



# Estell Manor School District

## Social Studies Curriculum Grade 5

## **Philosophy**

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

## FIFTH GRADE

Theme: "Our Nation"

CORE MATERIALS: Studies Weekly

| UNIT                              | TIMELINE  | STANDARDS                                                                                                                                                                         | TOPICS                                                                                                               | CORE IDEAS                                                                                                                                                                                                                                                 |
|-----------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| REVIEW OF GOVERNMENTS AND ECONOMY | Weeks 1-2 | 6.1.5.CivicsPI.9<br>6.1.5.EconGE.1<br>6.1.5.EconGE.2<br>6.1.5.EconGE.3<br>6.1.5.EconGE.4                                                                                          | <ul style="list-style-type: none"> <li>Governments Across Time</li> <li>National and Global Economies</li> </ul>     | Students will look at various systems of government over time and review economic principles and the roles that they play in a global economy. They will consider how these principles would impact entrepreneurial endeavors by creating a business plan. |
| NATIVE AMERICAN CULTURES          | Weeks 3-4 | 6.1.5.GeoPP.3<br>6.1.5.GeoPP.5<br>6.1.5.GeoSV.5<br>6.1.5.GeoGI.1<br>6.1.5.HistoryCC.4<br>6.1.5.HistoryUP.4<br>6.1.5.CivicsPI.9<br>6.1.5.EconEM.1<br>6.1.5.EconEM.5                | <ul style="list-style-type: none"> <li>Life in the Americas</li> <li>American Indian Government and Trade</li> </ul> | Students will learn about the societies that existed in North America prior to European Contact. They will learn about how government, communication, and trade in these indigenous societies was sophisticated and complex.                               |
| EXPLORATION                       | Weeks 5-6 | 6.1.5.GeoPP.3<br>6.1.5.GeoSV.5<br>6.1.5.GeoHE.2<br>6.1.5.GeoGI.1<br>6.1.5.GeoGI.2<br>6.1.5.EconNM.4<br>6.1.5.EconNM.5<br>6.1.5.EconGE.5<br>6.1.5.HistoryCC.1<br>6.1.5.HistoryCC.4 | <ul style="list-style-type: none"> <li>The Age of Encounters</li> <li>Consequences of Contact</li> </ul>             | Students will learn about the reasons for exploration and how it continues through today. They will also learn about the consequences and effects of exploration.                                                                                          |

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|                       |             | 6.1.5.HistoryCC.5<br>6.1.5.HistoryCC.10<br>6.1.5.HistorySE.1<br>6.1.5.EconEM.2<br>6.1.5.HistoryUP.3                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                       |                                                                                                                                                                                                                                     |
| COLONIZATION          | Weeks 7-10  | 6.1.5.CivicsDP.3<br>6.1.5.GeoPP.1<br>6.1.5.GeoPP.2<br>6.1.5.GeoPP.3<br>6.1.5.GeoPP.6<br>6.1.5.GeoSV.5<br>6.1.5.GeoGI.1<br>6.1.5.EconEM.2<br>6.1.5.EconNM.5<br>6.1.5.HistoryCC.1<br>6.1.5.HistoryCC.4<br>6.1.5.HistoryCC.5<br>6.1.5.HistoryCC.10<br>6.1.5.HistoryCC.14<br>6.1.5.HistoryCC.15<br>6.1.5.HistoryUP.1<br>6.1.5.HistoryCA.1<br>6.1.5.CivicsDP.2<br>6.1.5.GeoGI.3<br>6.1.5.EconET.1<br>6.1.5.EconEM.1<br>6.1.5.EconEM.5<br>6.1.5.EconEM.6<br>6.1.5.HistoryUP.4 | <ul style="list-style-type: none"> <li>• The Colonies and their Founding</li> <li>• Jamestown</li> <li>• Plymouth</li> <li>• Colonial Life</li> </ul> | Students will learn about colonization in North America including the push and pull factors used to recruit people. They will learn about life in the colonies and the evolution of government, mercantilism, laws, and daily life. |
| FRENCH AND INDIAN WAR | Weeks 11-12 | 6.1.5.GeoPP.6<br>6.1.5.GeoSV.5<br>6.1.5.GeoGI.1<br>6.1.5.EconET.1<br>6.1.5.HistoryCC.1                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Clash of Empires</li> <li>• Consequences of War</li> </ul>                                                   | Students will explore the clash of three empires struggling to control North America and the rivalry culminated in the Great Lakes Region. The students will learn about the consequences,                                          |

|                    |             |                                                                                                                                                                                                                                |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                  |
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|                    |             | 6.1.5.HistoryCC.3<br>6.1.5.HistoryCC.4<br>6.1.5.HistoryCC.5<br>6.1.5.HistoryCC.10<br>6.1.5.HistoryUP.4                                                                                                                         |                                                                                                                                                              | especially for the victors                                                                                                                                                                                                                                                                                       |
| ROAD TO REVOLUTION | Weeks 13-15 | 6.1.5.CivicsPI.1<br>6.1.5.CivicsDP.2<br>6.1.5.CivicsDP.3<br>6.1.5.HistoryCC.1<br>6.1.5.HistoryCC.2<br>6.1.5.HistoryCC.3<br>6.1.5.EconET.3                                                                                      | <ul style="list-style-type: none"> <li>• The Acts of Parliament</li> <li>• The Actions of the Colonies</li> <li>• The Shot Heard 'Round the World</li> </ul> | Students will explore how the colonists' optimism after the French and Indian war changed after King George III of England and his advisors decided that the colonies should pay off the war debts incurred by Great Britain. They will learn that a revolution was considered the last option by the colonists. |
| REVOLUTION         | Weeks 16-17 | 6.1.5.HistoryCC.1<br>6.1.5.HistoryCC.2<br>6.1.5.HistoryCC.3<br>6.1.5.HistoryCC.15                                                                                                                                              | <ul style="list-style-type: none"> <li>• Independence and Revolution: People</li> <li>• Independence and Revolution: Military</li> </ul>                     | Students will learn about the struggle of a group of colonies that had only worked together for a short time and were only focused on independence. They will learn about the actions and accomplishments of ordinary people in extraordinary times.                                                             |
| THE NEW NATION     | Weeks 18-21 | 6.1.5.HistoryCC.1<br>6.1.5.HistoryCC.2<br>6.1.5.HistoryCC.3<br>6.1.5.HistoryCC.15<br>6.1.5.CivicsPI.2<br>6.1.5.CivicsPI.3<br>6.1.5.CivicsPI.6<br>6.1.5.CivicsPI.7<br>6.1.5.CivicsPI.8<br>6.1.5.CivicsHR.1<br>6.1.5.HistoryCC.1 | <ul style="list-style-type: none"> <li>• Founders and the Process</li> <li>• Constitution</li> <li>• Bill of Rights</li> <li>• The New Nation</li> </ul>     | Students will explore the founding of our government and the men who designed a government unlike any other which protected the rights of the people and operated by the consent of the governed.                                                                                                                |

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|                      |             | 6.1.5.HistoryCC.2<br>6.1.5.HistoryCC.15<br>6.1.5.HistoryCC.3<br>6.1.5.GeoGI.1                                                                                                                                                                |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                              |
| INQUIRY              | Weeks 22-24 | 6.1.5.HistoryCC.11<br>6.1.5.HistoryCC.12<br>6.1.5.HistoryCC.13<br>6.1.5.HistoryUP.2<br>6.1.5.HistoryUP.5<br>6.1.5.HistoryUP.6<br>6.1.5.HistoryUP.7                                                                                           | <ul style="list-style-type: none"> <li>Developing Questions and Planning Inquiries</li> <li>Colonial Government Inquiry</li> <li>Inquiry Practice</li> </ul> | Students will engage in inquiry-based learning by focusing on how historians think and ask questions. Students will engage in their own inquiry.                                                                                                                                                                                             |
| EXPANSION AND GROWTH | Weeks 25-26 | 6.1.5.GeoHE.2<br>6.1.5.GeoGI.1<br>6.1.5.GeoGI.2<br>6.1.5.EconNM.3<br>6.1.5.EconNM.4<br>6.1.5.EconNM.5<br>6.1.5.EconNM.6<br>6.1.5.HistoryCC.2<br>6.1.5.HistoryUP.1<br>6.1.5.CivicsDP.2<br>6.1.5.GeoPP.5<br>6.1.5.GeoPP.6<br>6.1.5.HistoryCC.4 | <ul style="list-style-type: none"> <li>Expansion and Growth</li> <li>The Cherokee Nation</li> </ul>                                                          | Students will learn about the ways in which the country began to grow and reach its potential after the establishment of the new nation. They will learn that this expansion would come at great costs. They will learn about how this expansion affected indigenous peoples and how these societies continued to fight for their homelands. |
| SLAVERY IN AMERICA   | Weeks 27-28 | 6.1.5.CivicsDP.2<br>6.1.5.GeoPP.6<br>6.1.5.GeoGI.1<br>6.1.5.HistoryCC.2<br>6.1.5.HistoryCC.7<br>6.1.5.CivicsHR.2                                                                                                                             | <ul style="list-style-type: none"> <li>Slavery in America</li> <li>Abolition</li> </ul>                                                                      | Students will examine the stories and backgrounds of African American people who were enslaved in the southern states during the years from 1800-1860. They will learn about the individuals and organizations who publicly opposed the enslavement of people and the factors that led a country to war between its own                      |

|                              |             |                                                                                            |                                                                                                         |                                                                                                                                                                                                                   |
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|                              |             |                                                                                            |                                                                                                         | citizens.They will learn about the Civil War, the people involved, and the great costs of this war.                                                                                                               |
| CIVIL RIGHTS                 | Weeks 29-30 | 6.1.5.CivicsDP.2<br>6.1.5.CivicsHR.2                                                       | <ul style="list-style-type: none"> <li>• Civil Rights Groups</li> <li>• Civil Rights Inquiry</li> </ul> | Students will discuss the people and institutions that helped to fight for equality and fairness in the government.                                                                                               |
| CLIMATE CHANGE               | Week 31     | 6.3.5.CivicsPD.1<br>6.3.5.CivicsPD.2<br>6.3.5.CivicsPD.3<br>6.3.5.GeoHE.1<br>6.3.5.GeoGI.1 | <ul style="list-style-type: none"> <li>• Climate Change</li> </ul>                                      | Students will gain knowledge and skills around how to make their communities better places to live. They will engage in the inquiry process to provide and present solutions to community problems they identify. |
| FOUNDATIONS OF THE HOLOCAUST | Week 32     | NJ Holocaust Law:<br>NJSA.18A:35-28                                                        | <ul style="list-style-type: none"> <li>• Foundations of the Holocaust</li> </ul>                        | Students will learn about the story of the Holocaust and the human rights violations that characterize this atrocity.                                                                                             |

**Unit 1 will address the following 21st Century Life and Careers skills:**

| <b>X all that apply<br/>21st Century Themes</b> |                                    |  | <b>Career Ready Practices</b><br>√ |                                                                             |
|-------------------------------------------------|------------------------------------|--|------------------------------------|-----------------------------------------------------------------------------|
| <b>9.1</b>                                      | <b>Personal Financial Literacy</b> |  |                                    | CRP1. Act as a responsible and contributing citizen and employee.           |
| X                                               | Income and Careers                 |  | √                                  | CRP2. Apply appropriate academic and technical skills.                      |
|                                                 | Money Management                   |  |                                    | CRP3. Attend to personal health and financial well-being.                   |
|                                                 | Credit and Debt Management         |  | √                                  | CRP4. Communicate clearly and effectively and with reason.                  |
|                                                 | Planning, Saving, and Investing    |  | √                                  | CRP5. Consider the environmental, social and economic impacts of decisions. |
|                                                 | Becoming a Critical Consumer       |  |                                    | CRP6. Demonstrate creativity and innovation.                                |
| X                                               | Civic Financial Responsibility     |  | √                                  | CRP7. Employ valid and reliable research strategies.                        |

|            |                                                       |  |   |                                                                                         |
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|            | Insuring and Protecting                               |  |   | CRP8.Utilize critical thinking to make sense of problems and persevere in solving them. |
| <b>9.2</b> | <b>Career Awareness, Exploration, and Preparation</b> |  |   | CRP9. Model integrity, ethical leadership and effective management.                     |
|            | Career Awareness                                      |  |   | CRP10. Plan education and career paths aligned to personal goals.                       |
|            | Career Exploration                                    |  | √ | CRP11. Use technology to enhance productivity.                                          |
|            | Career Preparation                                    |  | √ | CRP12. Work productively in teams while using cultural global competence.               |
|            |                                                       |  |   |                                                                                         |

### Technology

|            |                                                                                                                         |
|------------|-------------------------------------------------------------------------------------------------------------------------|
| 8.1.5. A.1 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| 8.1.2.A.4  | Create a document with text using a word processing program.                                                            |

|            |                                                                                                                                                      |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.1.4.A.2  | Create a document with text formatting and graphics using a word processing program.                                                                 |
| 8.1.2.C.1  | Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools. |
| 8.1.2.D.1  | Model legal and ethical behaviors when using both print and non-print information by citing sources.                                                 |
| 8.1.5. A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.                                |

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| <b>Unit 1: Three Worlds Meet (Beginnings to 1620)</b>                                                                                                                                                                                                                                                                                           | <b>Duration:</b> 6-7weeks (September – October) |
| <b>Unit Summary</b><br>Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.                                                               |                                                 |
| <b>NJ Student Learning Standards</b>                                                                                                                                                                                                                                                                                                            |                                                 |
| 6.1.8. A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.<br><br>6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. |                                                 |

6.1.8. B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.8. C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.

6.1.8. C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this 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.

6.1.8. D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.

6.3.8. A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

### **Interdisciplinary Skills**

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize 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.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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.

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

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.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

1.3.5. C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.

### **Technology**

8.1.5. A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.2.A.4 Create a document with text using a word processing program.

8.1.4.A.2 Create a document with text formatting and graphics using a word processing program.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

8.1.2.D.1 Model legal and ethical behaviors when using both print and non-print information by citing sources.

8.1.5. A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

## 21st CENTURY LIFE AND CAREERS

CRP2. Apply appropriate academic and technical skills.  
 CRP4. Communicate clearly and effectively and with reason.  
 CRP5. Consider the environmental, social and economic impacts of decisions.  
 CRP7. Employ valid and reliable research strategies.  
 CRP11. Use technology to enhance productivity.  
 CRP12. Work productively in teams while using cultural global competence.

| Essential Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                         | Essential Questions                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Trade along the Silk Road connected people from different countries.</li> <li>• The cultures of African, European and Native American groups coalesced to form the America we know today.</li> <li>• The cultures of a myriad of peoples continue to shape the America we live in today.</li> <li>• The environment influences settlement and trade patterns.</li> </ul> | <ul style="list-style-type: none"> <li>• How did the Silk Road help people in different lands learn about each other?</li> <li>• How did past interactions of peoples and cultures shape the American heritage?</li> <li>• How do present interactions of peoples and cultures shape the American heritage?</li> <li>• How did/do interactions with the environment shape the American heritage?</li> </ul> |
| Evidence of Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>                                                                                                                                                                                                                                                                                                                                     | <p><b>Other Assessments</b></p>                                                                                                                                                                                                                                                                                                                                                                             |

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| <p>Native American Project: Students will research a Native American tribe and create a presentation to show and describe their tribe's culture, food, and shelter. They will complete a 5 paragraph essay and make a visual aid that each student will present to the class.</p> | <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Exit slip</li> <li>● Read and respond</li> <li>● Classroom Discussion</li> <li>● Think, pair, share</li> <li>● Quiz</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Chapter Test</li> <li>● End of Unit project</li> <li>● Project Rubric</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● Social Studies benchmark assessment</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Group Work/Class Discussion Rubric</li> <li>● Teacher Observations</li> <li>● Questions Starters</li> <li>● Participation Rubric</li> <li>● Modified Tests/Quizzes/Classwork</li> <li>● Social Studies notebook</li> </ul> |
| <p style="text-align: center;"><b>Vocabulary</b></p> <div> <div>slave trade</div> <div>astrolab</div> <div>colonist</div> <div>pilgrimage</div> <div>convert</div> </div>                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| mission                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | caravan | conquistador                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | magnetic compass | Columbian Exchange |
| missionary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | emperor | colony                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | expedition       | conquest           |
| Renaissance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | saga    | conquest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | plantation       | society            |
| Cartographer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                    |
| <b>Knowledge and Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                    |
| <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |         | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                  |                    |
| <i>Students will ....</i> <ul style="list-style-type: none"> <li>• Know the government's, belief systems, and family structures of African, European and Native American groups</li> <li>• Know the settlement pattern of Native Americans</li> <li>• Understand the exploration patterns of new waterways and land groups</li> <li>• Understand the impact of science, religion, and technology innovations on European exploration</li> <li>• Understand why societies trade, how trade functions and the role of trade during this time period</li> </ul> |  |         | <i>Students will be able to ...</i> <ul style="list-style-type: none"> <li>• Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups</li> <li>• Evaluate the impact of science, religion, and technology innovations on European exploration</li> <li>• Chart the exploration patterns of new waterways and land groups</li> <li>• Analyze the exploration patterns of new waterways and land groups</li> <li>• Explain why societies trade, how trade functions and the role of trade during this time period</li> </ul> |                  |                    |

| Instructional Plan                                                                                                                                                                                                        |                                                                                                                                                                                                |
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| Suggested Activities                                                                                                                                                                                                      | Resources                                                                                                                                                                                      |
| Students will create vocabulary cards.                                                                                                                                                                                    | Textbook/Unit Vocabulary List<br>Flashcards                                                                                                                                                    |
| Students will preview videos to activate background knowledge.                                                                                                                                                            | Studies Weekly                                                                                                                                                                                 |
| Students will create maps to label continents and oceans.                                                                                                                                                                 | Outline map                                                                                                                                                                                    |
| Silk Road Project: Students will create a map showing the route of Marco Polo and the items traded in the different regions of Europe and Asia.                                                                           | Textbook<br><a href="http://eduplace.com/kids/socsci/books/applications/imaps/maps/q2_u5/">http://eduplace.com/kids/socsci/books/applications/imaps/maps/q2_u5/</a><br>Content leveled readers |
| Explorer Research Project<br>Choices: <ul style="list-style-type: none"> <li>• Wanted Poster</li> <li>• Google Slides presentation</li> <li>• “Fakebook” profile on assigned explorer including status updates</li> </ul> | Internet/Textbook<br><a href="http://www.ducksters.com/biography/explorers/">http://www.ducksters.com/biography/explorers/</a><br>Content leveled readers<br>Biographies                       |
| Literature                                                                                                                                                                                                                |                                                                                                                                                                                                |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Websites</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <a href="http://www.sfforesman.com">www.sfforesman.com</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <a href="http://www.ducksters.com">www.ducksters.com</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <a href="http://www.history.com">www.history.com</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Discovery Education Media <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Promethean Planet <a href="http://www.prometheanplanet.com/en-us/">http://www.prometheanplanet.com/en-us/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Brain Pop <a href="http://www.brainpop.com/">http://www.brainpop.com/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Thinkfinity: <a href="http://www.thinkfinity.com">www.thinkfinity.com</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Modifications</b></p> <p><b>Special Education Students / 504</b> <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p><b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> |
| <b>Suggested Options for Differentiation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Provide extra time
- Peer tutoring or partner learning
- Use visual aids and gestures
- Outlining or providing notes for the student
- Modeling and Think Alouds
- Shared writing opportunities
- Provide student with a study guide for tests and quizzes
- Chunk the texts into manageable pieces
- Summarize information as it is read

### **Gifted and Talented**

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Higher level questioning and expectations
- Students design their own questions to extended reading conversations on explorers
- Choice Board to extend learning and lesson topics
- Cooperative Learning Groups

### **Basic Skills/Economically Disadvantaged/Students at Risk**

- Remove unnecessary material, words, etc., that can distract from the content
- Deliver the content in “chunks” and then continue to build their knowledge and understanding
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports.
- Peer tutoring or partner learning
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds

- Show examples of finish products
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Provide extra time

#### **Special Education/504**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as needed
- Allow students to verbalize before beginning an assignment
- Review concepts and important vocabulary from previous lessons before teaching new information
- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Provide visual aids to support concepts being taught, such as maps, charts, tables, pictures, or diagrams
- Use graphic organizers to help students organize important information from a lesson
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

**Unit 2 will address the following 21st Century Life and Careers skills:**

| <b>X all that apply</b><br><b>21st Century Themes</b> |                                    | <b>Career Ready Practices</b><br>✓ |   |                                                                                          |
|-------------------------------------------------------|------------------------------------|------------------------------------|---|------------------------------------------------------------------------------------------|
| <b>9.1</b>                                            | <b>Personal Financial Literacy</b> |                                    |   | CRP1. Act as a responsible and contributing citizen and employee.                        |
|                                                       | Income and Careers                 |                                    | ✓ | CRP2. Apply appropriate academic and technical skills.                                   |
|                                                       | Money Management                   |                                    |   | CRP3. Attend to personal health and financial well-being.                                |
|                                                       | Credit and Debt Management         |                                    | ✓ | CRP4. Communicate clearly and effectively and with reason.                               |
|                                                       | Planning, Saving, and Investing    |                                    |   | CRP5. Consider the environmental, social and economic impacts of decisions.              |
|                                                       | Becoming a Critical Consumer       |                                    |   | CRP6. Demonstrate creativity and innovation.                                             |
|                                                       | Civic Financial Responsibility     |                                    |   | CRP7. Employ valid and reliable research strategies.                                     |
|                                                       | Insuring and Protecting            |                                    |   | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |

|            |                                                       |  |   |                                                                           |
|------------|-------------------------------------------------------|--|---|---------------------------------------------------------------------------|
| <b>9.2</b> | <b>Career Awareness, Exploration, and Preparation</b> |  |   | CRP9. Model integrity, ethical leadership and effective management.       |
|            | Career Awareness                                      |  |   | CRP10. Plan education and career paths aligned to personal goals.         |
|            | Career Exploration                                    |  | √ | CRP11. Use technology to enhance productivity.                            |
|            | Career Preparation                                    |  |   | CRP12. Work productively in teams while using cultural global competence. |
|            |                                                       |  |   |                                                                           |

### Technology

|            |                                                                                                                                                      |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.1.5. A.1 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.                              |
| 8.1.2.A.4  | Create a document with text using a word processing program.                                                                                         |
| 8.1.5. A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.                                |
| 8.1.2.C.1  | Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools. |

|           |                                                                                      |
|-----------|--------------------------------------------------------------------------------------|
| 8.1.4.A.2 | Create a document with text formatting and graphics using a word processing program. |
|-----------|--------------------------------------------------------------------------------------|

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <b>Unit 2: Colonization and Settlement (1585-1763)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Duration:</b> 45-50 days (November – February) |
| <b>Unit Summary</b><br>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                   |
| <b>NJ Student Learning Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                   |
| <p>6.1.8. A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8. A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8. A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p>6.1.8. B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>6.1.8. C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.8. C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.8. C.2.c Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8. D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> |                                                   |

6.1.8. D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

6.3.8. A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

### **Interdisciplinary Skills**

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize 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.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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.

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

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.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### **Technology**

8.1.5. A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5. A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.2.A.4 Create a document with text using a word processing program.

8.1.4.A.2 Create a document with text formatting and graphics using a word processing program.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

### **21st century Life and Career**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

### **Evidence of Student Learning**

**Performance Tasks:** *Activities to provide evidence for student learning of content and cognitive skills.*

### **Other Assessments**

Colony Project: Students will research one of the thirteen colonies and create a Google Slide Project.

### **Formative Assessments**

- Observation
- Homework
- Class Participation
  
- Read and respond

Slavery- Students will research the history of slavery in the U.S. They will utilize research, note-taking, and organizational skills to participate in a class debate about slavery.

- Discussion
- Think, pair, share
- Opened Ended Questions/quizzes/tests (emphasizing written communication skills)
- Timelines
- Journal Entries

#### **Summative Assessments**

- Chapter test
- Research report
- Question/ Answer
- Project-based assessments (using rubrics)
- Unit Content Tests
- Class Projects
- Constructed Response to Open-ended Questions Expository/Persuasive writing
- Project Based Learning – Performance Assessments
- Project Rubric

#### **Benchmark Assessment**

- Social Studies benchmark assessment

#### **Alternative Assessments**

- More musically-inclined students may create a song about what they have learned

|                                                                                                                                                                                                                                                                                                                                                                                |                 |                      |                                                                                                                                                                                                                                                                                                                                           |           |
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|                                                                                                                                                                                                                                                                                                                                                                                |                 |                      | <ul style="list-style-type: none"><li>● Diary entry</li><li>● Timeline of era</li></ul>                                                                                                                                                                                                                                                   |           |
| Vocabulary                                                                                                                                                                                                                                                                                                                                                                     |                 |                      |                                                                                                                                                                                                                                                                                                                                           |           |
| Charter                                                                                                                                                                                                                                                                                                                                                                        | pilgrim         | Mayflower Compact    | persecution                                                                                                                                                                                                                                                                                                                               | dissenter |
| Stock                                                                                                                                                                                                                                                                                                                                                                          | Separatist      | dissenter            | Puritan                                                                                                                                                                                                                                                                                                                                   |           |
| Cash crop                                                                                                                                                                                                                                                                                                                                                                      | Pilgrim         | Saint                | debtor                                                                                                                                                                                                                                                                                                                                    |           |
| Indentured servant                                                                                                                                                                                                                                                                                                                                                             | proprietor      | Northwest Passage    | religious freedom                                                                                                                                                                                                                                                                                                                         |           |
| House of Burgesses                                                                                                                                                                                                                                                                                                                                                             | meeting house   | Triangle Trade Route | apprentice                                                                                                                                                                                                                                                                                                                                |           |
| Self-sufficient                                                                                                                                                                                                                                                                                                                                                                | Stono Rebellion | general store        | meeting house                                                                                                                                                                                                                                                                                                                             |           |
| Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                           |                 |                      |                                                                                                                                                                                                                                                                                                                                           |           |
| Content                                                                                                                                                                                                                                                                                                                                                                        |                 |                      | Skills                                                                                                                                                                                                                                                                                                                                    |           |
| <p><i>Students will know how...</i></p> <ul style="list-style-type: none"><li>● The colonists adapted ideas from Europe and from Native Americans to create new political, religious and economic systems.</li><li>● The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</li></ul> |                 |                      | <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"><li>● Recognize that the actions of individuals, groups, and nations can have intended and unintended consequences.</li><li>● Explain how and why early government structures developed, and determine the impact of these early structures on the</li></ul> |           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>• To identify the early stages of the establishment of the American government.</li> <li>• To interpret the importance of religious freedom to the development of the colonies.</li> <li>• To recognize the power struggle among European countries and its contribution to the development of our new nation.</li> <li>• The French and Indian War contributed to the American Revolution.</li> <li>• To determine the factors that impacted the regional identities of the colonies.</li> <li>• The roles of religious freedom and participatory government in various North American colonies affected colonization.</li> <li>• How race, gender, and status affected social economic and political opportunities during Colonial times.</li> <li>• Slavery/indentured servitude in the Colonial labor system developed over time.</li> </ul> | <p>evolution of American politics and institutions.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the religion and government in various North American colonies.</li> <li>• Explain the factors that impacted regional identity.</li> <li>• Delineate the factors that impacted the regional identities of the colonies.</li> <li>• Explain how race, gender, and status affected social economic and political opportunities during Colonial times.</li> <li>• Relate slavery/indentured servitude to Colonial labor systems.</li> <li>• Analyze the power struggle among European countries and determine its impact on the economies of the colonies and European countries.</li> <li>• Determine the impact on people living in Europe and the Americas.</li> <li>• Explain the factors that influenced the French and Indian War.</li> </ul> |
| <p style="text-align: center;"><b>Instructional Plan</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Suggested Activities</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Resources</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                              |                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Students will illustrate a diary from the point of view of a Jamestown colonist.                                                                                                             | Textbook, supplemental readers, internet                                                                                        |
| Students will conduct research on the women in Colonial America.                                                                                                                             | Internet/Textbook                                                                                                               |
| Students will be assigned different roles (plantation owner, slave traders, etc.) All parties with the exception of the slaves will be given pennies and will simulate the triangular trade. | Barrels, job description tags, pennies, large area to be labeled with different locations (Colonies, England, West Indies, etc) |
| Students will create a classroom compact.                                                                                                                                                    | Textbook, examples from history and modern times                                                                                |
| Students will participate in a self-government reenactment. They will assume different roles in the community to observe and better understand the roles in a government system.             | Background knowledge of self-government                                                                                         |
| <b>Literature</b>                                                                                                                                                                            |                                                                                                                                 |
| <i>Jamestown: New World Adventure</i><br><i>Pocahontas: The True Story of the Powhatan Princess</i><br><i>The Paradox of Jamestown: 1585-1700</i>                                            |                                                                                                                                 |
| <b>Websites</b>                                                                                                                                                                              |                                                                                                                                 |
| <a href="http://www.ducksters.com">www.ducksters.com</a>                                                                                                                                     |                                                                                                                                 |
| <a href="http://www.history.com">www.history.com</a>                                                                                                                                         |                                                                                                                                 |

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| Virtual Field Trip to Jamestown - <a href="http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone">http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Historic Jamestown - <a href="http://historicjamestowne.org/visit-virtually/">http://historicjamestowne.org/visit-virtually/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Historic Virginia Virtual Field Trip - <a href="http://www.jslid.com/502/va_history/index.html">http://www.jslid.com/502/va_history/index.html</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p style="text-align: center;"><b>Modifications</b></p> <p><b>Special Education Students / 504</b> <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p><b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p><b>Students at Risk of Failure:</b> <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p><b>Gifted Students:</b> <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p> |
| <b>Suggested Options for Differentiation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Describe everyday life in the 13 colonies.</li> <li>● View map of the states within the 13 colonies</li> <li>● Identify the climate features and natural resources in each colony</li> <li>● Use visual aids and gestures</li> <li>● Outlining or providing notes for the student</li> <li>● Associating new vocabulary with pictures</li> <li>● Modeling and Think Alouds</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

- Teacher-Student Conferencing to check and monitor understanding
- Partner learning or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

#### **Gifted and Talented**

- Identify a colonial occupation and explain its benefit to the community.
- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

#### **Basic Skills/Economically Disadvantaged/Students at Risk**

- Compare/contrast life in colonies to life today.
- Preview vocab to make connections
- Peer tutoring or partner learning
- Activate and build background knowledge
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

#### **Special Education/504**

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Provide students with notes from the lesson and discussions

- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Provide visual aids to support concepts being taught, such as maps, charts, tables, pictures, or diagrams
- Use anchor charts in the classroom to support the concepts being taught and to use to review these ideas in future lessons
- Use graphic organizers to help students organize important information from a lesson
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught

**Unit 3 will address the following 21st Century Life and Careers skills:**

| <b>X all that apply<br/>21st Century Themes</b> |                                    |  | <b>Career Ready Practices</b><br>√ |                                                                             |
|-------------------------------------------------|------------------------------------|--|------------------------------------|-----------------------------------------------------------------------------|
| <b>9.1</b>                                      | <b>Personal Financial Literacy</b> |  |                                    | CRP1. Act as a responsible and contributing citizen and employee.           |
|                                                 | Income and Careers                 |  | √                                  | CRP2. Apply appropriate academic and technical skills.                      |
|                                                 | Money Management                   |  |                                    | CRP3. Attend to personal health and financial well-being.                   |
| X                                               | Credit and Debt Management         |  | √                                  | CRP4. Communicate clearly and effectively and with reason.                  |
|                                                 | Planning, Saving, and Investing    |  |                                    | CRP5. Consider the environmental, social and economic impacts of decisions. |
|                                                 | Becoming a Critical Consumer       |  |                                    | CRP6. Demonstrate creativity and innovation.                                |
| X                                               | Civic Financial Responsibility     |  |                                    | CRP7. Employ valid and reliable research strategies.                        |

|            |                                                       |  |   |                                                                                         |
|------------|-------------------------------------------------------|--|---|-----------------------------------------------------------------------------------------|
|            | Insuring and Protecting                               |  |   | CRP8.Utilize critical thinking to make sense of problems and persevere in solving them. |
| <b>9.2</b> | <b>Career Awareness, Exploration, and Preparation</b> |  |   | CRP9. Model integrity, ethical leadership and effective management.                     |
| <b>X</b>   | Career Awareness                                      |  |   | CRP10. Plan education and career paths aligned to personal goals.                       |
|            | Career Exploration                                    |  | √ | CRP11. Use technology to enhance productivity.                                          |
|            | Career Preparation                                    |  | √ | CRP12. Work productively in teams while using cultural global competence.               |
|            |                                                       |  |   |                                                                                         |

### Technology

|            |                                                                                                                         |
|------------|-------------------------------------------------------------------------------------------------------------------------|
| 8.1.5. A.1 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |
| 8.1.5. A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.   |
| 8.1.2.A.4  | Create a document with text using a word processing program.                                                            |

|           |                                                                                                                                                      |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.1.4.A.2 | Create a document with text formatting and graphics using a word processing program.                                                                 |
| 8.1.2.C.1 | Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools. |
| 8.1.2.D.1 | Model legal and ethical behaviors when using both print and non-print information by citing sources.                                                 |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Unit 3: Revolution and the New Nation (1754-1820s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Duration:</b> 45-50 days (March – June) |
| <b>Unit Summary</b><br>Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                            |
| <b>NJ Student Learning Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                            |
| <p>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.</p> <p>6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.1.8. A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> |                                            |

6.1.8. A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.

6.1.8. A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.8. A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.8. B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8. B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8. B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

6.1.8. B.3.d Explain why New Jersey's location played an integral role in the American Revolution.

6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

6.1.8. C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.

6.1.8. C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

6.1.8. D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

6.1.8. D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8. D.3.c Analyze the impact of George Washington as general.

6.1.8. D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8. D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8. D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

6.1.8. D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

6.3.8. A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.8. B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

6.3.8. C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

6.3.8. D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

### **Interdisciplinary Skills**

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize 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.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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.

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

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.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

#### **Technology**

8.1.5. A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5. A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.2.A.4 Create a document with text using a word processing program.

8.1.4.A.2 Create a document with text formatting and graphics using a word processing program.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

8.1.2.D.1 Model legal and ethical behaviors when using both print and non-print information by citing sources.

### **21st Century Life and Career**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

### **Evidence of Student Learning**

**Performance Tasks:** *Activities to provide evidence for student learning of content and cognitive skills.*

### **Other Assessments**

Kids' Hyper-Constitution - Understanding the language of the U.S. Constitution can be difficult. Students examine parts of the Constitution and rewrite one section using language that elementary school students can understand. Then, hyperlinks are added to the document to explain the various rights, what they mean to elementary school students, and what might happen if they didn't exist.

### **Formative Assessments**

- Exit slip
- Read and respond
- Think, pair, share
- Quizzes
- Observation
- Class Discussion
- Homework
- Class Participation

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|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <ul style="list-style-type: none"> <li>• Notebook</li> <li>• Writing Tasks</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Chapter test</li> <li>• Research Report</li> <li>• Question/ Answer</li> <li>• Class Projects</li> <li>• Unit Content Tests</li> <li>• Project Based Learning- Performance assessments<br/>Constructed Response to Open-ended Prompts</li> <li>• Expository/Persuasive writings</li> <li>• Benchmark</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Social Studies benchmark</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Group Work/Class Discussion Rubric</li> <li>• Teacher Observations</li> <li>• Questions Starters</li> <li>• Project Rubric</li> <li>• Modified Tests/Quizzes/Classwork</li> <li>• Social Studies notebook</li> </ul> |
| <b>Vocabulary</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| Declaration of Independence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Constitution               | Bill of Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | government          |
| geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | American Revolutionary War | consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | socioeconomic       |
| colony/colonies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | rural                      | urban                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | merchants           |
| territory/territories                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Preamble                   | election                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | legislative         |
| opposing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | municipal                  | legislature                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | governmental agency |
| judicial                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Articles of Confederation  | Loyalists                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Patriots            |
| Europe/European                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | taxes                      | Congress                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Federalism          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | George Washington   |
| <b>Knowledge and Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                     |
| <b>Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                            | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                     |
| <i>Students will know ...</i> <ul style="list-style-type: none"> <li>• Disputes over authority and economic issues contributed to a movement for independence in the colonies.</li> <li>• The causes and effects of the American Revolution.</li> <li>• How early government created The Articles of Confederation.</li> <li>• How to describe the geography of the colonies</li> <li>• How to identify the cause and effect of the American Revolution.</li> <li>• How perspectives of Loyalists and Patriots differed.</li> <li>• How the Founding Fathers contributed to the establishment</li> </ul> |                            | <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Understand various economic, cultural, political and religious factors influenced the American Revolution.</li> <li>• Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</li> <li>• Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and</li> </ul> |                     |

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| <p>of our nation's government.</p> <ul style="list-style-type: none"> <li>• How the creation of the Declaration of Independence shaped the new nation.</li> <li>• How the Bill of Rights became the structure for the Constitution.</li> </ul> | <p>responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <ul style="list-style-type: none"> <li>• Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</li> <li>• Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</li> <li>• Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</li> <li>• Explain the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</li> <li>• Analyze how prominent individuals and other nations contributed to the causes,</li> </ul> |
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|  | <p>execution, and outcomes of the American Revolution.</p> <ul style="list-style-type: none"> <li>• Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</li> <li>• Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</li> <li>• Explain why New Jersey's location played an integral role in the American Revolution.</li> <li>• Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</li> <li>• Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.</li> <li>• 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.</li> <li>• Evaluate the impact of the Constitution and Bill of Rights on current day issues.</li> </ul> |
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|                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</li> </ul> |
| <b>Instructional Plan</b>                                                                                                                                         |                                                                                                                                                                                            |
| <b>Suggested Activities</b>                                                                                                                                       | <b>Resources</b>                                                                                                                                                                           |
| Students will create an editorial title, "News Then" about an event during the American Revolution.                                                               | Textbook/Internet/ iPad or other recorder                                                                                                                                                  |
| Students create Liberty Tree protest posters.                                                                                                                     | Tax research packet and art supplies                                                                                                                                                       |
| Students will log a journal entry as a soldier who fought during the Revolutionary War.                                                                           | Textbook, internet                                                                                                                                                                         |
| Students will create an evolution project of communication demonstrating how communication have evolved from colonial times to modern times.                      | Information about communication from different times periods discussed in the unit                                                                                                         |
| Students will participate in a Boston Massacre Investigation of crime scene. Use the website (in the resources section) to have students engage in this webquest. | <a href="https://sites.google.com/site/bostonmassacrecsi/task">https://sites.google.com/site/bostonmassacrecsi/task</a>                                                                    |
| <b>Literature</b>                                                                                                                                                 |                                                                                                                                                                                            |

Thomas Jefferson: Voice of Liberty  
George Washington's Socks  
Crispus Attucks: Black Leader of Colonial Patriots

### Websites

[www.history.org](http://www.history.org)

[www.thefreedomtrail.org](http://www.thefreedomtrail.org)

[www.youtube.com](http://www.youtube.com) -Schoolhouse Rock-No More Kings

[www.aoc.gov.com](http://www.aoc.gov.com)

Discovery Education Media: <http://www.discoveryeducation.com/>

Promethean Planet: <http://www.prometheanplanet.com/en-us/>

Brain Pop: <http://www.brainpop.com/>

The American Revolution: [http://www.mce.k12tn.net/revolutionary\\_war/american\\_revolution.htm](http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm)

Tolerance/Holocaust Lessons: [www.scholastic.com](http://www.scholastic.com)

[www.animatedatlas.com/movie.html](http://www.animatedatlas.com/movie.html)

### Modifications

**Special Education Students / 504** (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

**English Language learners:** *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

**Students at Risk of Failure:** *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

**Gifted Students:** *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

### **Suggested Options for Differentiation**

#### **English Language Learners**

- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

#### **Gifted and Talented**

- As Prime Minister Grenville, explain in a letter to a colonist how the Stamp Act will affect government income, why the government needs additional income and why the act is fair.
- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations

**Basic Skills/Economically Disadvantaged/Students at Risk**

- Make a poster protesting British taxes on the colonies.
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Shared writing opportunities
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Chunk the texts into manageable pieces
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

**Special Education/504**

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Provide manipulatives or the opportunity to draw solution strategies
- Provide students with notes from the lesson and discussions
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit
- Allow students to verbalize before beginning an assignment
- Help students to plan projects and goals with the teacher before beginning the assignment
- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Provide visual aids to support concepts being taught, such as maps, charts, tables, pictures, or diagrams
- Use graphic organizers to help students organize important information from a lesson
- Provide small group and/or individual instruction to help reinforce concepts and new ideas being taught