

Ocean Academy Charter School
Curriculum Guide
Grade 5 - Social Studies



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: Social Studies	
Course Title: Social Studies	
Grade Level: 5	
Unit Title	Pacing Guide in Days
Unit 1: Three Worlds Meet Amistad Mandate	30 Days
Unit 2: European Exploration-Civics and Human Rights Amistad Mandate, Diversity and Inclusion, Climate Change	30 Days
Unit 3: American Colonization-Civics and Political Institutions Holocaust Mandate, Amistad Mandate, Diversity and Inclusion	30 Days

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Social Studies	
Unit Title: Three Worlds Meet	Duration: 30 Days
Target Course/Grade Level: 5th	
Introduction/Unit Focus:	
<p>This unit explores how indigenous societies in the Western Hemisphere adapted and transformed in response to their natural surroundings as well as their encounters with European explorers. Students will learn how Native American groups migrated and changed their ways of life to survive and thrive within diverse environments. The arrival of Europeans</p>	

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marked the beginning of significant cultural and economic exchanges, which expanded global connections and reshaped societies on both sides of the Atlantic. Through the study of exploration, colonization, and the interactions between indigenous peoples and Europeans, students will gain a deeper understanding of how these early encounters influenced the development of the Americas and contributed to a complex web of global trade, ideas, and cultures. This unit encourages students to think critically about the lasting effects of exploration and cultural exchange, emphasizing both the challenges and opportunities these encounters created.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and

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secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts

Era 1-Three Worlds Meet-(Beginnings to 1620)

Geography, People and the Environment

History, Culture, and Perspectives

Economics, Innovation and Technology

Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from

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	various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

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<p>Engaging in Civil Discourse and Critiquing Conclusions</p>	<p>Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.</p>
<p>Taking Informed Action</p>	<p>After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.</p>
<p>Focus Standards (Major Standards) https://www.nj.gov/education/cccs</p>	
<p>Core Idea</p>	<p>Performance Expectation</p>
<p>Patterns of settlement differ markedly from region to region, place to place, and time to time.</p>	<p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p>
<p>The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.</p>	<p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p>
<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</p>	<p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>
<p>Events may be viewed differently based on one's perspective.</p>	<p>6.1.5. HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p>

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<p>An economy accounts for the benefits and costs of individual choices in dealing with scarcity of finite resources.</p>	<p>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>
<p>The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</p>	<p>6.1.2.EconEM.1: Explain why individuals and businesses specialize and trade. 6.1.5.EconEM.2: Identify examples of a variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</p>
<p>The government uses a variety of tools to pay for goods and services it provides to individuals and communities.</p>	<p>6.1.5.EconNM.1 Explain the ways in which the government pays for the goods and services it provides.</p>
<p>A nation’s economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</p>	<p>6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy. 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society. 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic systems.</p>

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

- Writing Standards:
 - W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
 - W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 - W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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- Speaking and Listening Standards:
 - 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.
 - 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 from the text.

- Reading Standards for Informational Text:
 - RI.5.2 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
 - 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.
 - 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.
 - RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
 - 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.
 - RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.	8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology

New Jersey Student Learning Standards: Climate Change Mandate

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> ➤ 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.
Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	<ul style="list-style-type: none"> ➤ 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none"> ➤ 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

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<p>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</p>	<ul style="list-style-type: none"> ➤ 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>	<ul style="list-style-type: none"> ➤ 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

Knowledge and Skills

Unit Learning Targets (Objectives):
Students will be able to...

- Compare and contrast the family structures, belief systems, governments, and cultural practices of Native American, African, and European groups.
- Analyze how Native American settlement patterns influenced interactions across different regions in the Western Hemisphere.
- Describe and chart exploration routes of new waterways and territories.
- Explain the reasons societies engage in trade, how trade operates, and its significance during this historical period.
- Examine how gender roles, religion, values, and political systems varied among Native American groups.
- Assess the exploration patterns of land and waterways and their impact on cultural exchanges.
- Identify the natural resources that led to specialized trade and production.
- Explain the economic consequences of individual choices related to resource use.
- Understand how governments finance the goods and services they provide to their citizens.

Unit Enduring Understandings:
Students will know...
Students will understand that...

- The blending of African, European, and Native American cultures has helped shape the America we know today.
- The ongoing influence of diverse cultures continues to shape modern American society.

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- Settlement and trade patterns are deeply influenced by the environment and natural resources.
- Economic decisions and resource availability have lasting impacts on communities and societies.

Unit Essential Questions:

- In what ways have the interactions between different peoples and cultures in the past influenced the heritage of America?
- How do current cultural interactions continue to shape American society today?
- How have people's relationships with the environment influenced the development of American heritage?

Instructional Plan

Three Worlds Meet

- Migration (Pangea and Land Bridge)
 - Through the use of articles, digital material and videos, discuss the various Land Bridge theories and migration patterns of early civilizations. Write an opinion justifying why theory is best.
 - Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.
- Early Civilizations in North and South America
 - Through the use of various articles, digital material and videos, identify characteristics of early civilizations in North and South America, the importance of trade, and how their discoveries shaped the America we know today
 - Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.
- Early Exploration
 - Using articles, digital material and videos, analyze what happened to the ancient civilizations once the European Explorers arrived, and how this impacted future exploration, settlements, and trade.
 - Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.

Junior Achievement Day

- Through the course of Junior Achievement Day, students use hands-on activities to explore economics, innovation and technology and its impact on our nation and other societies. This includes decision making, supply and demand, goods and services, and resources

Evidence of Student Learning

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Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments
- Studies Weekly Article Assessments
- PebbleGo Next Critical Thinking Activities

Summative Assessments

- Teacher made assessments
- Studies Weekly assessments

Benchmark Assessment:

- End of Unit Assessment

Alternative Assessments

- Based on IEP
- Based on 504

Performance Tasks:

- Hands on exploration learning projects

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and maps.
- Provide graphic organizers and guided notes.
- Pre-teach and review key vocabulary and concepts.
- Provide word banks and study guides.
- Use leveled texts and simplified resources when needed.
- Offer small-group or one-on-one instruction.
- Assign supportive “learning buddies” or peer tutors.
- Provide preferential seating.

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- Read aloud directions and texts as needed.
- Allow extra time for projects and assessments.
- Accept oral, dictated, or illustrated responses.
- Reduce or modify the number of questions on assignments/tests.
- Provide large-print, Braille, or digital texts with audio supports.
- Use scribes or communication devices when required.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and tests.
- Offer small-group or quiet settings.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices when needed.

Students at Risk of School Failure

- Provide extended time and reduce workload when appropriate.
- Break down assignments or projects into smaller steps.
- Provide a copy of teacher notes, outlines, or graphic organizers.
- Pre-teach key vocabulary with visuals and examples.
- Assign peer support or tutoring.
- Provide preferential seating.
- Offer frequent teacher check-ins and feedback.
- Use real-world examples and connections to increase engagement.

Gifted and Talented

- Ask higher-order, open-ended questions (analyze, evaluate, create).
- Provide opportunities for independent research or inquiry projects.
- Offer enrichment texts, primary sources, and historical documents.
- Encourage simulations, debates, and role-plays.
- Allow choice in projects, products, or presentations.
- Use flexible grouping for inquiry and problem-solving activities.

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- Provide cross-curricular enrichment (e.g., social studies + ELA writing, social studies + STEM).
- Encourage reflection, debriefing, and peer teaching.

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group and partner work with language supports.
- Pre-teach vocabulary with visuals, cognates, and realia (maps, artifacts, pictures).
- Use bilingual glossaries, labeled diagrams, and picture dictionaries.
- Provide sentence frames for discussions and written responses.
- Scaffold writing tasks with outlines, graphic organizers, and templates.
- Allow oral responses or presentations in place of written work.
- Provide extended time and recorded readings of text.

Diversity and Inclusion

- Integrate diverse cultural perspectives and contributions in lessons.
- Provide alternative assignment formats (oral, visual, creative).
- Use visuals, outlines, and clear academic language.
- Avoid slang and idiomatic expressions; use precise vocabulary.
- Collaborate with cultural liaisons, language professionals, and support staff.
- Establish inclusive classroom norms and respectful discussion routines.
- Provide sufficient wait time before calling on students.
- Build strong family connections and involve families in cultural projects.

Variety of Instructional Materials

Instructional Materials

- Studies Weekly Newspaper Consumable Week 6: Consequences of Contact
- Studies Weekly Triangular Trade
- [Three Worlds Meet-Early Civilizations](#)
 - Studies Weekly Newspaper Consumable Week 3: Life in the Americas
 - PebbleGo Next: Indigenous Peoples' History
 - PebbleGo Next: Early Civilizations
 - BrainPop--Aztec, Inca, Maya Civilizations
- [Age of Exploration Part 3](#)

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- Studies Weekly
- BrainPop - Marco Polo, Christopher Columbus, Conquistadors
- Studies Weekly Newspaper Consumable Week 5: The Age of Encounters
- PebbleGo Next: Explorers and Pioneers

Supplemental Materials

- Studies Weekly-Online Components
- Nearpod
- Brainpop
- PebbleGo
- EdPuzzle

Intervention Materials

- Studies Weekly-Resources
 - Leveled Readers
 - Primary Sources Interviews
 - Graphic Organizers
 - Projects
 - Virtual Field Trips

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: Social Studies

Unit Title: Unit 2: European Exploration-Civics and Human Rights

Duration: 30 Days

Target Course/Grade Level: 5

Introduction/Unit Focus:

This Grade 5 social studies unit explores how changes in European culture, leadership, and technology during the Age of Exploration led Europeans to broaden their views and look toward expansion and exploration. European voyages expanded global economic and cultural exchanges into the Western Hemisphere.

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Students will also develop their understanding of what it means to be active and responsible citizens in today's world. They will recognize the causes and effects of prejudice on individuals, groups, and society, while appreciating the value of cultural diversity and understanding the potential for misunderstandings. Throughout the unit, students will practice listening openly to differing viewpoints, collaboratively develop strategies to manage and resolve conflict, and understand how the actions or inactions of individuals, groups, and nations can lead to both intended and unintended consequences. They will learn how to challenge unfair behaviors by taking thoughtful action, make informed decisions, and accept choices made for the common good.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

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Disciplinary Concepts

Global Interactions

Civics, Government and Human Rights

Geography, People and the Environment

Economics, Innovation, and Technology

Social Studies Practices

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	<p>basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p>
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<p>Focus Standards (Major Standards) https://www.nj.gov/education/cccs</p>	
Core Idea	Performance Expectation
<p>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</p>	<p>6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent</p>

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	<p>generations.</p> <p>6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.</p>
Individuals have the right to be safe and not to be bullied or discriminated against.	6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
Certain dispositions help individuals contribute to the health of American democracy.	<p>6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</p> <p>6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.</p> <p>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p>
Economic decision making involves setting goals and identifying the resources available to achieve those goals	6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
The exchange of goods and services can have negative and positive effects.	6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<p>6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p> <p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</p>

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<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<p>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p>
<p>Events may be viewed differently based on one's perspective.</p>	<p>6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p>
<p>Historical records are shaped by the society that the creator lived in.</p>	<p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>
<p>There are a variety of sources that help us understand the past.</p>	<p>6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</p>
<p>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</p>	<p>6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</p>

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New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> ➤ 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.
Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	<ul style="list-style-type: none"> ➤ 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none"> ➤ 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none"> ➤ 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

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Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

➤ **Writing Standards:**

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

➤ **Speaking and Listening Standards:**

- 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.
- 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 from the text.

➤ **Reading Standards for Informational Text:**

- RI.5.2 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- 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.
- 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.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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- 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.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

New Jersey Student Learning Standards: [Computer Science and Design Thinking Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.	8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Describe the exploration routes of new waterways and territories.
- Analyze how innovations in science, religion, and technology influenced European exploration.

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- Explain the reasons behind trade among societies and how trade operated during this era.
- Assess the effects of scientific discoveries, religious beliefs, and technological advances on European voyages.
- Map and interpret the patterns of exploration across new lands and waterways.
- Understand the function and significance of trade during this historical period.

Unit Enduring Understandings:

Students will know...

- The environment plays a key role in shaping settlement and trade routes.
- Diverse cultures have contributed to the formation of present-day America.
- Historical interactions among people and events have shaped the modern world.
- It is a collective responsibility of individuals and institutions at local, national, and global levels to uphold human rights.
- Everyone has the right to personal safety and freedom from bullying or discrimination.

Unit Essential Questions:

- What motivated societies to trade, how did trade operate, and what role did it play during this time?
- In what ways did advancements in science, religion, and technology impact European exploration?
- How did the practice of slavery affect fundamental human rights during this period?

Instructional Plan

- **Christopher Columbus and America**
 - Using articles, videos, and digital resources, learn about and formulate opinions about whether or not Christopher Columbus really discovered America. Who found and followed the same routes before him? Once this route was discovered, what products were exchanged between the Old and New Worlds? What were the positive and negative effects of the exchange on the New World?
 - Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.
- **Early European Explorers**
 - Using articles, videos, and digital resources, study European explorers' routes, discoveries, and reasons for exploration. What were the impacts that each of these explorers had on influences settlement and trade patterns.
 - Analyze the relationships between the existing Native American tribes and the various countries that sponsored the exploration.

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- Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.

➤ **Impact of Human Activity**

- Using articles, videos, and digital resources, study the impacts of human activity on the environment
- Analyze how human interactions have led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes .

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments
- Studies Weekly Article Assessments
- PebbleGo Next Critical Thinking Activities

Summative Assessments

- Teacher made assessments
- Studies Weekly assessments

Benchmark Assessment:

- End of Unit Assessment

Alternative Assessments

- Based on IEP
- Based on 504

Performance Tasks:

- Hands on exploration learning projects

Suggested Options for Differentiation and Modifications

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Special Education

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and maps.
- Provide graphic organizers and guided notes.
- Pre-teach and review key vocabulary and concepts.
- Provide word banks and study guides.
- Use leveled texts and simplified resources when needed.
- Offer small-group or one-on-one instruction.
- Assign supportive “learning buddies” or peer tutors.
- Provide preferential seating.
- Read aloud directions and texts as needed.
- Allow extra time for projects and assessments.
- Accept oral, dictated, or illustrated responses.
- Reduce or modify the number of questions on assignments/tests.
- Provide large-print, Braille, or digital texts with audio supports.
- Use scribes or communication devices when required.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and tests.
- Offer small-group or quiet settings.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices when needed.

Students at Risk of School Failure

- Provide extended time and reduce workload when appropriate.
- Break down assignments or projects into smaller steps.
- Provide a copy of teacher notes, outlines, or graphic organizers.
- Pre-teach key vocabulary with visuals and examples.
- Assign peer support or tutoring.
- Provide preferential seating.
- Offer frequent teacher check-ins and feedback.

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- Use real-world examples and connections to increase engagement.

Gifted and Talented

- Ask higher-order, open-ended questions (analyze, evaluate, create).
- Provide opportunities for independent research or inquiry projects.
- Offer enrichment texts, primary sources, and historical documents.
- Encourage simulations, debates, and role-plays.
- Allow choice in projects, products, or presentations.
- Use flexible grouping for inquiry and problem-solving activities.
- Provide cross-curricular enrichment (e.g., social studies + ELA writing, social studies + STEM).
- Encourage reflection, debriefing, and peer teaching.

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group and partner work with language supports.
- Pre-teach vocabulary with visuals, cognates, and realia (maps, artifacts, pictures).
- Use bilingual glossaries, labeled diagrams, and picture dictionaries.
- Provide sentence frames for discussions and written responses.
- Scaffold writing tasks with outlines, graphic organizers, and templates.
- Allow oral responses or presentations in place of written work.
- Provide extended time and recorded readings of text.

Diversity and Inclusion

- Integrate diverse cultural perspectives and contributions in lessons.
- Provide alternative assignment formats (oral, visual, creative).
- Use visuals, outlines, and clear academic language.
- Avoid slang and idiomatic expressions; use precise vocabulary.
- Collaborate with cultural liaisons, language professionals, and support staff.
- Establish inclusive classroom norms and respectful discussion routines.
- Provide sufficient wait time before calling on students.
- Build strong family connections and involve families in cultural projects.

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Supplemental Resources

Instructional Materials

- PebbleGo Next - Explorers
- Studies Weekly Online Resources
- Studies Weekly Newspaper Consumable - Week 27 Slavery in America
- Studies Weekly Newspaper Consumable - Week 28 Abolition
- PebbleGo Next - Slavery in North America
- Studies Weekly Online - Emancipation Proclamation
- BrainPop - Slavery, Underground Railroad, Jim Crow Laws
- Civil Rights- Martin Luther King Jr.
 - Studies Weekly Online Resources - MLK
 - PebbleGo Next - Martin Luther King Jr.
 - Studies Weekly Newspaper Consumable - Week 29 Civil Rights Groups
 - Studies Weekly Newspaper Consumable - Week 18 The Founders and Process
 - Studies Weekly Newspaper Consumable - Week 19 Constitution
 - Studies Weekly Newspaper Consumable - Week 20 Bill of Rights
- Studies Weekly Newspaper Consumable - Week 31 Climate Change

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL
Unit 3 Overview

Content Area: Social Studies

Unit Title: American Colonization-Civics and Political Institutions

Duration: 30 Days

Target Course/Grade Level: 5

Introduction/Unit Focus:

This Grade 5 social studies unit explores the ways early colonists in America blended influences from their European backgrounds with the customs and knowledge of Native American peoples. Together, these interactions shaped the development of new political systems, religious practices, and economic structures that laid the foundation for the emerging nation. Students

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will examine how these cultural exchanges led to the creation of unique institutions adapted to the needs of colonial life.

The unit also addresses the profound and lasting effects of the slave labor system and the devastating impact on Native American populations. These events significantly influenced the social, economic, and cultural fabric of what would become the United States. By understanding both the cooperation and conflicts between different groups, students gain insight into the complexities of America's early history and how these dynamics continue to influence the country today. Through this study, learners will develop a deeper appreciation for the diverse roots of American society and the challenges faced in building a nation.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and

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secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

Civics, Government and Human Rights

Economics, Innovation, Technology

Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the

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	complexity and diversity of individuals, groups, and societies
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse

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Conclusions	perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Levels of government have different powers and abilities.	6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of the government. 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
Through participation in the decision-making process, people can initiate change	6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state and national levels can interact with them. 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking.
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered	6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

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<p>A major role of citizens in a representative democracy is to make responsible decisions about who should govern.</p>	<p>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</p>
<p>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</p>	<p>6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p>
<p>There are different processes for establishing rules and laws.</p>	<p>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.</p>
<p>Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</p>	<p>6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.</p>
<p>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</p>	<p>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy</p>
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<p>6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p>
<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p>
<p>Human activities affect environmental characteristics of places or regions resulting in positive and</p>	<p>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in</p>

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<p>negative impacts.</p>	<p>New Jersey and the United States. 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>
<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</p>	<p>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p>
<p>The exchange of goods and services can have negative and positive effects.</p>	<p>6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p>
<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<p>6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies. 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems. 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p>
<p>Historians use evidence from multiple sources to support their claims and arguments about the past.</p>	<p>6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> ➤ 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.
Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	<ul style="list-style-type: none"> ➤ 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none"> ➤ 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none"> ➤ 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> ➤ 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
<ul style="list-style-type: none"> ➤ Writing Standards: 	

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- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
 - W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 - W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Speaking and Listening Standards:
- 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.
 - 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 from the text.
- Reading Standards for Informational Text:
- RI.5.2 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
 - 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.
 - 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.
 - RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
 - 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.
 - RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

Core Ideas

Performance Expectations (Identified with Standard Number and statement)

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Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
<u>New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.	8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology

Knowledge and Skills
<p>Unit Learning Targets (Objectives): Students will be able to...</p> <ul style="list-style-type: none"> ➤ Explain how early government systems developed and analyze their influence on the growth of American political institutions. ➤ Compare and contrast religious beliefs and forms of government across different North American colonies. ➤ Describe the factors that shaped the unique regional identities of the colonies. ➤ Analyze the impact of race, gender, and social status on economic, political, and social opportunities during Colonial times. ➤ Understand the development of slavery and indentured servitude within Colonial labor systems.

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- Examine the power struggles among European nations and evaluate how these conflicts influenced the economies of both the colonies and Europe.
- Explain the causes and effects of the French and Indian War and its role in leading to the American Revolution.
- Interpret the significance of religious freedom in the establishment and growth of the colonies.
- Define tolerance and discuss its connection to civic responsibilities and conflict resolution.
- Identify diverse racial groups within communities and introduce the historical context of slavery and its treatment.
- Explore how prejudice and discrimination have shaped belief systems and affected social interactions.

Unit Enduring Understandings:

Students will know...

- Economic, political, and religious forces work together to shape cultures and form new social and governmental systems.
- Tolerance and conflict resolution are essential tools for building respectful and inclusive communities.
- Everyone has a responsibility to actively oppose racism and hatred in all forms and settings.

Unit Essential Questions:

- How do economic, political, and religious factors combine to influence the formation of cultures and systems?
- In what ways did geography influence the settlement patterns and development of the colonies?

Instructional Plan

- **Spain, France, and England in the New World-(European Settlements in the New World)**
 - Settlers came from these countries for a variety of reasons, including religious, economic, resources and climate. This impacted where they settled and the relationships they built with surrounding colonists.
 - How resources and settlement patterns impacted relationships between Native Americans and Europeans
 - Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.
- **13 Original Colonies**
 - Using articles, digital resources and videos, learn the specific characteristics of each colony.

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- How religion, geography, climate and resources affected the development of the governmental systems and economies of each colony.
- How the formation of the original colonies influenced the formation of the United States government.
- Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.
- **Triangular Trade Route**
 - As an extension of the existing trade routes between Europe and America, Africa became a significant partner in the trade routes, as slave labor became more prominent.
 - Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments
- Studies Weekly Article Assessments
- PebbleGo Next Critical Thinking Activities

Summative Assessments

- Teacher made assessments
- Studies Weekly assessments

Benchmark Assessment:

- End of Unit Assessment

Alternative Assessments

- Based on IEP
- Based on 504

Performance Tasks:

- Hands on exploration learning projects

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Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and maps.
- Provide graphic organizers and guided notes.
- Pre-teach and review key vocabulary and concepts.
- Provide word banks and study guides.
- Use leveled texts and simplified resources when needed.
- Offer small-group or one-on-one instruction.
- Assign supportive “learning buddies” or peer tutors.
- Provide preferential seating.
- Read aloud directions and texts as needed.
- Allow extra time for projects and assessments.
- Accept oral, dictated, or illustrated responses.
- Reduce or modify the number of questions on assignments/tests.
- Provide large-print, Braille, or digital texts with audio supports.
- Use scribes or communication devices when required.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and tests.
- Offer small-group or quiet settings.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices when needed.

Students at Risk of School Failure

- Provide extended time and reduce workload when appropriate.
- Break down assignments or projects into smaller steps.
- Provide a copy of teacher notes, outlines, or graphic organizers.
- Pre-teach key vocabulary with visuals and examples.
- Assign peer support or tutoring.
- Provide preferential seating.

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- Offer frequent teacher check-ins and feedback.
- Use real-world examples and connections to increase engagement.

Gifted and Talented

- Ask higher-order, open-ended questions (analyze, evaluate, create).
- Provide opportunities for independent research or inquiry projects.
- Offer enrichment texts, primary sources, and historical documents.
- Encourage simulations, debates, and role-plays.
- Allow choice in projects, products, or presentations.
- Use flexible grouping for inquiry and problem-solving activities.
- Provide cross-curricular enrichment (e.g., social studies + ELA writing, social studies + STEM).
- Encourage reflection, debriefing, and peer teaching.

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group and partner work with language supports.
- Pre-teach vocabulary with visuals, cognates, and realia (maps, artifacts, pictures).
- Use bilingual glossaries, labeled diagrams, and picture dictionaries.
- Provide sentence frames for discussions and written responses.
- Scaffold writing tasks with outlines, graphic organizers, and templates.
- Allow oral responses or presentations in place of written work.
- Provide extended time and recorded readings of text.

Diversity and Inclusion

- Integrate diverse cultural perspectives and contributions in lessons.
- Provide alternative assignment formats (oral, visual, creative).
- Use visuals, outlines, and clear academic language.
- Avoid slang and idiomatic expressions; use precise vocabulary.
- Collaborate with cultural liaisons, language professionals, and support staff.
- Establish inclusive classroom norms and respectful discussion routines.
- Provide sufficient wait time before calling on students.
- Build strong family connections and involve families in cultural projects.

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Supplemental Resources

Instructional Materials

- Constitution Day Activities
- Studies Weekly Online Resources - 13 Colonies
- Studies Weekly Newspaper Consumable - Week 7 The Colonies and Their Founding
- Studies Weekly Newspaper Consumable - Week 8 Jamestown
- Studies Weekly Newspaper Consumable - Week 9 Plymouth
- Studies Weekly Newspaper Consumable - Week 10 Colonial Life
- Studies Weekly Newspaper Consumable - Week 14 Road to Revolution
- Studies Weekly Newspaper Consumable - Week 16 Revolution
- Studies Weekly Newspaper Consumable - Week 32 Holocaust
- PebbleGo Next Holocaust
- BrainPop - Holocaust, Anne Frank, Causes of World War II, Elie Wiesel

Supplemental Materials

- Studies Weekly-Online Components
- Nearpod
- Brainpop
- PebbleGo
- EdPuzzle

Intervention Materials

- Studies Weekly-Resources
 - Leveled Readers
 - Primary Sources Interviews
 - Graphic Organizers
 - Projects
 - Virtual Field Trips

Teacher Notes