

**Grade Level / Content Area: Grade 5 Social Studies
Curriculum**

Unit 1 Economics BizTown

Course Description:

Junior Achievement of NJ's BizTown is a standards-based 21st Century experiential learning curriculum designed for fifth grade students to learn the importance of work readiness, entrepreneurship, and financial literacy.

The program starts with 13 teacher-taught lessons and culminates with a optional day-long field trip to the volunteer-assisted simulated mini-city of JA BizTown. Here, students apply what they've learned in the classroom to "real life" as they role play in 14 different store-fronts, including a bank, credit union, radio station, city hall, and more in jobs such as CEOs, CFOs, tellers, medical technologist, and town mayor. In managing their businesses and acting as responsible citizens and wise consumers, JA BizTown students strive to create a successful economy.

Big Ideas:

- Financial Literacy
- Workplace readiness
- Entrepreneurship

<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can one person impact the economy? ● What do I want? What do I need? What do I have to give up to get ● How can make sound financial decisions? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Decisions concerning the allocation and use of economic resources impact individuals and groups ● Financial planning, savings, and investing are important in being successful in my financial future. ● Personal actions today and tomorrow may have an effect on my future financial well being.
<p>Areas of Focus:</p> <p>6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.</p> <p>6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.</p> <p>6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget</p>	<p>Activities See document</p> <p>Unit 1- Community + Economy Lessons 1- Circular Flow of an Economy *Lemonade Stand Activity or the Circular Flow Game 2- Free Enterprise 3- Public Goods and Services *Paying Taxes *Where do the taxes go? *Be sure to discuss the differences between goods and services (some can be considered</p>

process (e.g., obtaining information, discussing priorities).

both)

Application Activities Lesson 1

- My Business
- Discovering Character Traits
- Code of Ethics

Application Activities Lesson 2

- Jim's Popcorn Dream - Supports Vocabulary
- Family Resources

Application Activities Lesson 3

-Public and Private Goods and Services

Unit 2- Financial Literacy

1- Financial Services

*Bank Services Scavenger Hunt

*Complete Bank Application

*Save bank account information with a piece of homework for the field trip

*Show the BizTown Video to preview what they will end up doing

2- Checking Accounts

*Personal Checks

*Touch Upon Direct Deposit, extension activities could be sent home for homework

3- Savings Account

*Writing Checks

*Saving and Spending Game

4- Debit Cards

*Compare and Contrast Payments

*Be sure to compare different types of payments using the vocab list or using the images in lesson 4 section of the binder (Pgs 79-81)

Complete Comparison Chart + Debit Transactions Activity

Application Activities Lesson 1

- Banking Bingo
- Vocab Review

Application Activities Lesson 2

- Gordon's Bounced Check
- Paycheck Practice +Direct Deposit Extension Activity

Application Activities Lesson 3 (Both math focused but may need to be done in whole group)

- Savings Plan, Inquiry Based Lesson
- Rule of 72

Unit 3 - Work Readiness

- Interests and Skills

*Interest and Skills Survey

*Stem Career Match + Appropriate Workplace Behaviors

2- Applying for a Job

*Job Application Activity

*Speed Interviews

Unit 4 Work Readiness - Job Interviews/ Election/ Job Assignment

Application Activity: Job Interviews

***Could be done in own classrooms or as a grade**

Application Activity -Elections (This can be one way the mayor and radio announcer of BizTown - for the fieldtrip - are chosen).

1- Business Cost

*Business Descriptions

*Calculating Business Costs

2- Setting Prices

*Price/Profit/Revenue

Unit 5 Business Management

Examples, Outcomes, Assessments

(see [note](#) below about the content of this section)

Instructional Focus:

- Financial Services and Banking
- Circular Flow of an Economy
- Free Enterprise
- Public Goods and Services
- Jobs - Interests, Skills, and Applications
- Business Management

Sample Assessments:

	<ul style="list-style-type: none"> ● Exit tickets ● Journal activities ● Quizzes ● Discussion answers ● Write long/essay ● Compare/contrast on Venn diagram ● Answer essential questions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Banking simulations ● Savings plan ● Discovering personality traits and interests ● Career exploration ● Reading and research <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>
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NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Grade Level / Content Area: Grade 5 Social Studies Curriculum

Unit 2 Native Americans

Course Description:

In this unit, students will be asked to research, investigate, and answer the following:

Native Americans were given citizenship in 1924. Should they have been American citizens before that? What is dual citizenship? Who deserves their patriotism, their native tribes or US? Why?

Big Ideas:

The struggle to preserve their values, identity, resources, and land shaped the people of the Native American tribes and nations in the United States as they resisted termination and assimilation by various European and American governments. Native American tribes may be different but they all continually strive to use their cultural, religious, and traditional beliefs to survive and thrive.

<p>Essential Questions</p> <ul style="list-style-type: none">• What part do the Native Americans play in our history?• Why is it important to learn about the different Native American Nations?• How has the treatment of Native Americans impacted their lives today? How does it impact the lives of all Americans?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• Native Americans have undergone widespread persecution and cultural reshaping since European settlement began• Native Americans were not given the right to vote as citizens until 1924• Native American Nations achieve active cultural identities today that help to shape the culture of our country
<p>Areas of Focus:</p> <p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p>	<p>Week 1</p> <ul style="list-style-type: none">• Brainpop Video on Citizenship• Brainpop activity on Citizenship• Brainpop Video - Differentiates between the names Native and American Indians• Brainpop Fun Facts about celebrities who have Native American roots, connections to sports teams and their names, quotes from active Native

6.1.8.A.3.a

Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.D.1.a

Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.8.D.1.b

Explain how interactions among African, European, and Native American groups began a cultural transformation.

American individuals, comic,

- Timeline for Voting Rights; option A: before displaying the Voting Rights document have the class discuss when they think people got the right to vote, option B; cut up the events side of the document, then hand them to the students and have them match them to the dates
- Interview people
 - Who deserves patriotism?
 - Is it possible to identify yourself with one country yet be a good citizen in another?
 - What are the pros/cons dual citizenship?
- Write a letter to a tribe
 - requesting more information,
 - thoughts on citizenship,
 - Is their patriotism to their tribe or the US? Why?.

List of Federally Recognized Native American Tribes

<http://www.ncsl.org/research/state-tribal-institute/list-of-federal-and-state-recognized-tribes.aspx>

Indian Tribal Directory Lists by region and state

<http://www.indians.org/tribal-directory.html>

Weeks 2 + 3

- Notetake
- Possible Activity- Quick Flash debate or write long/quickwrite
- Research tribe (groups)

*The following are a list of the tribes names and links to resources that can be used to research and learn more.

*Also be sure to check worldbook

Arctic (Inuit),

- [Brainpop](#) Video + Activities

Northwest (Kwakiutl)

- [Facts](#) about the tribe

Plateau (Nez Perce)

- [Facts](#) about the tribe Southwest (Hopi),
- [Facts](#) about the tribe Plains (Pawnee),
- [Facts](#) about the tribe Southeastern (Seminole).
- [Facts](#) about the tribe

Weeks 4-5

Create Presentation

Weeks 6 + 7

Presentations

Week 8-10

What does it mean to be an American?

Can you be a part of different cultures and still have the rights an American can have?

Design project (individual) - symbol, totem poles, 3D printed item, etc

Examples, Outcomes, Assessments

(see [note](#) below about the content of this section)

Weeks 4

Instructional Focus:

- Citizenship
- Timeline of voting rights
- Similarities and differences of Native Tribes

Sample Assessments:

- Timeline
- Exit tickets
- Journal activities
- Quizzes
- Discussion answers
- Write long/essay
- Compare/contrast on Venn diagram
- Answer essential questions

Instructional Strategies:

- Research rights to vote
- Compare/contrast tribes
- Write letter to a tribe
- Conduct interviews
- Present tribe research
- Debate

	Interdisciplinary Connections Technology Integration Global Perspectives
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Media Literacy

Life and Career Skills

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Civic Literacy

Health Literacy

**Grade Level / Content Area: Grade 5 Social Studies
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Unit 3 Manifest Destiny and Westward Expansion

Course Description:

In this unit, students will be asked to research, investigate, and answer the following:

How can we explore without creating negative consequences? Is it possible to explore without having a negative impact on our surroundings? Do the positive consequences outweigh the negative consequences?

They will then write an argumentative essay, persuading readers that yes, we can keep exploring without having negative consequences, or no we should not keep exploring.

Big Ideas:

To provide freedom, can one country impose its values on another?

<p>Essential Questions</p> <ul style="list-style-type: none"> ● What were the causes that lead to the necessity for Manifest Destiny? ● What is Manifest Destiny and how did it facilitate westward expansion? ● How did Manifest Destiny affect the Native American tribes? ● Do the concepts promoted by Manifest Destiny exist today? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● People tend to justify their actions based on ideals and principles. The movement of people and ideas affects all. ● The westward expansion of the United States was closely related to the concept of Manifest Destiny, which many used as justification for America’s territorial expansion • The story of westward expansion involved settlers moving onto land already occupied by Native Americans
<p>Areas of Focus:</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.A.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p>	<p>Examples, Outcomes, Assessments <u>See doc</u> <i>Week 1</i> What factors helped form nationalism in America?</p> <p>Vocabulary precedent, cabinet, political party, nationalism, impressment, War Hawk, Monroe Doctrine, surplus</p> <p>Research Information from www.Brainpop.com about political parties Debate between presidents http://time.com/4210440/jefferson-hamilton-excerpt/</p> <p>Vocabulary- justified, inevitable, attitude</p> <p>Research</p>

- Background information from [Brainpop](#) on Westward Expansion.
- Background and Point of View resource on Manifest Destiny: [Newsela Article](#). This article also refers to the picture from Brainpop on Manifest Destiny and the question sheet.

Activities

- [Manifest Destiny Write Around](#)
- [Westward Expansion Map Center](#)
- “5th Grade Take Over” - simulation - how did it feel?
- Brainpop video on Westward Expansion
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Weeks 4 + 5

How did Manifest Destiny affect the Native American tribes?

Activity Ideas:

After researching the three topics below, draw conclusions

Could create a three column T-Chart or Venn Diagram

Answer the Questions:

- How did each impact the Americans?
- How did each impact the Indians?
- How did each event or document impact the fate of the Native Indians?

Trail of Tears

- [Brainpop](#) Video
- Brainpop 5Ws Graphic Organizer
- [American](#) Indian Connection
- Create a BrainPop movie- 2 points of view Settlers vs. Native Americans
- <http://nativeamericans.mrdonn.org/trailoftears.html>
- <https://www.youtube.com/watch?v=1Q5Z4UUtDU>
-

Indian Removal Act

-Primary [Document](#) about the Indian Removal Act

[-Description](#) of the Indian Removal Act
[-Article](#) about the Indian Removal Act -Indian Removal Act [Video](#)
[-Primary Document](#)- Signing of the American Indian Removal Act by Andrew Jackson
[-Andrew](#) Jackson's reasoning/response to the Act
[-Map](#) of Indians in the West

Dawes Act -
[-Definition](#) of the Dawes Act, Article, and provides guiding questions at the end - also provides excerpt of the Dawes Act in article
[-Primary](#) Source of the Dawes Act

Week 6

Prepare for Debate

Review PBL and Question

Divide class into groups

Activities

Could prepare with Index Cards, Slide-Show, Poster, Google Keep, Google Draw for graphic organizer

State the claim (thesis).

Provide at least 3 reasons with evidence to support

Name possible counterarguments and have ready a list of rebuttals

Concluding Statement

Weeks 7 + 8 Students will Debate:

Did Manifest Destiny overrule the rights of people like the Native Americans?

- Watch clip from "[The Martian](#)" movie. Did Matt Damon colonize Mars?"

Students complete study guide for the Unit

	<p>https://docs.google.com/document/d/1BH2_7j3lHNPKFu4N6n1ol3SczYK_ZE8e-EZ9LqGfTIY/edit</p> <p>Students complete Unit Assessment</p> <p>https://docs.google.com/document/d/1m4qGYVFRei8ltasqWN0XwVsMntSgQt2Vuve8WyA6OLE/edit</p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Westward Expansion ● Manifest Destiny ● Impact on Native Americans <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Timeline ● Exit tickets ● Journal activities ● Quizzes ● Discussion answers ● Write long/essay ● Compare/contrast on Venn diagram ● Answer essential questions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Research ● Compare/contrast ● Debate ● Map skills ● Centers <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>
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Unit 4 New Jersey Native Tribes

Course Description:

In this unit, students will be asked to research, investigate, and answer the following:

Why should the Ramapough Lenape Indians be federally recognized?

How will the Ramapough's struggle to get federal recognition help them as a tribe in NJ?

How are their culture/rituals being lost?

How did the Ramapoughs come to live in the mountains if they were prominent farmers?

They will then create a documentary from the point of view of the Ramapough Lenape that dispel the myths that surround the tribe and explain why the tribe should be a federally recognized.

Big Ideas:

The Lenape Tribes of NJ have an important role in NJ history and culture. While these tribes are recognized by the state of NJ, they are not recognized by the United States government.

Essential Questions

- What challenges do NJ Native Americans face in conflicts with Western culture and its heritage?

Enduring Understandings

- Each Indian Nation has a distinct and unique cultural heritage that contributes to modern New Jersey.
- The ideologies of Native traditional

<ul style="list-style-type: none"> • What is assimilation and why do we assimilate? What ways do we assimilate? • How does culture influence who we are or the decisions we make? 	<p>beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>
<p>Areas of Focus: 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p>	<p>Examples, Outcomes, Assessments</p> <p>See document</p> <p>Weeks 1 + 2 To teach Culture What is culture? How does culture influence who we are or the decisions we make?</p> <ul style="list-style-type: none"> - Teach into individual students culture to make the connection. <ul style="list-style-type: none"> o What is your culture? <p>Week 3 Basic NJ background on Lenni lenape.</p> <p>Week 4 Teach into Ramapough Culture</p> <ul style="list-style-type: none"> - What is Ramapough culture? <p>Week 5 How are the Ramapoughs portrayed in history? How did their history or portrayal change from the point of view of different people telling their story?</p> <p>Week 6 Basic facts on Federal Recognition</p> <p>Week 7 - 8 Create documentary</p> <p>Week 9 Study Skills/ Assessment</p> <p><i>(see note below about the content of this section)</i></p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> • Basic NJ background on Lenni lenape. • Basic facts on Federal Recognition

	<ul style="list-style-type: none"> ● Ramapough Lenape Culture and History <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Timeline ● Exit tickets ● Journal activities ● Quizzes ● Discussion answers ● Write long/essay ● Compare/contrast on Venn diagram ● Answer essential questions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Research ● Compare/contrast ● Debate ● Create documentary <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>
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