the way that the cartoonists uses humor in order to convey his/her message about spending. TE pg. 412
- Creating a Graphic Organizer: Have students utilize information on “Common Savings Plans” in order to create their own original organizer. Following its completion, the students should identify using a different colored pencil the methods that are most appealing to them in their lives based upon their wants and needs. The students should then explain their reasons for this. TE pg. 413 (see rubric below in resources)
- Writing 15.3: “Find the online version of the Occupational Outlook Handbook. You can search the handbook by specific jobs or general job categories. Research the career that interests you most. Then, write a letter to yourself to be read 10 years in the future. Explain why a particular job interests you now and what the job prospects are for this career.” TE pg. 421.
- Business Profits vs. Working Conditions: Explain to the students the need for reform in the workplace, particularly at the turn of the 20th Century. Model for the students how to analyze a photograph and utilize the picture

of child labor on pg. 431. Question the students: "What ground rules did the Constitution set for a market economy?" and "In what way did the free enterprise system fail under the guidelines set in the Constitution?" Conduct a Socratic Seminar to follow-up the questions. TE pg. 431

- Skill-building/Reinforcement: Present students with methods for analyzing photographs and interpreting all aspects photographed and seen by the person depicting. (*Mastering Social Studies Skills Fourth Edition* pgs. 123-134)
- Writing 16.1: "Make a poster for a class of younger students that will show how the government steps in to try to correct problems in the American economy." TE pg. 434 (see grading rubric below in resources)
- Instruct the students on the relationship between a monopoly and a trust and how this relates to needing fair business practices. Students should analyze political cartoon on pg. 437. In small groups the students should discuss (and answer questions) Have students create their own political cartoon displaying the effect of monopolies on labor or the consumer. TE pg. 437
- Gross Domestic Product: Explain to the students the methods for calculating the GDP for a country. Refer to the bar graph on pg. 444 to discuss how the GDP for the United States has changed throughout the years. As students the reasons they feel this number has increased and explain the concept of inflation. Answer the questions that follow. TE pg. 444
- Paychecks: Using the chart on pg. 446-447, explain to the students that governmental services are paid for using tax payer dollars. Taxes are directly taken from your paycheck. Have students analyze the diagram and calculate out the tax dollars taken in 2006 to account for the federal budget. TE pg. 446-477
- Analyzing Political Cartoons: Discuss that banks have been merging into super banks, creating smaller monopoly-like organizations. Students should analyze political cartoon on pg. 465. In small groups the students should discuss (and answer questions). TE pg. 465.
- Analyzing Maps: Have students refer to the "Federal Reserve District" map on pg. 471 to identify locations of the districts for the Federal Reserve. Ask students to answer: "Who deposits money in a Federal Reserve Bank? Who withdraws money from one?". TE pg. 471
- Writing and Depositing Checks: Model for the students how to write a check and document it into the check register. Then explain what happens to the check when it is deposited into the bank. The students should refer to the flow chart on pgs. 472-473 and complete a guided notes sheet. TE pgs. 472-473
- Writing 18.1: "You have just received your first paycheck from your first job, and you see that federal income tax has been withheld from our check. Write a letter to your pen pal in Belgium explaining what the tax pays for in your country." TE pg. 489 (see rubric below in resources)
- Analyzing Political Cartoons: Discuss the role that legislators take in the bill-making, budget-making and taxation process. Students should analyze political cartoon on pg. 495. In small groups the students should discuss

	(and answer questions)
<i>Experiences</i>	<p>Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)</p> <ul style="list-style-type: none"> • Guest Speaker – City level official https://www.ci.orange.nj.us/welcome.html <p>Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)</p> <ul style="list-style-type: none"> • BizTown Experiential Simulation Field Trip https://janj.org/
Resources	
<p>NOTE: For all pictures and diagrams that have been referred to, see you online portal provided along with your teacher’s edition. Access codes for these can be found on the pages notated above.</p>	
<p>Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)</p> <ul style="list-style-type: none"> • Question Formulation Technique <ul style="list-style-type: none"> ○ https://rightquestion.org/what-is-the-qft/ • District-purchased software programs • Editorial Article Grading Rubric: http://www.teacherjet.com/rubrics/english/EditorialArticle.html • Newspaper Grading Rubric: https://pdf.snapandread.com/viewer.html?url=https%3A%2F%2Fgo.hrw.com%2Fresources%2Fgo_ss%2Fteacher99%2Frubrics%2FRUBRIC23.pdf • Friendly Letter Grading Rubric: http://www.teacherjet.com/rubrics/english/FriendlyLettersRubric.html • PBS Learning Media: “Supreme Court Interactive Timeline”: https://nj.pbslearningmedia.org/resource/pbs_org14_tsucour_soc_10/the-supreme-court-interactive-timeline/ • PBS Learning Media Video Clip: “Federalism” https://nj.pbslearningmedia.org/resource/found17-soc-federalism/founding-principles-federalism/ • PBS Learning Media Video Clip: “The Judiciary” https://nj.pbslearningmedia.org/resource/found17-soc-judiciary/founding-principles-the-judiciary/ • Amistad Curriculum: “The Constitution and Slavery” (Analyzing the impact of the 3/5 Compromise over slavery and the impact it had for states rights vs. Federal rights) http://www.njamistadcurriculum.net/history/unit/constitution-continental-congress/lesson_plan/4239/304 • Holocaust Curriculum: “Case Study: Wagner-Rogers Bill” (debating the states/Federal government’s willingness to accept Jewish immigrants fleeing Nazi Germany, seeking asylum.) https://www.ushmm.org/educators/lesson-plans/teaching-about-americans-and-the-holocaust#immigration <p>Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)</p> <ul style="list-style-type: none"> • Question Formulation Technique <ul style="list-style-type: none"> ○ https://rightquestion.org/what-is-the-qft/ • District-purchased software programs • Friendly Letter Grading Rubric: http://www.teacherjet.com/rubrics/english/FriendlyLettersRubric.html • Poster Grading Rubric: https://pdf.snapandread.com/viewer.html?url=https%3A%2F%2Fgo.hrw.com%2Fresources%2Fgo_ss%2Fteacher99%2Frubrics%2FRUBRIC28.pdf 	

- PBS Learning Media Video Clip: “Restaurant Entrepreneur” - <https://nj.pbslearningmedia.org/resource/fd2e2da1-0cf1-470f-a83c-984f7b9be1d3/restaurant-entrepreneur-career-connections/>
- PBS Learning Media Game: “It Costs What?” (teaching the effects of interest when purchasing with credit cards) <https://nj.pbslearningmedia.org/resource/fin10.socst.personfin.credit.costswhat/it-costs-what/>
- PBS Learning Media Game: “Bank It or Bust” (teaching/reinforcing the methods for creating budgets and saving for future purchases) <https://nj.pbslearningmedia.org/resource/fin10.socst.econ.personfin.intro.bankit/bank-it-or-bust/>
- Graphic Organizer Grading Rubric: https://pdf.snapandread.com/viewer.html?url=https%3A%2F%2Fgo.hrw.com%2Fresources%2Fgo_ss%2Fteacher99%2Frubrics%2FRUBRIC13.pdf
- **Amistad Curriculum:** “Black Inventors and Inventions” (analyzing the contributions to the needs and wants of society as contributed by African Americans) http://www.njamistadcurriculum.net/history/unit/post-reconstruction/lesson_plan/4284/333
- **Holocaust Curriculum:** “Some were neighbors: Collaboration and Complicity in the Holocaust” (analyzing the impact of boycotting Jewish businesses during Kristallnacht) <https://iwitness.usc.edu/sfi/Activity/Detail.aspx?activityID=1262&retainFilter=true>

Anchor Text (Amistad)

The Lions of Little Rock, Kristen Levine, 2012. PDF version of the book.

https://cdn.ymaws.com/www.ilfonline.org/resource/resmgr/YHBA_2015/Lions_of_Little_Rock.pdf

Suggested Time Frame:	<p>Unit 3: Federal, State and Local Government (Chapters 8, 9, 10, 11, 12)</p> <ul style="list-style-type: none"> • 12-class periods <p>Unit 4: Economics, Government & Personal Finance (Chapters 13, 14, 15, 16, 17, 18)</p> <ul style="list-style-type: none"> • 12-class periods
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D- Indicates differentiation at the Lesson Level.

Content Area:	Civics	Grade(s)	5
Unit Plan Title:	Marking Cycle 3 Unit 5 – The American Legal System (Chapters 19, 20, 21) Unit 6 - Financial Literacy (“Not Your Parents Money Book”)		
Social Studies NJ Standard – NJSLS - SS			
Unit 5 – The American Legal System (Chapters 19, 20, 21)			
<ul style="list-style-type: none"> • 6.1.8.A.3: Assess the credibility of primary and secondary sources. • 6.1.8.A.6: Formulate questions based on information needs. • 6.1.8.A.7: Use effective strategies for locating information. • 6.2.8.A.1: Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good. • 6.2.8.D.5: Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage). • 6.2.8.E.1: Analyze ways in which nation-states interact with one another through trade, diplomacy, 			

cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.

Unit 6 - Financial Literacy (“Not Your Parents Money Book”)

- 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.7: Explain the purpose of the payroll deduction process, taxable income, and employee benefits.
- 9.1.8.A.6: Explain how income affects spending decisions.
- 9.1.4.A.2: Identify potential sources of income
- 9.1.4.A.2: Explain how income affects spending and take-home pay.

Overview/Rationale

Unit 5 – The American Legal System (Chapters 19, 20, 21)

The American legal system operates at all three levels of government-local, state, and federal. Each level has both civil and criminal laws, courts, and enforcement officers. The two sources of law are rules written by legislatures and common law derived from decisions by judges. Both the criminal justice system and the juvenile justice system deal with crimes. The legal system must balance the needs of society against the rights of the individual. The civil justice system provides ways for people to resolve disagreements in the courts. This culminates in Constitutional challenges, expansion and contraction of laws and freedoms at the Supreme Court level. Students will have the opportunity to research and challenge through oral presentations, debate and deep analysis and application of existing laws and the rights and responsibilities they will be expected to follow as citizens of the United States.

Unit 6 - Financial Literacy (“Not Your Parents Money Book”)

As a citizen of the United States it is essential to be financially literate, based upon the free-enterprise market economy that exists. Financial literacy refers to the ability to know how to earn money, save money and properly allocate funds within your daily life. Students need to be made aware of the basic system that currently exists and the predictions for how this system will change within their lives. Many concepts and programs such as pension plans and social security that the student’s parents may be eligible for will most likely either not exist or look far different than they do today. Students need to learn how to ensure that every financial decision that they make needs to have a specific purpose and not an impulse decision. When students are financially literate they can have full independence and success within the economy of the United States. Areas of Focus for Grade 5: The Economy and You, You and Your Money, Earning Money, History of Money, How Money is Made

Career Readiness Practices

Unit 5 – The American Legal System (Chapters 19, 20, 21)

- CRP1. Act as a responsible and contributing citizen and employee
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.

Unit 6 - Financial Literacy (“Not Your Parents Money Book”)

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP12. Work productively in teams while using cultural global competence.

Technology Standard(s)

Unit 5 – The American Legal System (Chapters 19, 20, 21)

- 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3: Use a graphic organizer to organize

Interdisciplinary Standard(s)

Unit 5 – The American Legal System (Chapters 19, 20, 21)

- CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from

information about problem or issue.

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

Unit 6 - Financial Literacy (“Not Your Parents Money Book”)

- 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.4: Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
- 8.2.5.B.4: Research technologies that have changed due to society’s changing needs and wants.

the text.

- CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, *events*, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*
- CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Unit 6 - Financial Literacy (“Not Your Parents Money

Book”)

- CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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- CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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- CCSS.ELA-Literacy.SL.5.5 Include multimedia components (ex. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Essential Question(s)

Unit 5 – The American Legal System (Chapters 19, 20, 21)

- What is the place of law in a democratic constitutional system?
- How does the government established by a constitution embody the purposes, values, and principles of a democracy?
- How do laws created by the legislatures cause conflict in a democratic society?
- Why do citizens tend to resort to committing crimes and how are these crimes punished?
- How does a judicial system provide for civil justice?

Unit 6 - Financial Literacy (“Not Your Parents Money Book”)

- Why is money important?
- How (and why) do you handle your money in a specific way?
- What do adults mean when they discuss the “economy”?
- How do you make sure you earn enough money to live comfortably and achieve financial success?

Enduring Understandings

Unit 5 – The American Legal System (Chapters 19, 20, 21)

- Laws are created to protect and promote safety, property, freedom, and fairness in a constitutional system.
- The United States government, as created by our Constitution, embodies the principles of democracy through the creation of laws, protecting safety and property, and promoting the common good.
- American society often conflicts on a law based upon its ability to protect individuals and promote fairness.
- Crimes are often committed due to poor finances/ family life and exposure to violence. The workings of the criminal justice system and American court system ensure the fair treatment of the accused and will appropriate a punishment for citizens found guilty based upon the violation.
- The idea of equity in civil proceedings are often ambiguous, as money cannot solve every problem.

Unit 6 - Financial Literacy (“Not Your Parents Money Book”)

- Money is important as long-term financial success begins early in life, and all financial decisions should be made with advanced thought towards the future.
- Students should be planning for how they will contribute to and succeed within the American economy and how financial security includes appropriate spending, saving and long-term investments (stocks, bonds, mutual funds).
- Adults refer to the American economy in terms of attaining an understanding of the United States monetary system and career-related planning.
- In order to live comfortably, students should be planning ahead for both the education and job-related experiences that will be necessary to enter the profession which best fits their needs and desires for success.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
T	Global Awareness	A	Creativity and Innovation
	Environmental Literacy	A	Critical Thinking and Problem Solving
E	Health Literacy	A	Communication
A	Civic Literacy	T	Collaboration
A	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

Unit 5 – The American Legal System (Chapters 19, 20, 21)

- SWBAT differentiate between the processes used in criminal and civil trials.
- SWBAT evaluate how government should address crimes, through consequence or cause
- SWBAT analyze the fairness of special interest laws designed to promote justice.
- SWBAT construct a equitable and fair decision on a civil proceeding.
- SWBAT analyze evidence and information to prove innocence or guilt in a mock trial.
- SWBAT consider the need to protect individual freedoms and promote the common good.
- SWBAT differentiate between contrasts among a collection of ideas.

- SWBAT discuss the need for order.
- SWBAT learn about laws made by legislatures.
- SWBAT discuss how judges' decisions and agency regulations affect laws
- SWBAT learn how laws are changed.
- SWBAT learn how to summarize documents.
- SWBAT examine the problem and types of crime in the United States.
- SWBAT differentiate between causes and effects that indicate a sequence of events.
- SWBAT describe the arrest, pretrial and going to trial processes.
- SWBAT recognize words that signal a sequence.
- SWBAT discuss the juvenile justice system.
- SWBAT explore the wide range of civil cases.
- SWBAT recognize multiple causes of a situation or event.
- SWBAT understand problems in civil courts.
- SWBAT learn how to serve on a jury.

Unit 6 - Financial Literacy ("Not Your Parents Money Book")

- SWBAT learn Jean Chatzky's "Three Rules of Money"
- SWBAT understand the use of credit
- SWBAT know the difference between credit and debit cards
- SWBAT attain a basic understanding of the workings of the United States monetary system
- SWBAT understand the basics of investment options: stocks, bonds, mutual funds
- SWBAT learn the importance of saving and how to make it a habit
- SWBAT understand the place of charity in your life
- SWBAT differentiate between methods for earning and saving money in their own lives.
- SWBAT differentiate between cause and effect relationships based upon decisions made in financial transactions.

Assessments

Pre and Formative

Unit 5 – The American Legal System (Chapters 19, 20, 21)

- Civics: Reading and Vocabulary Study Guide: (workbook) (reading/annotating/partner read/small group)
 - Chapter 19.1 pgs. 195-196
 - Chapter 19.3 pgs. 201-202
 - Chapter 20.1 pgs. 205-206
 - Chapter 20.2 pgs. 208-209
 - Chapter 20.3 pgs. 211-212
 - Chapter 21.2 pgs. 218-219
- QFT Answer/Reflection
- Exit Tickets
- Vocabulary Quiz
- Journal Entry: Chapter 19 - "In a survivor situation like that in Lord of the Flies, what do you think would be the most important tasks of the group in the beginning? How would you suggest that the group make rules about those tasks? What kinds of rules would be necessary? What arguments would you make to convince others about your choice of tasks and rules?" (Chapter 19 pg. 511)

Unit 6 - Financial Literacy ("Not Your Parents Money Book")

- QFT Answer/Reflection
- Exit Tickets
- Vocabulary Quiz

Summative

Unit 5 – The American Legal System (Chapters 19, 20, 21)

- Summative Assessment – Unit 5
- Chapter 19 Assessment (multiple choice/constructed response)
- Chapter 20 Assessment (multiple choice/constructed response)
- Chapter 21 Assessment (multiple choice/constructed response)
- Writing: Chapter 19 – “Find news of a criminal trial in an article from a newspaper, magazine, or the Internet. Write a brief summary in which you outline the main issues involved in the case.” (Chapter 19 pg. 532)
- Writing: Chapter 20 – “Go online to read about the October 2002 sniper killings in the Washington D.C., area. Compare and contrast how the criminal justice system handled the two defendants. Do you think the youth should have been tried as an adult? Explain.” (Chapter 20 pg. 558)
- Writing: Chapter 21 – “Place yourself in the role of a mediator in the story. Write an analysis of what happened. Where do you think the responsibility lies? How could the dispute be settled without a lawsuit?” (Chapter 21 pg. 584)

Unit 6 - Financial Literacy (“Not Your Parents Money Book”)

- Summative Assessment – Unit 6
- Chapter 1 Assessment (multiple choice/constructed response)
- Chapter 2 Assessment (multiple choice/constructed response)
- Chapter 3 Assessment (multiple choice/constructed response)

Authentic Assessments

Unit 5 – The American Legal System (Chapters 19, 20, 21)

- Authentic Assessment: Have students create a political cartoon based up their opinion that the rights provided in the Supreme Court case, *Miranda vs. Arizona*, advance Constitutional rights or protect criminals.
- Journal Entry: Chapter 20 – “Has anyone every stolen anything from you or from someone you know? Write a short paragraph about this experience. How did you feel when you discovered the theft? Did you contact the police, and if so, what did they do about it? How was the situation finally resolved?” (Chapter 20 pg. 535)
- Journal Entry: Chapter 21 – “Suppose you were on the jury of the case in which Tommy’s parent are suing both drivers. Who do you think was responsible? Who should pay? Was it just a tragic accident, with neither driver to blame? Write a brief paragraph in which you outline your view of the case.” (Chapter 21 pg. 561)

Unit 6 - Financial Literacy (“Not Your Parents Money Book”)

- Authentic Assessment: Choose a company from the NYSE and invest \$1,000 Follow the investment for 3 weeks. Create an excel spreadsheet to detail the rise and fall of the stock price. Write a summary of the experience.

MTSS:

Special Education Students Modifications:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options allowing students to pick assignments from different levels based on

At-Risk of Failure Students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies: reading

difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

- Use district approved current event software, which can revise the reading lexile level to meet students at current reading level.
 - Curriculum Pathways Strategies:
<https://www.curriculumpathways.com/portal/#/pd/strategies/14>
- Accommodating instructional strategies; reading aloud; graphic organizers' reading study guides' one-on-one instruction; class website; handouts; definition list; syllabus; large print; outlines.
- Utilize district approved text-to-speech software.

English Language Learners (ELL) Students:

- Use the district approved research software; give students the option to change the language of the article to the student's native language for most articles.
- Utilize district approved text-to-speech and translation programs. Will read to the student in the language selected.
- Vocabulary word banks
- Use visuals whenever possible to support classroom instruction and classroom activities. Refer to teacher's edition: www.phschool.com (access codes to be found in teacher's edition)
- Teacher modeling and written instructions for every assignment.
- Curriculum Pathways Strategies:
<https://www.curriculumpathways.com/portal/#/pd/strategies/6>

aloud; graphic organizers; reading study guides; small learning group instruction; online collaboration software syllabus; inclusion of more visuals and films; field trips; Google Expeditions; peer support; one-on-one instruction.

- Constant parental contact along with mandatory tutoring appointments.
- Academic contracts.
 - <https://www.interventioncentral.org/behavioral-interventions/motivation/how-increase-motivation-learning-contracts>

Gifted and Talented Students:

- Modified Instructional Strategies: Socratic seminar; group discussion; think-pair-share; individual assignments graded on a more rigorous rubric; multimedia projects; working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning.

Students with a 504:

Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.

Instructional Strategies

D

KEY:

ELL – English Language Learners

AL-Above Level

G&T-Gifted and Talented

SN-Special Needs

Unit 5: Chapters 19, 20, 21

TE pgs.

Chapter 19:

SN: 515, 519, 527

AL: 526

ELL: 517, 526

G&T: 513, 522

Chapter 20:

SN: 537, 545, 538, 548

AL: 537, 547

ELL: 539, 548

G&T: 538, 553

Chapter 21:

SN: 575, 576, 564

AL: 565, 576

ELL: 563, 571

G&T: 566, 579, 580

Unit 6: “Not Your Parent’s Money Book”

Unit 5 – The American Legal System (Chapters 19, 20, 21)

- Question Formulation Technique (QFT): The QFT allows students to practice three thinking abilities in one process: divergent thinking, convergent thinking, and metacognitive thinking. It helps students become more curious and engaged learners. When students ask questions it is not a detour. Rather, it is a shortcut to student-directed, deeper learning.
- Socratic Seminar: Socratic seminars promote thinking, meaning making, and the ability to debate, use evidence, and build on one another’s thinking. The teacher selects a significant piece of text related to the topic of study. The teacher provides an open-ended, provocative question, which the students will refer to while reading their document. The seminar leader will begin by posing the original question to the group, at which point students can offer their answers/opinions and even shift focus into another related question in order to further/fully examine the overarching topic.
- Exit Tickets: Teachers will use exit tickets in a variety of ways. These may be a check for understanding, student poll, extension of a QFT result or a probe for additional interest within a topic.
- Small Group Work: By working with groups of 4-5 students at a time, the teacher is able to meet their individual educational needs and assist with their personal growth. While this is a strong strategy for English Language Learners, Special Education Students and Gifted and Talented Students, it also meets the needs of all students because of the focus given toward tracking growth within areas of application of class material and skill building.
- Think-Write-Speak Class Discussions: Teachers will facilitate both whole group and small group discussions surrounded by a thought-provoking question/prompt. Students can share their responses with the class after having recorded their thoughts onto anchor chart paper. This will allow students to identify key words that may have been misinterpreted from the original question and therefore assist with their own creation of future questions and responses.
- Guided Notes: Students will begin the notetaking process, through utilization of a guided notes strategy. This strategy is similar to the close reading tactic, allowing students to listen for and see key words within a mini-lesson.
- Interactive Word Wall: A word wall is an organized collection of words displayed on a wall or other space in the room. On a daily basis refer to the word wall for students to categorize, compare/contrast, create conceptual models, descriptions and diagrams.
- Argumentative Writing: Students take a position on a topics/prompt/question and utilize text evidence in order to support their

opinion in a well-constructed essay.

- **Accountable Talk:** Students draw on evidence appropriate to the content area and follows the rules of reasoning.
- **Document-Based Questions:** A document-based question (DBQ) is an essay question or series of short-answer questions on an examination where students are asked to construct a response using one's own knowledge together with an analysis of provided documents.
- **Guest Speaker:** This extends the classroom into the local community with speakers ranging: local civic and business leaders, civil servants, industry professionals, parents, lawyers, etc.
- **Read-Aloud:** This allows teaches to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Unit 6 - Financial Literacy (“Not Your Parents Money Book”)

- **Question Formulation Technique (QFT):** The QFT allows students to practice three thinking abilities in one process: divergent thinking, convergent thinking, and metacognitive thinking. It helps students become more curious and engaged learners. When students ask questions it is not a detour. Rather, it is a shortcut to student-directed, deeper learning.
- **Socratic Seminar:** Socratic seminars promote thinking, meaning making, and the ability to debate, use evidence, and build on one another's thinking. The teacher selects a significant piece of text related to the topic of study. The teacher provides an open-ended, provocative question, which the students will refer to while reading their document. The seminar leader will begin by posing the original question to the group, at which point students can offer their answers/opinions and even shift focus into another related question in order to further/fully examine the overarching topic.
- **Exit Tickets:** Teachers will use exit tickets in a variety of ways. These may be a check for understanding, student poll, extension of a QFT result or a probe for additional interest within a topic.
- **Small Group Work:** By working with groups of 4-5 students at a time, the teacher is able to meet their individual educational needs and assist with their personal growth. While this is a strong strategy for English Language Learners, Special Education Students and Gifted and Talented Students, it also meets the needs of all students because of the focus given toward tracking growth within areas of application of class material and skill building.
- **Think-Write-Speak Class Discussions:** Teachers will facilitate both whole group and small group discussions surrounded by a thought-provoking question/prompt. Students can share their responses with the class after

	<p>having recorded their thoughts onto anchor chart paper. This will allow students to identify key words that may have been misinterpreted from the original question and therefore assist with their own creation of future questions and responses.</p> <ul style="list-style-type: none"> • Guided Notes: Students will begin the notetaking process, through utilization of a guided notes strategy. This strategy is similar to the close reading tactic, allowing students to listen for and see key words within a mini-lesson. • Interactive Word Wall: A word wall is an organized collection of words displayed on a wall or other space in the room. On-a-daily basis refer to the word wall for students to categorize, compare/contrast, create conceptual models, descriptions and diagrams. • Modeling: Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and the students learn by observing and emulating. • Accountable Talk: Students draw on evidence appropriate to the content area and follows the rules of reasoning. • Read-Aloud: This allows teaches to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.
<p><i>Activities</i></p>	<p>Unit 5 – The American Legal System (Chapters 19, 20, 21)</p> <ul style="list-style-type: none"> • Question Formulation Technique (QFT): Review/reinforce method for QFT. Provide students with a quote or prompt on the unit topic. Have students follow the protocols for QFT and generate then revise and prioritize questions for their own understanding and levels of interest on the upcoming unit. • Guided Notes: Review with students to how to use a presentation and/or discussion to complete guided notes and fill-in appropriate information to their organizer in a close reading style. • Interactive Word Wall: Maintain in the classroom an interactive word wall, listing the terms utilized throughout the unit. Encourage students to utilize these terms in their responses (written and spoken) as well as in group discussion with peers. • T-Chart Comparison: Have students create a t-chart comparing and contrasting civil and criminal laws – to include: definitions, why they are created, possible consequences and a real-world example. • Law and Order Graphic Organizer: Provide students with a close reading style definition in a graphic organizer along with a real-world example of the crime. Choose examples that could have multiple meanings. Have the students work with a partner to determine the specific action in the example that constitutes the crime defined.

- “Separating Fact From Fiction and Opinion”. In order to assist students with clear factual-based writing and a precursor to the “Writing a Police Report” activity, have students complete Chapter 4 of the “Mastering Social Studies Fourth Edition” book. Pgs. 24-31
- Writing a Police Report Activity: The activity focuses on descriptive and argumentative writing. The police report should include all relevant background information to the situation presented to the student in the “Incident Folder”, which will detail a situation that would warrant a police report. Students should work with the textual evidence provided and sort information into proper sequences of events in order to create a clear report. The report will use document-based questions as a means for generating the final product. (see grading rubric below in resources)
- Analyzing Political Cartoons: Have students read and then answer the questions that follow to the cartoon on pg. 514. Explain to the students that copyrighted materials need permission from the creator to use and they charge a fee. Question the students, “If you were a writer or musician, how would you reach if your copyrighted material was made available to the public for free?”. Students can complete a written response and pair-share at their groups. TE pg. 514
- Writing 19.1: “Is there a law that you think is wrong? Explain your reasons for disagreeing with the law. Include logical, rational reasons why you think the law should be changed, and provide suggestions for alternatives.” TE pg. 516
- Analyzing Diagrams: “How Criminal and Civil Trials Interact”. Have students read, “Where Criminal and Civil Law Meet” on pg. 529. Then create a Venn-diagram labeling one side, criminal law, the other side civil law and the overlapping section where they meet. The students should read the diagram on page 528 and utilize the text evidence from the reading to complete the Venn-diagram. TE pg. 529-529
- Analyzing Political Cartoons: Discuss with the students what a white-collar crime and “victimless crime” in during a mini-lesson. Explain how it compares to other crimes the students are aware of. Ask the students, “how is white-collar crime different from “victimless” crime. Draw student’s attention to the political cartoon on pg. 538. Have them read and discuss with a partner, then answer the questions that follow. TE pg. 538
- Accountable Talk – Analyzing Charts. Students should work with groups in order to read aloud and then analyze and apply information in the chart on pg. 539. Each group should conduct a conversation regarding why the causes presented may result in each type of crime. Students should create a graphic organizer linking their responses to the cause and effect. TE pg. 539
- Analyzing Charts – Pie Graph. Students should practice reading a pie graph in conjunction with readings regarding the workings of the criminal justice

system. Students should analyze and calculate the percentages of crimes committed in the United States using the chart on pg. 543. TE pg. 543

- Supreme Court Case: *Gideon vs. Wainwright* (1963). Conduct class discussion, read aloud and presentation with students identifying details that are essential for understanding. Students should pair-share follow-up questions and present findings to other students. Pg. 544 Students should create a t-chart that identifies New Learnings and Things I Do Not Understand. This chart will be useful in discussion.
- Analyzing Diagrams: “From Arrest to Conviction”. Students will practice sequence of events by reading the diagram on pgs. 546-547. Have students create a puzzle for these steps that all fit together in an original way/shape that assists the student with remembering the process. Students can then solve each other’s puzzles. TE pg. 546-547
- Analyzing Charts: Discuss with the students the obstacles and difficulties that the criminal justice system encounters, particularly those of the overcrowded prisons. Ask students to read and calculate the percentages of the prison population, as presented. TE pg. 549
- Writing 20.2 – “Police must issue the Miranda warning when they arrest someone. Write a brief history of the Miranda warning – what it is, where it got its name, and why the law requires it.” TE pg. 51
- Socratic Seminar: Use the Active Citizen example on pg. 553. Read aloud the situation and use as the basis for instruction and discussion. After discussing facts presented question the students to use those facts to formulate their own opinion on the issue. TE pg. 553
- Argumentative Writing 20.3 – “Do you think that the juvenile justice system provides appropriate punishment for today’s crimes? Write a newspaper editorial expressing your views.” TE pg. 555 (*see rubric below in resources*)
- Analyzing Political Cartoons: Students should read and think-write-speak with a partner responses to the political cartoon on civil law from pg. 565. Discuss with the students’ reasons why civil law applies both to living and deceased citizens. Ask the students how civil law might be challenged. TE pg. 565
- Writing 21.1 – “Find a newspaper article about a civil lawsuit. Write a brief summary of the case. Make sure you identify the main issues of the case and who is suing whom.” TE pg. 567
- Writing 21.2 – “Recall an argument you had with a friend or family member that you resolved satisfactorily. Write a short summary of what caused the argument and the process you used to settle it.” TE pg. 573

Unit 6 - Financial Literacy (“Not Your Parents Money Book”)

- Question Formulation Technique (QFT): Review/reinforce method for QFT. Provide students with a quote or prompt on the unit topic. Have students follow the protocols for QFT and generate then revise and prioritize

questions for their own understanding and levels of interest on the upcoming unit.

- Guided Notes: Review with students to how to use a presentation and/or discussion to complete guided notes and fill-in appropriate information to their organizer in a close reading style.
- Interactive Word Wall: Maintain in the classroom an interactive word wall, listing the terms utilized throughout the unit. Encourage students to utilize these terms in their responses (written and spoken) as well as in group discussion with peers.
- Chapter 1-3 Reading Assignments: to be completed independently by students, using class set of novels. Provide guided question sheet to go along with the independent reading. Chapters should be read one at a time based upon the chapter activity provided. Students may conduct an Accountable Talk discussion with a partner and create an original graphic notes organizer as a follow-up.
- Prereading/Read-Aloud Activity Look through the book: chapter titles, appendices, glossary (note that each underlined word in the text is listed in the glossary). Pay particular attention to the list of online games that enhance the concepts presented in the book. (Introduction)
- Vocabulary Word Wall: Students should create a continuous/on-going list of terms from the reading that they are unfamiliar with and look these terms up in the glossary. During mini-lessons or small group discuss terms for purpose of clarification. (All chapters)
- Calculation Practice: Review Gross Domestic Product (GDP) using the following video: <https://www.youtube.com/watch?v=1IISIQHcYP8> Find out the GDP (Gross Domestic Product) of the United States for this quarter. Is it good or bad? (Chapter 1)
- Creating a Graphic Organizer: Design a flow chart describing the movement of money in the banking system. (Chapter 1)
- Photo Analysis: Present students with a photograph of the dollar bill. With partners the students should list everything that they can see on the dollar bill. Then have the students discuss what the dollar bill is worth based upon inflation and the Federal Reserve. As a class conduct a think-write-speak whole group discussion and notate perspectives in a central location. (Chapter 1 pg. 15)
- Small Group Work: Divide students into groups of five or six people. Each group has the assignment of finding out what happens to the country's overall economy when interest rates go down or interest rates go up. Each group gets one assignment so there will be more than one group looking at both situations. Did all the groups reporting on low or high interest rates draw the same conclusions? (Chapter 1)
- Accountable Talk: Show students the video of how the Federal Reserve works - <https://www.youtube.com/watch?v=L0hQfaxYU8k> . Read aloud pgs. 25-26. (Chapter 1 pgs. 25-26)
- Socratic Seminar/Accountable Talk: Use the following questions to assist with the discussion. How does one get enough money to live comfortably?

	<p>How much money do you think you need to live comfortably as an adult? What have you learned from your parents about money? (Chapter 2)</p> <ul style="list-style-type: none"> • Think-Write-Speak: Generate a list of jobs for young teens. Compare it to the list found in Chapter 3. (Chapter 3) • Quiz: (Use for discussion purposes) Have students take the quick quiz in Chapter 3. (Chapter 3) • “Charts”. In order to assist students in the components of charts, have students complete Chapter 11 of “Mastering Social Studies Skills Fourth Edition” pgs. 89-88 • Modeling: Provide students a copy of a sample “Earnings Statement”, which includes blank items. Have the students refer to the diagram on pg. 47. The students should identify the section of the statement based upon the diagram they are referring to. (Chapter 3 pg. 47)
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<p><i>Experiences</i></p>	<p>Unit 5 – The American Legal System (Chapters 19, 20, 21)</p> <ul style="list-style-type: none"> • Guest Speaker: Contact an outside community member involved with the criminal justice and/or legal system to speak with classes. Students should prepare questions in advance of their presentation. Examples of possible speakers include: police officer, attorney, New Jersey Division of Criminal Justice representative. <ul style="list-style-type: none"> ○ Orange Police Department: https://www.ci.orange.nj.us/police_department.html ○ New Jersey Bar Association: https://tcms.njsba.com/PersonifyEbusiness/default.aspx ○ New Jersey Division of Criminal Justice: https://www.nj.gov/oag/dcj/index.html <p>Unit 6 - Financial Literacy (“Not Your Parents Money Book”)</p> <ul style="list-style-type: none"> • Career Day: Organize a “Career Day” for the school community. The career day activity should include speakers from within the community across various professions. Speakers can discuss with the students the importance of education in order to obtain the job within the profession that they desire and achieve the salary and financial independence they strive for. “Planning a Career Day for Elementary Students”: https://blog.planbook.com/career-day/
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Resources

<p>Unit 5 – The American Legal System (Chapters 19, 20, 21)</p> <ul style="list-style-type: none"> • Descriptive Writing Rubric: http://www.teacherjet.com/rubrics/english/DescriptiveWriting.html • Newspaper Editorial Rubric: http://www.teacherjet.com/rubrics/english/EditorialArticle.html • American Bar Association – Lesson Plans for Elementary Students: https://www.americanbar.org/groups/public_education/resources/lesson-plans/elementary/ • Scholastic - American Justice Printable Materials: http://www.scholastic.com/americanjustice/ • Constitution Center – Judge Chats Lesson Plans: https://pdf.snapandread.com/viewer.html?url=https%3A%2F%2Fconstitutioncenter.org%2Fmedia%2Ffiles%2FPLP_-_Judge_Chats.pdf • Amistad Curriculum: “Plessy vs. Ferguson (1896)” (analyzing the Supreme Court decision that legalized
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segregation by stating “separate but equal” was Constitutional)

http://www.njamistadcurriculum.net/history/unit/post-reconstruction/lesson_plan/4285/334

- **Holocaust Curriculum:** “Interpreting News of World Events 1933-1938” (analyzing the role of the media in presenting governmental policies, which became laws citizens must obey)

<https://www.ushmm.org/educators/lesson-plans/teaching-about-americans-and-the-holocaust#news>

Unit 6 - Financial Literacy (“Not Your Parents Money Book”)

- Federal Reserve Education Center: <https://www.federalreserveeducation.org/>
- Federal Reserve Free Resource Request Form: *(both pdf and print resources available)*
<http://frbk.custhelp.com/ci/documents/detail/5/209/12/f897540e91c5f300c0ff9e5b3d6920186966bd6d>
- “The Complete Money Book”: <http://www.nysscpa.org/docs/default-source/pdf/the-complete-money-workbook.pdf>
- “Not Your Parent’s Money Book” – Supplemental Resource Guide: *(available also on the eBoard)*
<https://www.teachervision.com/money/not-your-parents-money-book-discussion-guide>
- Practical Money Skills Lesson Plans: http://www.practicalmoneyskills.com/teach/lesson_plans/grades_3_6
- Financial Soccer Computer Game: https://www.practicalmoneyskills.com/play/financial_soccer
- Financial Football Computer Game: https://www.practicalmoneyskills.com/play/financial_football
- Money Metropolis Computer Game: https://www.practicalmoneyskills.com/play/money_metropolis
- **Amistad Curriculum:** “Eleanor Roosevelt” (analyzing her efforts at assisting those in need, particularly through philanthropic efforts – a key component to strive for in achieving financial independence)
<http://www.njamistadcurriculum.net/history/unit/new-deal/content/4156/7036>
- **Holocaust Curriculum:** “The Holocaust: History and Memory – A Virtual Field Trip Through the U.S. Holocaust Museum” (analyzing the Holocaust as seen through the museum presentation – draw the student’s attention to the economic implications faced in Nazi Germany’s conducting the Holocaust and how their policies paid no regard to the victim’s economic state, however, their wealth was plundered by the Nazis)
<https://www.ushmm.org/educators/lesson-plans/virtual-field-trip>

Anchor Text (Amistad)

One Crazy Summer, Rita Williams-Garcia, 2010

Suggested Time Frame:

Unit 5 – The American Legal System (Chapters 19, 20, 21)

- 12-class periods

Unit 6 - Financial Literacy (“Not Your Parents Money Book”)

- 5-class periods *(during standardized testing)*

D- Indicates differentiation at the Lesson Level.

Content Area:	Civics	Grade(s)	5
Unit Plan Title:	Marking Cycle 4 Unit 7 – Political Parties in America (Chapters 22, 23) Unit 8 – American Foreign Policy (Chapters 24, 25)		
Social Studies NJ Standard – NJSLS - SS			
Unit 7 – Political Parties in America (Chapters 22, 23)			
<ul style="list-style-type: none"> • 6.1.8.A.2: Use critical thinking skill to interpret events, recognize bias, point of view, and context. • 6.1.8.A.6: Formulate questions based on information needs • 6.2.8.C.3: Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems. 			
Unit 8 – American Foreign Policy (Chapters 24, 25)			
<ul style="list-style-type: none"> • 6.1.8.A.2: Use critical thinking skill to interpret events, recognize bias, point of view, and context. • 6.1.8.A.6: Formulate questions based on information needs • 6.2.8.E.1: Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force. • 6.2.8.E.2: Discuss factors that lead to a breakdown of order among nation-states and describe the consequences of the breakdown of order. • 6.2.8.E.4: Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world. 			
Overview/Rationale			
Unit 7 – Political Parties in America (Chapters 22, 23)			
<p>People can participate directly and indirectly in a democracy. The most significant ways for people to get involved are working for political parties and voting. Political parties are vehicles for developing ideas about how to run the government. Elections provide opportunities for people to decide on candidates and issues. While George Washington warned against a system that incorporated political parties in his “Farewell Address”, our nation has found them to be a useful tool for banding together with those other like-minded individuals in order to create meaningful change in our nation. As citizens, the students will most likely find that their political beliefs will align with one political party over those beliefs of others. The students will learn how to properly question the existing legislation and create substantive change-through the power afforded in numbers, created by political parties.</p>			
Unit 8 – American Foreign Policy (Chapters 24, 25)			
<p>Each nation tries to promote and protect the interest of its citizens. Foreign policy is a government’s plan for relating to and interacting with other nations. To attain world peace, nations must work together to solve problems such as pollution, limited resources, arms buildup, terrorism, and violations of human rights. International organizations, nations, and individuals can use their skills, ideas, and resources to help solve global problems. Having learned the value of American citizenship, the students will learn and foster an appreciation for also being a global citizen. This is to include among other issues; showing respect for other cultures, working together to solve problems between nations and preventing/ending human rights violations.</p>			
Career Readiness Practices			
Unit 7 – Political Parties in America (Chapters 22, 23)			
<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee • CRP4. Communicate clearly and effectively and with reason. • CRP7. Employ valid and reliable research strategies. • CRP12. Work productively in teams while using cultural global competence. 			

Unit 8 – American Foreign Policy (Chapters 24, 25)

- CRP1. Act as a responsible and contributing citizen and employee
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP12. Work productively in teams while using cultural global competence.

Technology Standard(s)

Unit 7 – Political Parties in America (Chapters 22, 23)

- 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue.
- 8.1.5.D.2: Analyze the resource citations in online materials for proper use.

Unit 8 – American Foreign Policy (Chapters 24, 25)

- 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.C.1: Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Standard(s)

Unit 7 – Political Parties in America (Chapters 22, 23)

- CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*
- CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Unit 8 – American Foreign Policy (Chapters 24, 25)

- CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and

when drawing inferences from the text.

- CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; sum CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*
- CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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- CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. *marize the text.*

Essential Question(s)

Unit 7 – Political Parties in America (Chapters 22, 23)

- How do political parties influence government operations?
- What values and principles are basic to a constitutional democracy's nomination process?
- What is a political culture?
- How can citizens take part in civic life?

Unit 8 – American Foreign Policy (Chapters 24, 25)

- How does self-interest shape foreign policy?
- What is the formal and informal relationship of one nation to other nations?
- How can a country influence other nations?
- How do domestic and politics and constitutional principles affect a country's relations with the world?

Enduring Understandings

Unit 7 – Political Parties in America (Chapters 22, 23)

- Political parties help government by selecting candidates, setting goals, and providing leadership. There are, however, two parties, the Democrats and Republicans, have most influence in government, while third parties play a smaller role.
- The concept of equality in the American Constitutional democracy allows for candidates go through primaries, within their own parties, before becoming a final selection.
- Political culture is the organization of voters into groups of voters that have similar beliefs and collectively working to create positive change within society.
- Citizens can participate in American politics by being registered and having knowledge of where to vote are key aspects in the voting process.

Unit 8 – American Foreign Policy (Chapters 24, 25)

- Political leaders believe some foreign policy goals and means should take precedent over others when shaping foreign policy, and each president hold different interpretations when working within the scope of their power to create foreign policy, based upon the events of the time period. (ex. Abraham Lincoln)
- Due to self-interest, nation-states often conflict with other nation-states through individual summits as well as interactions at the United Nations level.
- Countries can influence one another through means of force, compromise and economic sanctions.
- Countries will often conflict based upon different beliefs in political structures, such as the differences between the constitutional democracy of the United States against the communist government of the Soviet Union during the Cold War.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
A	Global Awareness	A	Creativity and Innovation
T	Environmental Literacy	A	Critical Thinking and Problem Solving
T	Health Literacy	T	Communication
A	Civic Literacy	T	Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

Unit 7 – Political Parties in America (Chapters 22, 23)

- SWBAT differentiate between the two main political parties in America: Republicans and Democrats.
- SWBAT analyze how voting affects the interests of United States citizens.
- SWBAT evaluate the effectiveness of the Electoral College.
- SWBAT argue the benefits and harms of the two-party system.
- SWBAT learn how political parties help government and the citizens.
- SWBAT reread and read ahead to clarify information in text.
- SWBAT discuss a brief history of political parties in America.
- SWBAT explore the characteristics of today's parties
- SWBAT paraphrase text to clarify meaning.
- SWBAT learn about nominating candidates.

- SWBAT understand and explore the basics of voting in general elections.
- SWBAT set a purpose for reading to clarify understanding of the text.
- SWBAT understand messages from candidates and interest groups.
- SWBAT learn about recognizing propaganda techniques and explore how the media reports elections.
- SWBAT preview text and predict section content to focus reading of the text.
- SWBAT explore planning, financing and running a campaign.

Unit 8 – American Foreign Policy (Chapters 24, 25)

- SWBAT differentiate between the goals and means of the United States when shaping foreign policy.
- SWBAT differentiate between the powers of the President and Congress in foreign policy decisions.
- SWBAT analyze the benefits and harms of foreign policy philosophies.
- SWBAT evaluate why nation-states conflict and fight with each other.
- SWBAT differentiate between stated main ideas.
- SWBAT explain how private groups and individual citizens can affect foreign policy.
- SWBAT differentiate between supporting details.
- SWBAT discuss the history of American foreign policy through World War II.
- SWBAT learn about the Cold War and how regional challenges effect American foreign policy.
- SWBAT describe how American policy is leading the war on terrorism.
- SWBAT differentiate between implied main ideas.
- SWBAT learn how to predict consequences.
- SWBAT explore the different histories of nations and discuss the process of economic development.
- SWBAT differentiate between contrasts within a category.
- SWBAT learn ways to participate in public debate.
- SWBAT differentiate between the types of conflicts and competition that arise among nations.

Assessments

Pre and Formative

Unit 7 – Political Parties in America (Chapters 22, 23)

- Civics: Reading and Vocabulary Study Guide: (workbook) (reading/annotating/partner read/small group)
 - Chapter 22.1 pgs. 225-226
 - Chapter 22.2 pgs. 228-229
 - Chapter 22.3 pgs. 231-232
 - Chapter 23.2 pgs. 23-239
 - Chapter 23.3 pgs. 241-242
- QFT Answer/Reflection
- Exit Tickets
- Vocabulary Quiz
- Journal Entry: Chapter 22 – “Think about registering to vote when you turn 18. How can you prepare yourself now for deciding whether you would like to join one of the political parties? How will you find out where each party stands on the issues that are important to you?” (Chapter 22 pg. 589)
- Journal Entry: Chapter 23 – “Suppose someone you know is running for office. Based on what you have learned so far, what is one piece of advice you would give that person? Why do you think this advice would be helpful?” (Chapter 23 pg. 615)

Unit 8 – American Foreign Policy (Chapters 24, 25)

- Civics: Reading and Vocabulary Study Guide: (workbook) (reading/annotating/partner read/small group)
 - Chapter 24.2 pgs. 248-249
 - Chapter 24.3 pgs. 251-252

○ Chapter 25.2 pgs. 258-259

- QFT Answer/Reflection
- Exit Tickets
- Vocabulary Quiz
- Quiz Grade: Research Paper Thesis Statement (see grading rubric below in resources) (conference with students afterwards)
- Classwork Grade: Research Paper Note-logs (conference with students afterwards)
- Classwork Grade: Bibliography(Works Cited) page (conference with students afterwards)
- Journal Entry: Chapter 24 – “Suppose you were a member of the President’s National Security Council. How would you suggest fighting the war on terrorism, both at home and overseas? Defend your position.” (Chapter 24 pg. 645)
- Journal Entry: Chapter 25 – “The UN has no authority to act without the consent of its members or to force its members to act on any particular situation. Do you think the UN should have these powers? Explain your position.” (Chapter 25 pg. 671)

Summative

Unit 7 – Political Parties in America (Chapters 22, 23)

- Summative Assessment – Unit 7
- Chapter 22 Assessment (multiple choice/constructed response)
- Chapter 23 Assessment (multiple choice/constructed response)
- Writing: Chapter 23 – “What qualities would you look for in a candidate? Write a brief essay in which you identify the important qualities a candidate should have and some qualities that would cause you not to vote for a candidate.” (Chapter 23 pg. 640)

Unit 8 – American Foreign Policy (Chapters 24, 25)

- Summative Assessment – Unit 8
- Chapter 24 Assessment (multiple choice/constructed response)
- Chapter 25 Assessment (multiple choice/constructed response)

Authentic Assessments

Unit 7 – Political Parties in America (Chapters 22, 23)

- Writing: Chapter 22 – “Choose one of the major parties, and write a brief essay on what you know about it. Include a list of questions. Then, use newspapers, magazines, or online resources to answer your questions.” (Chapter 22 pg. 612) *(Can incorporate QFT from start of Unit 7 for this question.)*
- Authentic Assessment: Oral Presentation, “Political Parties in America Project”. Students will present their projects to the class. Students should be assessed using rubric for oral presentations. *(see rubric below in resources)*
- Authentic Assessment: “Political Parties in America Project”. Students will use a teacher-created template regarding political party background information and several issues in American today (ex. Healthcare, gun control, electoral college, etc.) The students will determine their own beliefs and how they can contribute to solving these issues. The students will create a political campaign where they run for office as a single-issue candidate and convey in the presentation how they will raise awareness of the issue and their solution.

Unit 8 – American Foreign Policy (Chapters 24, 25)

- Writing: Chapter 24 – “Choose one of the leaders mentioned in Section 3 of this chapter – George Washington, James Monroe, Woodrow Wilson or Harry Truman. Write a biography of this leader,

concentrating on his role in shaping and executing the foreign policy of the nation.” (Chapter 24 pg.668) *(cross-curricular with ELA final unit on biographies. See research paper resources below.)*

- Writing: Chapter 25 – “Write an essay describing what you think is the greatest challenge to the effectiveness of the United Nations. Describe a way that the UN might meet this challenge.” (Chapter 25 pg. 694)
- Authentic Assessment: “American Presidents – Research Paper”. Students will choose an American president and research them thoroughly according to the district model for research papers. Students will create a 2-3 page research paper that explains, “Was President _____ a memorable and effective foreign policy leader? Explain.” *(see grading rubric below in resources)*

MTSS:

Special Education Students Modifications:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.
- Use district approved current event software, which can revise the reading lexile level to meet students at current reading level.
 - Curriculum Pathways Strategies:
<https://www.curriculumpathways.com/portal/#/pd/strategies/14>
- Accommodating instructional strategies; reading aloud; graphic organizers’ reading study guides’ one-on-one instruction; class website; handouts; definition list; syllabus; large print; outlines.
- Utilize district approved text-to-speech software.

English Language Learners (ELL) Students:

- Use the district approved research software; give students the option to change the language of the article to the student’s native language for most articles.
- Utilize district approved text-to-speech and

At-Risk of Failure Students:

- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies: reading aloud; graphic organizers; reading study guides; small learning group instruction; online collaboration software syllabus; inclusion of more visuals and films; field trips; Google Expeditions; peer support; one-on-one instruction.
- Constant parental contact along with mandatory tutoring appointments.
- Academic contracts.
 - <https://www.interventioncentral.org/behavioral-interventions/motivation/how-increase-motivation-learning-contracts>

Gifted and Talented Students:

- Modified Instructional Strategies: Socratic seminar; group discussion; think-pair-share; individual assignments graded on a more rigorous rubric; multimedia projects; working with more primary source documents and completing case studies.

translation programs. Will read to the student in the language selected.

- Vocabulary word banks
- Use visuals whenever possible to support classroom instruction and classroom activities. Refer to teacher’s edition: www.phschool.com (access codes to be found in teacher’s edition)
- Teacher modeling and written instructions for every assignment.
- Curriculum Pathways Strategies: <https://www.curriculumpathways.com/portal/#/pd/strategies/6>

- Student led classroom instruction also Project Based Learning.

Students with a 504:

Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document.

Teaching and Learning Actions

Instructional Strategies
D

KEY:

ELL – English Language Learners

AL-Above Level

G&T-Gifted and Talented

SN-Special Needs

Unit 7: Chapters 22, 23

TE pgs.

Chapter 22:

SN: 596, 606, 599

AL: 596, 602, 604

ELL: 591, 607

G&T: 592, 610

Chapter 23:

SN: 627, 630, 638

AL: 617, 628

ELL: 619, 636

G&T: 623, 635

Unit 7 – Political Parties in America (Chapters 22, 23)

- Question Formulation Technique (QFT): The QFT allows students to practice three thinking abilities in one process: divergent thinking, convergent thinking, and metacognitive thinking. It helps students become more curious and engaged learners. When students ask questions it is not a detour. Rather, it is a shortcut to student-directed, deeper learning.
- Socratic Seminar: Socratic seminars promote thinking, meaning making, and the ability to debate, use evidence, and build on one another’s thinking. The teacher selects a significant piece of text related to the topic of study. The teacher provides an open-ended, provocative question, which the students will refer to while reading their document. The seminar leader will begin by posing the original question to the group, at which point students can offer their answers/opinions and even shift focus into another related question in order to further/fully examine the overarching topic.
- Exit Tickets: Teachers will use exit tickets in a variety of ways. These may be a check for understanding, student poll, extension of a QFT result or a probe for additional interest within a topic.
- Small Group Work: By working with groups of 4-5 students at a time, the teacher is able to meet their individual educational needs and assist with their personal growth. While this is a strong strategy for English Language Learners, Special Education Students and Gifted and Talented Students, it also meets the needs of all students because of the focus given toward tracking growth within areas of application of class material and skill building.
- Think-Write-Speak Class Discussions: Teachers will facilitate both whole

Unit 8: Chapters 24, 25

Chapter 24:

SN: 652, 659, 647, 661, 664

AL: 661

ELL: 649, 660

G&T: 648, 663

Chapter 25:

SN: 682, 687, 674, 688

AL: 675, 683

ELL: 675, 680

G&T: 673, 676

group and small group discussions surrounded by a thought-provoking question/prompt. Students can share their responses with the class after having recorded their thoughts onto anchor chart paper. This will allow students to identify key words that may have been misinterpreted from the original question and therefore assist with their own creation of future questions and responses.

- **Guided Notes:** Students will begin the notetaking process, through utilization of a guided notes strategy. This strategy is similar to the close reading tactic, allowing students to listen for and see key words within a mini-lesson.
- **Interactive Word Wall:** A word wall is an organized collection of words displayed on a wall or other space in the room. On a daily basis refer to the word wall for students to categorize, compare/contrast, create conceptual models, descriptions and diagrams.
- **Argumentative Writing:** Students take a position on a topics/prompt/question and utilize text evidence in order to support their opinion in a well-constructed essay.
- **Accountable Talk:** Students draw on evidence appropriate to the content area and follows the rules of reasoning.
- **Document-Based Questions:** A document-based question (DBQ) is an essay question or series of short-answer questions on an examination where students are asked to construct a response using one's own knowledge together with an analysis of provided documents.
- **Conferencing:** The purpose of the conferencing is engaging in meaningful conversation about the student's work in progress both in terms of research, writing and presentation.

Unit 8 – American Foreign Policy (Chapters 24, 25)

- **Question Formulation Technique (QFT):** The QFT allows students to practice three thinking abilities in one process: divergent thinking, convergent thinking, and metacognitive thinking. It helps students become more curious and engaged learners. When students ask questions it is not a detour. Rather, it is a shortcut to student-directed, deeper learning.
- **Socratic Seminar:** Socratic seminars promote thinking, meaning making, and the ability to debate, use evidence, and build on one another's thinking. The teacher selects a significant piece of text related to the topic of study. The teacher provides an open-ended, provocative question, which the students will refer to while reading their document. The seminar leader will begin by posing the original question to the group, at which point students can offer their answers/opinions and even shift focus into another related question in order to further/fully examine the overarching topic.
- **Exit Tickets:** Teachers will use exit tickets in a variety of ways. These may

	<p>be a check for understanding, student poll, extension of a QFT result or a probe for additional interest within a topic.</p> <ul style="list-style-type: none"> • Small Group Work: By working with groups of 4-5 students at a time, the teacher is able to meet their individual educational needs and assist with their personal growth. While this is a strong strategy for English Language Learners, Special Education Students and Gifted and Talented Students, it also meets the needs of all students because of the focus given toward tracking growth within areas of application of class material and skill building. • Think-Write-Speak Class Discussions: Teachers will facilitate both whole group and small group discussions surrounded by a thought-provoking question/prompt. Students can share their responses with the class after having recorded their thoughts onto anchor chart paper. This will allow students to identify key words that may have been misinterpreted from the original question and therefore assist with their own creation of future questions and responses. • Guided Notes: Students will begin the notetaking process, through utilization of a guided notes strategy. This strategy is similar to the close reading tactic, allowing students to listen for and see key words within a mini-lesson. • Interactive Word Wall: A word wall is an organized collection of words displayed on a wall or other space in the room. On a daily basis refer to the word wall for students to categorize, compare/contrast, create conceptual models, descriptions and diagrams. • Argumentative Writing: Students take a position on a topics/prompt/question and utilize text evidence in order to support their opinion in a well-constructed essay. • Accountable Talk: Students draw on evidence appropriate to the content area and follows the rules of reasoning. • Document-Based Questions: A document-based question (DBQ) is an essay question or series of short-answer questions on an examination where students are asked to construct a response using one’s own knowledge together with an analysis of provided documents.
<p><i>Activities</i></p>	<p>Unit 7 – Political Parties in America (Chapters 22, 23)</p> <ul style="list-style-type: none"> • Guided Notes: Review with students to how to use a presentation and/or discussion to complete guided notes and fill-in appropriate information to their organizer in a close reading style. • Question Formulation Technique (QFT): Review/reinforce method for QFT. Provide students with a quote or prompt on the unit topic. Have students follow the protocols for QFT and generate then revise and prioritize questions for their own understanding and levels of interest on the upcoming unit.

- Interactive Word Wall: Maintain in the classroom an interactive word wall, listing the terms utilized throughout the unit. Encourage students to utilize these terms in their responses (written and spoken) as well as in group discussion with peers.
- Graphic Organizing – KWL: Use a KWL chart in order to survey the information that student may know, will know and misnomers that may exist in their minds regarding political parties. Students should pair-share their responses to this. TE pg. 590 (*see KWL chart pdf below in resources*)
- Close Reading: Have students utilize the close reading strategy to gather background information in Chapter 22.1; this information will be helpful for them in completing their authentic assessment.
- Writing 22.1 – “Suppose you are going to interview a local politician about a current controversial issue. Choose an issue that is important to you. Then, prepare a list of questions to determine how the view of this politician and his or her party is different from the view of the other major party.” TE pg. 594
- Note-taking – Sequencing of Events: Create a diagram in the student’s notebooks like the one on pg. 595 and use this to chronicle in a timeline the development of political parties in America. Utilize information from readings in Chapter 22.2. TE pg. 595
- Bumper Stickers: Present the students with background of the election of 1912. Explain the role of third-party elections and the effect that they may have as was seen in this election between Taft, Roosevelt and Wilson. Ask the students to select one of the candidates and their party, then create a bumper sticker featuring the candidate name, party and main issue of their campaign. Readings found on pg. 596 (*see rubric below in resources*)
- Analyzing Diagrams – “Political Parties in the United States”: Instruct students with best practices for paraphrasing as a notetaking strategy. Students should utilize these skills in order to create their own T-chart that encompasses the differences and similarities of the Democrat and Republican parties. As a class conduct a think-write-speak class discussion to fully examine the diagram. TE pgs. 598-599
- Analyzing Charts – “Party Identification in the United States”: Ask students to review the data presented in the demographic chart and draw conclusions as to reasons that citizen’s personal identification with political parties might shift over these years. Students should create a list of why this might take place and share responses. TE pg. 602
- Argumentative Writing 22.2 – “Do your political beliefs align more closely with the Democratic or the Republican party? Visit both parties’ websites to learn their positions on three issues that are important to you. Determine which party’s positions most closely match yours. Then, write a one-page flyer to convince others to support that party.” TE pg. 603
- Analyzing Political Cartoons: Students should read, analyze and pair-share

reactions to the political cartoon on pg. 606, then, answer the questions that follow. TE pg. 606

- Writing 22.3 – “You are a journalists for your local paper. Write an editorial providing voters some guidance about the qualities to seek in a candidate for office. Be sure to include the qualities that are objectionable in a candidate.” TE pg. 609
- Analyzing Voting Methods in the United States: Have students read the chart on pgs. 618-619 then create a punch card ballot for an upcoming election within the classroom. Conduct the mini-elections afterwards using the ballots created. TE pg. 618-619
- Supreme Court Case: *Bush vs. Gore* (2000). Conduct class discussion and presentation with students identifying details that are essential for understanding. Students should pair-share follow-up questions and present findings to other students. Pg. 620 Students should create a t-chart that identifies New Learnings and Things I Do Not Understand. This chart will be useful in a Socratic Seminar discussion.
- Argumentative Writing 21.1 – “Why is it significant that only half of eligible voters vote in elections? Write a letter to the editor in which you express your views about this issue.” TE pg. 621
- “Understanding and Remembering What Is Said”. In order to assist students with categorizing and internalizing relevant information presented in documents, complete Chapter 10 of “Mastering Social Studies Skills Fourth Edition” pgs. 82-88.
- Analyzing Graphs – “Political Action Committee Contributions”: Students should analyze and calculate the differences of contributions as shown through the data presented on the bar graph. TE pg. 625
- Analyzing Diagrams – “Propaganda Techniques”: Students should practice reading and paraphrasing diagrams to complete a graphic organizer highlighting details of various propaganda techniques. Using Accountable Talk have students analyze the content vs. the message desired for transmission in these items. This document-based question is an activity that will serve as an opener to the Holocaust Curriculum activity, as listed below in resources. TE pg. 626
- Analyzing Political Cartoons: Students should read, analyze and pair-share reactions to the political cartoon (candidate campaigning) on pg. 627, then, answer the questions that follow. TE pg. 627
- Writing 21.2 – “Choose a local or national issue that is in the news. Write a statement about the issue that uses propaganda techniques.” TE pg. 629 (*Extension: create a poster using the statements created.*)
- Analyzing Maps – “Electoral Votes by State, 2004”: Review with students proper technique for reading a map and have students work with a partner to answer the questions on pg. 636. Students should calculate the electoral

results from the election. TE pg. 636

- Writing 21.3 – “Find out the election results in your state in the most recent presidential election. Write a brief essay that summarizes those results.” TE pg. 637

Unit 8 – American Foreign Policy (Chapters 24, 25)

- Guided Notes: Review with students to how to use a presentation and/or discussion to complete guided notes and fill-in appropriate information to their organizer in a close reading style.
- Question Formulation Technique (QFT): Review/reinforce method for QFT. Provide students with a quote or prompt on the unit topic. Have students follow the protocols for QFT and generate then revise and prioritize questions for their own understanding and levels of interest on the upcoming unit.
- Interactive Word Wall: Maintain in the classroom an interactive word wall, listing the terms utilized throughout the unit. Encourage students to utilize these terms in their responses (written and spoken) as well as in group discussion with peers.
- Analyzing Graphs – “United States Defense Spending, 1960-2007”: Review strategies for reading line graphs with the students. Question the students to respond in writing to the question, What do you think triggered the increase in defense spending, as shown on the line graph? TE pg. 647
- Analyzing Maps – “The NATO Alliance”: Students should practice reading of maps to determine how many nations are included in the NATO Alliance and predict why other nations might want to join as well as possibilities of what nations specifically those are. With a partner, the students should think-write-speak responses then share aloud with the whole group. TE pg. 648
- Argumentative Writing 24.1 – “Choose one of the international alliances presented in Chapter 24.1. Write a brief essay in which you identify its most important member nations and describe its current activities. Evaluate the importance of membership in this alliance to American foreign policy.” TE pg. 650 (*see grading rubric below in resources*)
- Analyzing Political Cartoons: Students should read, analyze and pair-share reactions to the political cartoon (secretive foreign policy decisions) on pg. 653, then, answer the questions that follow. TE pg. 653
- Compare/Contrast: Have students compare and contrast the roles of Congress and the President in setting foreign policy. Have students list the roles and responsibilities of the President and Congress with regard to making treaties, choosing diplomats, and shaping foreign policy. TE pg. 653
- Writing 24.2 – “Research a foreign-policy issue that interests you. Write a short summary outlining the major points of the issue. In your summary, be sure to explain which major influence helped the development of the foreign policy.” TE pg. 655
- Close Reading: Have students utilize the close reading strategy to gather background information in Chapter 24.2; this information will be helpful for them in completing their timelines.

- “Timelines and Dates”. In order to assist students with creation of timelines and chronology have students complete Chapter 3 of “Mastering Social Studies Skills Fourth Edition” pgs. 16-25
- Creating Timelines: Review techniques for creating timelines. Using the historical content presented in Chapter 24.2, have students create a timeline of events that chronicles American foreign policy through the World War II. TE pgs. 657-665. Students can refer to diagram on pgs. 662-663 for modern foreign policy through the War on Terror. (see grading rubric below in resources)
- Writing 24.3 – “Americans disagree about the UN’s role in world affairs and about whether the United States should be subject to UN authority. Visit the UN website and read about its goals and activities. Then, write an editorial stating our position on U.S. membership in the UN and the role you think the United States should play in the UN.” TE pg. 665
- Accountable Talk: Students should create a graphic organizer regarding the possible reasons why nations would want to work together as members of a global community. Use text and appropriate vocabulary terms pgs. 673-677
- Analyzing Maps and Charts – “Comparison of Selected Nations”: With a partner the students should analyze the demographic information to determine the order of countries based upon overall population. Next the students should create a list of generalizations about each country’s economy from the information about Internet users and telephones.” Share responses. TE pgs. 674-675
- Writing 25.1 – “Look at a map of the continent of Africa. Choose any African nation that interests you. Write a newspaper article about this nation. Give its history, including when it was colonized, by which country, when and how it won its independence, and whether it is a developed or developing nation today.” TE pg. 677 (see grading rubric below in resources)
- Creating Graphic Organizers: Have students utilize information from the types of conflicts chart on pg. 680 to create an original organizer that paraphrases and uses comparisons between the four types of conflict presented. TE pg. 680
- Supreme Court Case: *Crosby vs. National Foreign Trade Council (2000)*. Conduct class discussion and presentation with students identifying details that are essential for understanding. Students should pair-share follow-up questions and present findings to other students. Pg. 683 Students should create a t-chart that identifies New Learnings and Things I Do Not Understand. This chart will be useful in a Socratic Seminar discussion.
- Writing 25.2 – “The Cuban missile crisis was a time of great tension during the Cold War. President John F. Kennedy and Soviet premier Nikita Khrushchev know that their nations stood on the brink of nuclear war. Do some research about the crisis. Describe the actions taken, the decisions made, and the outcome.” TE pg. 685 Present students with video and newspaper clips to all the responses to be document-based question responses.

Experiences

Unit 7 – Political Parties in America (Chapters 22, 23)

- United States Capitol Architects Virtual Tour:
https://www.capitol.gov/#MAP_2010061493794

Unit 8 – American Foreign Policy (Chapters 24, 25)

- Cultural Fair: Organize a cultural fair at school where the students will create presentations on their individual culture. Set the fair up in the style of a science fair with various stations and encourage students to travel around to see the exhibits while other students present their culture. Students can dress in traditional clothing to further enhance. The goal of the cultural fair would be to raise awareness of the fact that we are all from different places and having strong relations with all nations is vital for all of us as global citizens.

Resources

Unit 7 – Political Parties in America (Chapters 22, 23)

- Oral Presentation Grading Rubric:
https://pdf.snapandread.com/viewer.html?url=https%3A%2F%2Fgo.hrw.com%2Fresources%2Fgo_ss%2Fteacher99%2Frubrics%2FRUBRIC24.pdf
- KWL Chart: (*pdf file*)
<https://pdf.snapandread.com/viewer.html?url=https%3A%2F%2Fwww.eduplace.com%2Fgraphicorganizer%2Fpdf%2Fkwl.pdf>
- Bumper Sticker Grading Rubric:
https://pdf.snapandread.com/viewer.html?url=https%3A%2F%2Fgo.hrw.com%2Fresources%2Fgo_ss%2Fteacher99%2Frubrics%2FRUBRIC34.pdf
- PBS Learning Media Video – “Political Parties-Crash Course Government and Politics”:
<https://nj.pbslearningmedia.org/resource/political-parties-crashcourse-video-1040/political-parties-crash-course-government-and-politics-40/>
- PBS Learning Media Digital Resource – “Electoral Decoder”: <https://nj.pbslearningmedia.org/resource/pbs-electoral-decoder/pbs-electoral-decoder/>
- PBS Learning Media Video – “Should We Have More Than Two Major Political Parties? America From Scratch”:
<https://nj.pbslearningmedia.org/resource/america-from-scratch-season-1-109/should-we-have-more-than-2-major-political-parties/>
- PBS Learning Media Teacher’s Guide – “The Choice 2000”:
<https://nj.pbslearningmedia.org/resource/arct14.soc.flchoi00tg/the-choice-2000-teachers-guide/>
- **Holocaust Curriculum:** Redefining How We Teach Propaganda (analyzing the methods that propaganda is utilized and what signs should have been warnings during the Holocaust)
<https://www.ushmm.org/educators/lesson-plans/redefining-how-we-teach-propaganda>
- **Amistad Curriculum:** Writing the American Story (analyzing the perspective of other nations/groups view of American opinions/actions through song lyrics) http://www.njamistadcurriculum.net/history/unit/america-faces-century/lesson_plan/4304/342

Unit 8 – American Foreign Policy (Chapters 24, 25)

- Research Paper Grading Rubric:
https://pdf.snapandread.com/viewer.html?url=https%3A%2F%2Fgo.hrw.com%2Fresources%2Fgo_ss%2Fteacher99%2Frubrics%2FRUBRIC30.pdf

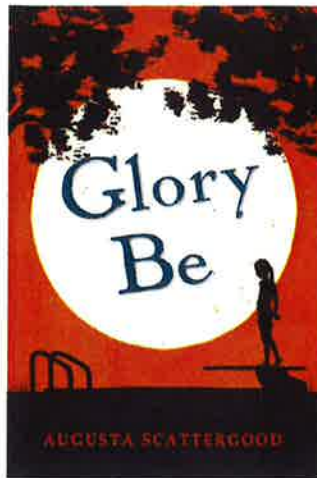
- Thesis Statement Grading Rubric: <http://www.teacherjet.com/rubrics/english/TopicThesisStatement.html>
- Analysis Essay Grading Rubric: <http://www.teacherjet.com/rubrics/english/AnalysisEssay.html>
- Timelines Grading Rubric: https://pdf.snapandread.com/viewer.html?url=https%3A%2F%2Fgo.hrw.com%2Fresources%2Fgo_ss%2Fteacher99%2Frubrics%2FRUBRIC36.pdf
- Newspaper Article Grading Rubric: <http://www.teacherjet.com/rubrics/english/NewsArticle.html>
- PBS Learning Media Video – “Truman: Beginning of the Cold War”: <https://nj.pbslearningmedia.org/resource/pres10.socst.ush.now.coldwar/the-beginning-of-the-cold-war/>
- PBS Learning Media Video – “Reagan: End of the Cold War”: <https://nj.pbslearningmedia.org/resource/arct14.soc.amexreaend/reagan-ending-the-cold-war/>
- PBS Learning Media Video – “Cuban Missile Crisis – The Bomb”: <https://nj.pbslearningmedia.org/resource/c9e4a250-331b-4372-92a2-605aadae5f79/cuban-missile-crisis-the-bomb/>
- **Holocaust Curriculum:** Isolation or Intervention? A case study of Lend-Lease (analyzing whether the United States made correct decisions in regards to policies enacted by the Lend-Lease Act) <https://www.ushmm.org/educators/lesson-plans/teaching-about-americans-and-the-holocaust#isolation>
- **Amistad Curriculum:** Paul Robeson and the House Un-American Activities Committee (analyzing how the fear of Communism spreading across the globe) <http://www.njamistadcurriculum.net/history/unit/era-of-reform/content/4031/7374>

Anchor Text (Amistad)

Through My Eyes, Ruby Bridges, 1999 Support materials can be found at <https://www.rif.org/literacy-central/book/through-my-eyes>

Suggested Time Frame:	<p>Unit 7 – Political Parties in America (Chapters 22, 23)</p> <ul style="list-style-type: none"> • 12 - class periods <p>Unit 8 – American Foreign Policy (Chapters 24, 25)</p> <ul style="list-style-type: none"> • 10 – class periods
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D- Indicates differentiation at the Lesson Level.



Glory Be

By Augusta Scattergood

About the book:

For Gloriana June Hemphill, life in Hanging Moss, Mississippi, is filled with doodlebugs, iced tea, and fireworks on her birthday, the Fourth of July. But the summer of 1964 is different. Glory, as everyone knows her, is eager to turn twelve. There are times, though, when she wishes she could turn back the clock a year. Maybe it's the new girl from the North—with her black socks and clodhopper sandals—that's got everyone out of sorts. Or maybe it's the debate about whether or not the town should keep the segregated public pool open. It seems the answers to Glory's questions about the pool keep changing. Now she's got to summon the courage to find out what's really true and who's lying. In the tradition of American Southern storytelling, author Augusta Scattergood has drawn on real-life events to create a memorable novel about family, friendship, and choices that aren't always easy.

Note: the Standards used in this guide are examples from the fifth grade. If teaching another grade, you may want to visit the Common Core State Standards website (www.corestandards.org) to locate the equivalent standards for your grade.

Speaking and Listening Standards

Comprehension and Collaboration

1a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Pre-reading Activity:

Have students mark their opinion of the following statements below. Then, place posters around the four corners of your room that correspond with the rankings

Statement:	Strongly Disagree	Disagree	Agree	Strongly Agree	WHY I think this:
Kids from different backgrounds can come together as friends.					
Friends always agree.					
It's brave to stand up for what's right.					
Sometimes adults are wrong, too.					
Even a kid can make a difference.					

Discussion guide:

1. List everything you learn about Glory in chapter one. What's worrying her?
2. Explain what J.T. and Jesslyn were arguing about at the pool. Why is it so important to Glory?
3. Who is Laura Lampert? Why does Glory have "a lot to teach this girl about Hanging Moss, Mississippi?" (p.18)
4. Who is Emma? Why is she so important in Glory's life? What can you infer about Emma after reading the description of her in chapter four? Why is it important to the story?
5. Describe how Glory's relationship with her sister has changed in the last year? Does this always happen with siblings?
6. What lie is Jesslyn telling her father? Should Glory tattletale or not? How does she know the truth? How do you know when it is right to tell and when it is right to keep a secret?
7. Despite the fact that Frankie is Glory's best friend, she is not real pleased with him this summer, especially after their discussion about Yankees. Contrast Glory's family to Frankie's on this issue.
8. Describe how the evening went between Glory and her new friend, Laura. Would you be more like Glory or Laura? Why?
9. Summarize what happened when Frankie and J. T. show up to play baseball and find Laura there too.
10. Explain why the pool is suddenly closed in the middle of summer. Why is it especially hard for Glory? Who is lying about the pool's reason for being closed? Why?
11. What would some members of the town like Miss Bloom to do at the library? What does she think of the idea? What does she encourage Glory to do about her strong opinions on the topic?
12. What is Emma trying to teach Glory when she says, "A fish that never opens his mouth won't get caught." (p. 75) How does it apply to the letter to the editor? What is the point of Glory's letter to the editor? Find a piece of evidence that supports your opinion.
13. Glory tells Emma that she'll be in the library all day knowing that she can't check on her. Why is that?
14. How does Glory end up going along with Jesslyn and Robbie? How do they react to her as a stowaway? Where do they end up that day? What story does she learn about Robbie along the way? Can an important secret like this be kept forever? Who does she eventually trust with it?
15. Describe people's reaction to Glory's letter to the editor especially her father, sister and Mrs. Simpson's.

16. When the novel opens Glory calls Frankie her best friend but by the end of chapter twenty she says, "I vowed never to speak to that hateful Frankfurter Smith if I lived to be a hundred." Why? Do all friendships hit rough patches like this? What does Frankie believe about Laura? How can it not possibly be true?
17. Characters are revealed by the choices they make, the words they say, and what others say about them. What does the reader learn about the members of the Smith family? How does the author show us what they are like?
18. Create a list all the important events that happen on the Fourth of July. Then, list the effects of those events.
19. How does Glory try to get Jesslyn's forgiveness? Does it work? Miss Bloom told her that, "in a few years, everybody'll be wondering what the fuss was all about." Is this true? Is there anything that is happening today that could have a similar reaction down the road?
20. What did Glory learn over the summer? What did you learn from reading Glory's story?

Projects:

Writing

Text Types and Purposes

W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

Art:

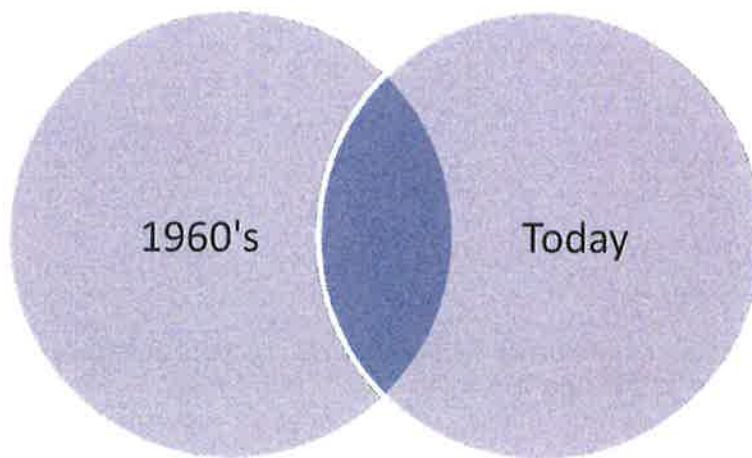
Create a piece of art inspired by the scene that you think best shows what it is like to live in Hanging Moss, Mississippi in the summer of 1964. Explain in a well-developed paragraph why you chose this scene. Also, be sure to inform us why you picked the colors, form, and media that you did to represent it.

Reading Standards for Literature

Key Ideas and Details

RL 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

Create a Venn diagram like the one below comparing the setting of *Glory Be* to your life today. How are things similar or the same? In what ways are they different?



Many details from the era are braided through Glory's story. Research something that caught your eye in the book (or your Venn diagram) and write a paragraph or pamphlet explaining what you learned.

Point of View: The view from which a story is told

RL 6. Describe how a narrator's or speaker's point of view influences how events are described.

In reading partners, discuss how the story would be different if told through the eyes of each of the characters in the chart below.

Jesslyn	Emma	Frankie	Laura

Discuss: How does point of view influence what a reader thinks or understands about events and other characters in the story?

RL 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Inferences are conclusions that a reader makes about something by reading closely and following the clues. It is something you know without being told. Sometimes it takes detective work. Look closely at the following scenes in the book and see if you can draw an inference from the text.

Scene:	An inference that can be made:	Clues and evidence that make me think this:
Ch. 4 When Glory compares her hand to Emma's in the kitchen.	Emma is an African-American housekeeper who works for the Hemphill family.	Glory's mom is dead. Emma cooks and cleans. "our hands aren't a thing alike but they match up pretty good."
Ch. 14 Glory tells Emma she'll be in the library all day	Emma won't be able to check and see if that's the truth or not.	WHY?
Ch. 16 When the police officer tells the kids it's dangerous to be out driving.	Why do they not tell him the truth?	
Ch. 21 Laura Lampert is the one accused of stealing property by the Smiths.		

RL 2. Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Summarizing what happened in a chapter or section will help a reader to understand and remember it. After you've read each chapter write a summary of what happened on a sticky note. Compare your summary with a reading buddy, and then revise together.

SUMMARIZE	RETELL the KEY parts of the chapter in just a sentence. (Hint: This is what you would TELL YOUR FRIEND if they forgot to read the chapter).
-----------	---

Ch.	One sentence summary:
1	As Glory heads to the community pool to cool off with her best friend, Frankie, she learns about a secret that the pool may be closing for repairs.
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After reading the entire book and summarizing each chapter, provide teams with the following definition, then discuss as a class.

THEME	The meaning or truth about life shown in a story through character's choices rather than told directly to the reader.
--------------	---

1.	Highlight or circle three important choices Glory must make during her story in the summary chart above.
----	--

List three topics or big ideas shown by these choices:	What the author is trying to say or tell you about the topic. What you will remember and think about as it applies to your own life:
Ex: Friendship	Friendship takes work.
1.	
2.	
3.	

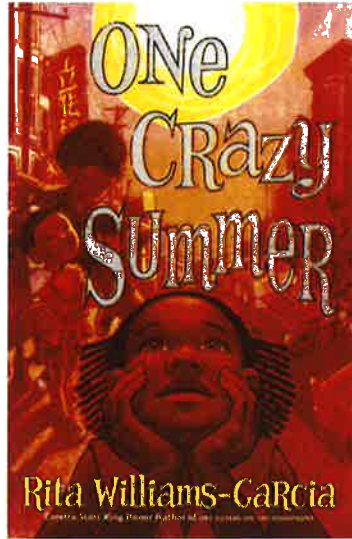
Vocabulary:

Good readers can often identify the meaning of a new word by the way it is used in a sentence, or its context clues. Find five new words as you read and fill out the following chart below:

New word:	How it's used in context:	What I think it means:	Dictionary definition:	Used in a new sentence:

Tracie Vaughn Zimmer, an author and reading specialist, created this guide and hundreds more.

One Crazy Summer



By

Rita Williams-Garcia

A Novel Study
by Nat Reed

One Crazy Summer

By Rita Williams-Garcia

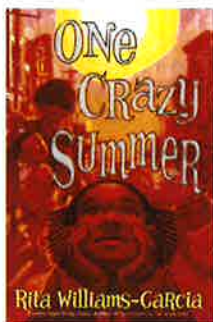


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About the author: Nat Reed has been a member of the teaching profession for more than 30 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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One Crazy Summer

By Rita Williams-Garcia

Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on three chapters of *One Crazy Summer* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel include race relations in the United States in the late 1960s, black pride, racial prejudice, friendship, child-parent relations.

One Crazy Summer

By Rita Williams-Garcia

List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

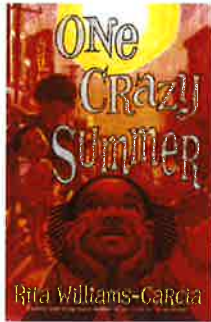
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

One Crazy Summer

By Rita Williams-Garcia



Synopsis

Set during one of the most tumultuous years in recent American history, **One Crazy Summer** is the heartbreaking, funny tale of three girls who travel to Oakland, California in 1968 in search of the mother who abandoned them. It's an unforgettable story told by a distinguished author of books for children and teens, Rita Williams-Garcia. [Courtesy of the publisher]

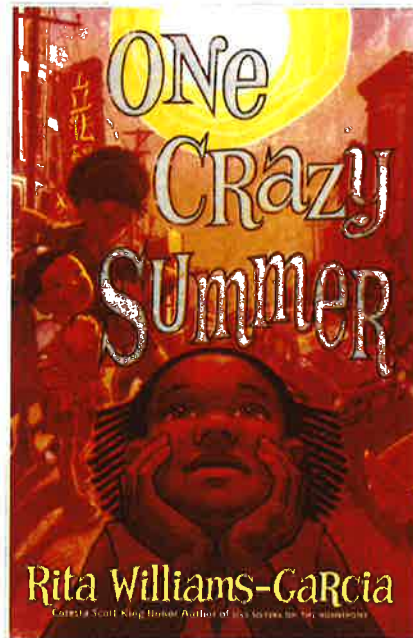
A powerful and affecting story of sisterhood and motherhood. - Monica Edinger, *The New York Times*.

Author Biography Rita Williams-Garcia

In addition to **One Crazy Summer**, Rita Williams-Garcia is the author of six distinguished novels for young adults. She is the winner of a number of awards for her writing including a Coretta Scott King Honor Book, Newbery Honor Book and the Scott O'Dell Award for Historical Fiction. Rita was born in Queens, New York in 1957. She now lives in Jamaica, New York and teaches at Vermont College of Fine Arts.



One Crazy Summer



By Rita Williams-Garcia

Name: _____

One Crazy Summer

By Rita Williams-Garcia

Chapters 1-3

Cassius Clay Clouds to Secret Agent Mother



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The main character of *One Crazy Summer* is eleven-year-old Delphine, who with her two younger sisters is about to embark on the journey of a lifetime. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?



Vocabulary:

Choose a word from the list to complete each sentence.

signature	announce	descent	immigrants
episode	appalled	unfurled	soothed

1. The girls became frightened when the airplane began its _____.
2. We had already seen that _____ of *Saved By the Bell*.
3. When the soldier _____ the flag, the people began to applaud.
4. When the thunderstorm began, my mother came into our bedroom and _____ my little sister.
5. “Just place your _____ on the form, Mrs. Jensen,” the clerk ordered roughly.
6. Kelsey was _____ at how messy the living room was.
7. When they began to _____ the winners, we snuck out of the auditorium.
8. Most of the people on our street are recent _____ to our country.

Questions

1. What is the **setting** of the story for much of the second chapter?

2. In the following statement, what do you think the expression, *I kept on spinning straw* means in the following sentence: *As long as Vonetta kept her fear to one shriek and Fern kept hers to biting Miss Patty Cake, I kept on spinning straw, making everything all right?*

3. Why did the girls' father insist on them spending a month with their mother?

4. After reading the first three chapters think of two adjectives which would accurately describe the following characters:

CHARACTER	ADJECTIVE 1	ADJECTIVE 2
Delphine		
Vonetta		
Fern		
Big Ma		
Cecile		

5. Why did Delphine come to regret not sitting in the window seat of the airplane?

6. Why was it so important to Big Ma that the girls behave on their trip?

7. How was Cecile not the kind of mother the girls expected?



Language Activities

A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:

a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first three chapters of *One Crazy Summer*.

Word	Anagram	Clue
sisters		Withstands.
shades		Runs fast.
trash		Adult male deers.
period		Not as smart.
spin		Small bites.
plane		Group; committee.
grown		Incorrect.

Now find two additional words from the first three chapters which have interesting anagrams to see if you can stump a classmate.

Word	Anagram	Clue

B. The Quatrain Poem.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following quatrain was written by the *famed Canadian poet, Campfire Sam*.

*Our plane trip to Oakland,
Was a scarey old ride.
It tossed and it shook us,
From in to outside.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A – B – C – B**. Other rhyming schemes include: AABB, AAAA, AABA, ABBA, ABBB, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first chapter of our novel.

The Quatrain Poem

Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).

Title: _____

C. Personification is giving human qualities to something that is not human. The following is an example taken from Chapter Two: *The clouds had made peace with our Boeing 727.*

Describe how the clouds are personified in this example.

Create your own example of personification.

As you continue to read through the novel be on the lookout for other examples of this literary device. If you should find one, come back to this question and enter it below.

D. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter Two: ... *the **G**olden **G**ate Bridge.*

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

A bumpy airplane ride.	
An old teddy bear.	
Your choice.	

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A story-board can tell the story of only one scene – or the entire novel. Complete the story-board below illustrating the events described in the first three chapters of our novel. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6

