

Quinton Township School District
Social Studies Grade 5: America in the World
[Pacing Guide](#)

SOCIAL STUDIES GRADE 5 OVERVIEW

In Grade 5, students will engage in the study of events, early in United States history, from indigenous peoples prior to colonization through the American Revolution; connecting the role of New Jersey through this time. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. A year-long compelling question will focus on:
What does it mean to be an American?

UNIT 1

Marking Period:

1

Unit Title:

Culture, Diversity, and America's
Geographical Setting

Pacing:

40 days

Unit Summary: In this unit of study, students will explore the cultural practices of indigenous peoples' ways of life. Students will begin with a basic understanding of the migration routes of the first Americans moving into understanding where their ancestors came from. Students will analyze ways of life and the utilization of land, the climate, and how they adapted to their environment. Along the way, students will explore the roles of men, women and children. Exploration of the cultural practices of indigenous peoples in North America prior to colonization by examining how the geographic features of North America affected the early settlements of indigenous peoples. (governing, gender roles, economic system). ()

Objectives:

- Students will analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- Students will compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- Students will use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- Students will investigate the different physical and human characteristics of urban, suburban and rural communities and identify

the factors that might attract individuals to that space.

- Students will describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- Students will use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- Students will explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- Students will compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- Students will identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- Students will use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- Students will demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- Students will use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world.
- Students will compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- Students will compare, contrast and reflect on the different indigenous groups through stories, myths, and traditional literature.
- Students will determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Students will explain the interactions between multiple events in the Native American culture text based on specific information in the text. ()
- Students will draw evidence from informational texts to support analysis, reflection, and research on Native American Culture.()

Compelling Question: How was North America a land of political, economic and social opportunities for indigenous people?

Supporting Questions: How did indigenous peoples adapt to their environment? What are the roles within their communities/tribes?

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How did indigenous peoples view the ownership of land?

New Jersey Student Learning Standards/Learning Targets: 6.1.5.GeoHE.3 6.1.5.GeoPP.1 6.1.5.GeoPP.3 6.1.5.GeoPP.4
6.1.5.GeoPP.5 6.1.5.GeoGI.1 6.1.5.GeoGI.4 6.1.5.HistoryUP.4 6.1.5.GeoSV.1 6.1.5.GeoSV.2 6.1.5.GeoSV.3
6.1.5.GeoSV.4 6.1.5.EconEM.4

Interdisciplinary Connections: SL.PI.5.4, SL.PE.5.1, RI.CR.5.1, W.IW.5.2, W.SE.5.6

Career Readiness, Life Literacies, and Key Skills: 9.4.5.GCA.1

Computer Science and Design Thinking: 9.4.5.IML.1, 9.4.5.TL.3, 8.1.5.DA.1

Essential Unit Vocabulary: adaptation, ancestors, artifact, descendants, diversity, culture, cultural expression, cultural environment, ecofact, fertile, ecosystem, longhouse, indigenous peoples, migration, national identity, natural resources, physical environment, raw material, surplus, trade

Interdisciplinary Unit Vocabulary: argument, sources, evidence, claims, counterclaims, credibility

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
● Activity A: First Americans - Whole class engagement introductory lesson where teachers will show students how to access videos and other online tools on featured websites. () ● Activity B: Migration Routes of the First Americans, TCI Section 2, Lesson 2 page 25 and The First Americans video: http://www.history.com/topics/native-american-history/native-a	TCI Teachers' Curriculum Online Social	TCI Teacher's Manual <i>Online Student notebooks</i> ● Google Applications: Documents,	● Smart Board Applications ● Google Applications: Documents, Slides, Forms, Classroom and

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americancultures/videos/the-first-americans ● Activity C: Native Americans and Their Land, TCI Entire Lesson 2, pages 22-33 ● Activity D ● Activity E: Students break into American Indian North American Cultural Region groups (see map in TCI page 36) to gather information (using a graphic organizer) for formative assessment: ● Activity F: Lesson 3, Native American Cultural Regions, TCI pages 38-45 ● Activity G: Origin Stories PBIS PBS ● Activity H: Interactive Map Activity (to support formative assessment) www.learner.org/interactives/historymap/indians.html ● Activity I: How and Why Europeans Came to the Americas, TCI pages 75-84 () ● Activity J: Routes of Exploration to the Americas, TCI pages 91-110 ● Activity K: Students will participate in an Artifact Source Review: How and Why Europeans Came to the New World (Google Drive, Grade 5 Social Studies Folder Unit 2 from TCI, Lesson 4) ○ Option 1: Break students up into eight groups (one artifact per group). Students will discuss and take notes about what they believe the artifact is and the purpose of it. Small groups will present their ideas to the class. ○ Option 2: Students explore artifacts to categorize explorer's artifacts by following the teacher's presentation in Lesson 4 in TCI.	Studies Alive! - America's Past	Slides, Forms, Classroom and more ● Individual Laptops ● Online Student Notebooks ● Timelinks Textbooks ● Online Videos, pictures, and text	more ● Individual Laptops ● Online Student Notebooks ● Online Videos, pictures, and text ● Codex Online Resource
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Assessments	
Formative Assessments ● Exit Ticket ● Quiz ● Teacher/Student Conference ● Teacher Observation ● Student Self Reflection ● Think Pair Share <u>Suggested Formative Project 1</u> Part A: In small groups, students will further investigate their region using maps, National Geographic videos and World Atlas online Part B: Small groups create a poster illustrating the most important adaptations of the tribes within their region using the information presented in a rubric. Rubric criteria should include at least three adaptations with appropriate images as well as a brief explanation of how the adaptations ensured survival. Students will conduct a Gallery walk comparing and contrasting adaptations in different regions as they score their peers' work.	Summative Assessments ● End of Unit Assessment ● Mid Year Benchmark Assessment ● End of Year Benchmark Assessment ● Completed Projects <u>Suggested Summative Performance Task:</u> Two separate journal entries from both gender roles from each of their perspectives using a variety of sources. Students will compare and contrast the views of land ownership between indigenous peoples and present day people. Link to Land Ownership
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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UNIT 2					
Marking Period:	1	Unit Title:	Colonial Times	Pacing:	30 days

Unit Summary: In this unit of study, students will explore how and why Europeans wanted to leave Europe and colonize. Students will have the opportunity to analyze and evaluate the artifacts and technological innovations that helped historians gain knowledge of that time period. Finally, they will demonstrate an understanding of the various ways that the cultural practices of the indigenous peoples and colonists affected one another. Students will explore the development of early colonial settlements. By engaging in historical research surrounding the mystery of the first settlement in Roanoke, students will continue to inquire, research, and develop understanding about the subsequent development and success of the settlements of Jamestown and Plymouth. They will compare these settlements to determine similarities and differences within the governmental structure, economic practices, and hardships settlers faced. Finally, students will analyze the roles of various groups including men, women, children, indentured servants, and slaves including their contributions to the success of early colonial settlements. * ()

Key Content Addressed:

- Why people left Europe for the New World
- Impact of important technological innovations that allowed Europeans to travel to America
- How Indigenous peoples helped early settlements survive and their motivations for doing so
- Impact of colonization on Indigenous peoples' ways of life
- Views of indigenous peoples had concerning land ownership and how these views were different from the views of land ownership held by Europeans
- Analyze the role of women and men in key events, such as indigenous people's culture, early colonial settlement, and the American Revolution
- Evaluate how the role of women and men in American society changed over time

Objectives:

- Students will compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- Students will use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- Students will analyze key historical events from the past to explain how they led to the creation of the state of New Jersey

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and the United States.

- Students will use a variety of sources to illustrate how the American identity has evolved over time.
- Students will use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. *
- Students will craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- Students will analyze historical documents to determine the role they played in past and present-day government and citizenship.
- Students will describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- Students will compare and contrast historians' interpretations of important historical ideas, resources and events.
- Students will evaluate the impact of different interpretations of experiences and events by people with different cultural or individual interests. * ()

Compelling Questions: What happens when cultures come into contact with each other? How did the first English settlements form the foundations of a new nation?

Essential Questions: How and why did Europeans want to leave Europe to colonize the Americas? How did the culture of the indigenous peoples and the settlers influence each other? How were the colonies of Jamestown and Plymouth similar and how were they different? How did roles and expectations differ among various groups including indigenous peoples, women, slaves and others?

New Jersey Student Learning Standards/Learning Targets:

6.1.5.GeoPP.6 6.1.5.GeoGI.3 6.1.5.HistoryCC.1 6.1.5.HistoryCC.2 6.1.5.HistoryCC.4 6.1.5.HistoryCC.13
6.1.5.HistoryCC.15 6.1.5.HistoryUP.1 6.1.5.HistoryUP.5 6.1.5.HistoryUP.6

Interdisciplinary Connections: SL.PE.5.1, RI.CR.5.1, W.IW.5.2, W.SE.5.6, 2.1.5.SSH.3

Career Readiness, Life Literacies, and Key Skills: 9.1.5.RM.1

Computer Science and Design Thinking: 9.4.5.IML.1, 9.4.5.TL.3, 8.1.5.DA.1, 8.1.5.DA.3

Career Education: 9.2.5.CAP.5, 9.2.5.CAP.8

Essential Unit Vocabulary: age of exploration, arbors, archaeologist, astrolabe, cash crop, Christianity, colonist, colony, compass, explorer, historians, indentured servant, interpreter, monarchy, nation-state, navigation, negotiated, new world, pelts, reciprocated, representative government, savages, settlement, settlers, weirs, captives, colonists, democratic, hierarchy, hypothesis, indentured, inheritable, merchants, monarchy, mutiny, pilgrim, representative government, settlement, theory, trade, transatlantic

Interdisciplinary Vocabulary: questioning, argument, explanation, point of view

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
● Introduction: Look at the map of 1562 Map of America. Participate in a “See, Think, Wonder” Activity. Students then share their thoughts with their peers. ● Inquiry: The Last Roanoke - Show videos: “The Lost Roanoke” and “Top Five Roanoke Lost Colony Disappearance Theories” Five Station Debate where they will have to persuade others to believe their theory. ● Activity A: Jamestown Colony and The Settlement of Plymouth (TCI Unit 2 Lesson	TCI Teachers’ Curriculum Institute Online Social Studies Alive! - America’s Past Various Jamestown Activities https://www.thinglink.com/scene/429067688682192898#ttsite	TCI Teacher’s Manual <i>Online Student notebooks</i> ● Google Application s: Documents, Slides, Forms, Classroom	● Smart Board Applications ● Google Applications: Documents, Slides, Forms, Classroom and more ● Individual Laptops ● Online Student Notebooks ● Online Videos,

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6) Note: Graphic Organizer w/ TCI ● Activity B: Jamestown Kids Jamestown ● Activity C: Women in Colonies () ● Activity D: Comparing Colonies (TCI Lesson 7) Comparing Jamestown and Plymouth / Online ○ Comparing the Colonies (TCI, Lesson 7, pages 92-101) ○ Choosing a Career in the Colonies (TCI, Lesson 7, pages 102-105) ● Activity F: Conflicts Between the Colonists and Native Americans ● Activity G: Slavery in the Americas (TCI Unit 2 Lesson 8) * ● Activity H: Life in Colonial America (TCI Unit 2 Lesson 9) ● Activity I: Mini-Research Study on Thomas & Susannah Bridges	https://www.nps.gov/jame/learn/historyculture/martial-law.htm https://plimoth.org/for-students/homework-help Considering Argument http://www.historyglobe.com/jamestown/	and more ● Individual Laptops ● Online Student Notebooks ● Online Videos, pictures, and text ● Codex Online	pictures, and text ● Codex Online Resource
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Assessments	
Formative Assessments ● Exit Ticket ● Quiz ● Teacher/Student Conference ● Teacher Observation ● Student Self Reflection ● Think Pair Share	Summative Assessments ● End of Unit Assessment ● Mid Year Benchmark Assessment ● End of Year Benchmark Assessment ● Completed Projects <u>Suggested Summative Performance Task:</u>

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Suggested Formative Project 1

Students will write an extended response in the form of a letter or narrative to include: Reasons for leaving Europe and seeking new life in America Details from their voyage

Suggested Informed Action Activity:

Students will choose one inequality that weighs heavy on their hearts (ex: inequalities of race, gender, religion, finances etc.). They will create a diagram showing how it was in the past, how it is in the present and how they HOPE it will be in the future. When they present to the class we will discuss ways that may make that hope become a reality.

Students will design and play a role in a reenactment entitled, The Grand Encounter to answer the compelling question: What happens when cultures come into contact with each other?

Suggested Summative Project

Students will take on the role of a man, woman, child or slave.

Working in small groups, students will act out the following questions:

- Why did you come to the settlement? What hardships did you face when you first arrived? What mistakes did you and the other settlers make that made survival even more difficult? How did the Indigenous Americans in the area treat you at first? How has life improved since you first arrived? Why do you think your settlement has been successful? What important lessons have you learned that will help you in the future?

Taking Informed Action: Find a current event publication (newspaper, online media, or other source) that demonstrates the opportunities available to all individuals living in America. Draft a response to the publication that includes a reflection of the appreciation we have for modern society as compared to colonial times.

Taking Informed Action:

Option A: Find an example of conflict over land ownership in our modern society. Depending on the conflict, write a letter to a government official or involved party.

Option B: Find an example of conflict over land ownership in our modern society. Create an interactive bulletin board or blog that would bring attention to the issue in a public area/forum.

Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments
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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.			
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UNIT 3					
Marking Period:	2	Unit Title:	The American Revolution	Pacing:	30 days

Unit Summary: In this unit of study, students will explore historical key events around the American Revolution. This unit will focus on the role of religious freedom, compromise, perspective, government structures and comparing and contrasting historical interpretations of experiences. () *

Objectives:

- Students will describe the role of religious freedom and participatory government in various North American colonies.
- Students will be able to analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- Students will be able to use a variety of sources to illustrate how the American identity has evolved over time.
- Students will be able to analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- Students will be able to make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures. * ()
- Students will be able to determine the roles of religious freedom and participatory government in various North American colonies.
- Students will be able to craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- Students will be able to compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. * ()
- Students will be able to compare and contrast historians' interpretations of important historical ideas, resources and events.

Compelling Question: How might a frayed rope be a metaphor for the relationship between Great Britain and the colonies?

Essential Questions: What British actions angered the colonists in the 1700s? What were the arguments for and against colonial independence from Great Britain? What are the main ideas in the Declaration of Independence? How did the colonists win the American Revolution?

New Jersey Student Learning Standards/Learning Targets:

6.1.5.CivicsDP.3 6.1.5.HistoryCC.1 6.1.5.HistoryCC.2 6.1.5.HistoryCC.5 6.1.5.HistoryCC.10 6.1.5.HistoryCC.11
6.1.5.HistoryCC.12 6.1.5.HistoryCC.13 6.1.5.HistoryUP.2 6.1.5.HistoryUP.5

Interdisciplinary Connections: SL.PE.5.1, RI.CR.5.1, W.IW.5.2, 3-5-ETS1-3

Career Readiness, Life Literacies, and Key Skills: 9.1.5.EG.1, 9.1.5.EG.2, 9.4.5.GCA.1

Computer Science and Design Thinking: 9.4.5.IML.1, 9.4.5.TL.3, 8.1.5.DA.1, 9.4.5.DC.3

Essential Unit Vocabulary: colonist, colonization, act, boycott, delegates, First Continental Congress, import, massacre, parliament, proclamation, protest, repeal, taxation without representation, Patriots, Loyalists, Declaration of Independence, enlist, revolution, treaty, revolution

Interdisciplinary Vocabulary: argument, featured Sources, evidence, claims, counterclaims, credibility

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Activity A: Tensions Grow Between the Colonies and Great Britain (TCI Unit 3 Lesson 10) Activity B: To Declare	TCI Teachers' Curriculum Institute Online Social Studies Alive! - America's Past	TCI Teacher's Manual <i>Online Student notebooks</i> Google	- Smart Board Applications - Google Applications: Documents, Slides,

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Independence or Not (TCI Unit 3 Lesson 11) ● Activity C: The Declaration of Independence (TCI Unit 3 Lesson 12) ● Activity D: The American Revolution (TCI Unit 3 Lesson 13)		Applications: Documents, Slides, Forms, Classroom and more ● Individual Laptops ● Online Student Notebooks ● Online Videos, pictures, and text	Forms, Classroom and more ● Individual Laptops ● Online Student Notebooks ● Online Videos, pictures, and text
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Assessments	
Formative Assessments ● Exit Ticket ● Quiz ● Teacher/Student Conference ● Teacher Observation ● Student Self Reflection ● Think Pair Share <u>Suggested Formative Project A</u> If You Lived in the First English Settlements: ● Student(s) pick at least 2 roles (men, women, child, slave, Native American) ● Student(s) create comic strips that depict a day in the life of these characters - use of drawing paper or Storyboard That (Historical Collection) optional https://www.storyboardthat.com/storyboard-creator ● Comic Strips will be collected into a class book	Summative Assessments ● End of Unit Assessment ● Mid Year Benchmark Assessment ● End of Year Benchmark Assessment ● Completed Projects <u>Suggested Summative Project</u> In which settlement would you prefer to live, Jamestown or Plymouth? Design a real estate advertisement that encourages people to move to that settlement. Advertisement should: • describe the geography and climate of the area • explain the opportunities available to new settlers • provide information about how nearby American Indians have reacted to the settlement • include pictures of life in the settlement • be free from spelling and grammatical errors

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Criteria: 1. At least 6 frames 2. At least 2 characters accurately dressed for time period 3. Appropriate setting portrayed of Jamestown or Plymouth 4. Accurate display of each character's role in the settlement (incorporating at least 3 responsibilities of each) Suggested Formative Project B Option 1: Interactive Notebook Activity for Comparing Colonies (TCI) www.teachctci.com Option 2: http://www.learningliftoff.com/wpcontent/uploads/2015/02/HS_HST_US_S1_01_12_SS_ColonialBrochure.swf	Task #1: Build a Colony Group Activity http://hiltonis.weebly.com/uploads/3/9/5/2/39525821/build_a_colony.pdf Task #2: Simulation http://colonialamerica.thinkport.org/welcome-to-colonial-america.html Explanation: A STEM lesson where students will design a colonial settlement that can withstand various challenges. Students will review European Settlements successes and failures to determine criteria for the success of their own colonial settlement. Students will use an engineering portfolio to research and plan out their settlement design. Students will refine designs and will write an informational column to be included in the “Savvy Colonists’ Guide to the New World” where they will offer advice to future colonists.
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize

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• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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UNIT 4					
Marking Period:	3	Unit Title:	Civics and Economics	Pacing:	35 Days

Unit Summary: Throughout this unit students will explore the struggle for freedom, equality, and social justice. Students will explore the history of New Jersey and other state's cities and towns. Students will evaluate how individuals, groups and institutions in the United States have both promoted and hindered people's struggle for freedom. Lastly, students will analyze how the concept of the "American Dream" has changed and how various groups endeavored to reach this goal over time. The unit will include how Black and AAPI individuals helped transform America. *@ ^

Objectives:

- Students will be able to analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- Students will be able to use a variety of sources to illustrate how the American identity has evolved over time.*@
- Students will be able to compare and contrast historians' interpretations of important historical ideas, resources and events.
- Students will analyze key historical documents to determine the role they played in past and present-day government and citizenship.
- Students will explain how government functions at the local, county, and state level.
- Students will distinguish the roles and responsibilities of the three branches of the national government.
- Students will describe how the United States Constitution defines and limits the power of government.
- Students will compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.
- Students will explain how policies are developed to address public problems.
- Students will be able to evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- Students will use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d)

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to the well-being of their community and country.

- Students will examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- Students will be able to investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. @*
- Students will be able to cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- Students will explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- Students will use evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). ^
- Students will describe how fundamental rights in the Bill of Rights contribute to improvement.

Compelling Questions: Is America a land of political, economic, and social opportunity? How did the Constitution and Bill of Rights give Americans a foundation for political and economic success? What does it mean to be a citizen of the United States?

Essential Questions: What are the key features of the U.S. Constitution? What are the basic rights and freedoms of people in the United States? How did the Founding Fathers create the economy we use today? How were the three colonial regions alike and different? What was the impact of slavery on Africans and the development of the colonies? *

New Jersey Student Learning Standards/Learning Targets:

6.1.5.HistoryCC.1	6.1.5.HistoryCC.2	6.1.5.HistoryUP.5	6.1.5.CivicsPI.5:	6.1.5.CivicsPI.6	6.1.5.CivicsPI.7
6.1.5.CivicsPI.8	6.1.5.CivicsPR.1	6.1.5.CivicsPR.4	6.1.5.CivicsPR.3	6.1.5.CivicsCM.1	6.1.5.CivicsCM.4
6.1.5.CivicsCM.5	6.1.5.CivicsCM.6	6.1.5.CivicsPI.3	6.1.5.Civic.DP.1	6.1.5.CivicsHR.1	

Interdisciplinary Connections: SL.PE.5.1, SL.PI.5.4, RI.CR.5.1, W.IW.5.2,

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Career Readiness, Life Literacies, and Key Skills: 9.1.5.EG.2, 9.4.5.CT.2, 9.4.5.GCA.1

Computer Science and Design Thinking: 9.4.5.IML.1, 9.4.5.TL.3, 8.1.5.DA.1, 9.4.5.IML.2

Career Education: 9.2.5.CAP.4

Essential Unit Vocabulary: assembly, economy, grant, industry, plantation, West Indies, Middle Passage, overseer, slave auction, slave trade, triangular trade, spiritual, bill, capitol, craftsman, politics, royal colony, trade, Williamsburg, quarters

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
● Activity A: The Constitution (TCI Unit 4 Lesson 14) ● Activity B: The Bill of Rights (TCI Unit 4 Lesson 15) ● Activity C: Our Role of Government (TCI Unit 4 Lesson 16) ● United States Holocaust Memorial Museum (Virtual field trip) ^ ● Activity D: Immigration in the US (past and present) @ * ● Activity E: Shaping	TCI Teachers' Curriculum Institute Online Social Studies Alive! - America's Past http://www.pbs.org/opb/historydetectives/feature/indentured-servantsin-the-us/ http://www.ushistory.org/us/5b.asp http://www.differencebetween.net/miscellaneous/culturemiscellaneous/difference-between-slaves-and-indentured-servants/ https://www.loc.gov/exhibits/african/afam002.html http://www.history.org/almanack/people/afric	TCI Teacher's Manual <i>Online Student notebooks</i> ● Google Applications: Documents, Slides, Forms, Classroom and more ● Individual Laptops ● Online Student Notebooks ● Online Videos, pictures, and	● Smart Board Applications ● Google Applications: Documents, Slides, Forms, Classroom and more ● Individual Laptops ● Online Student Notebooks ● Online Videos, pictures, and text ● Codex Online Resource

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America's Economy (TCI Unit 4 Lesson 17)	an/aaintro.cfm	text ● Codex Online	
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Assessments	
Formative Assessments ● Exit Ticket ● Quiz ● Teacher/Student Conference ● Teacher Observation ● Student Self Reflection ● Think Pair Share <u>Suggested Formative Projects</u> ● Conduct a cost-benefit analysis of a policy proposal addressing a local issue. ● Hold a mock election ● Search/Destroy comprehension tactic for analyzing real life documents and putting meaning	Summative Assessments ● End of Unit Assessment ● Mid Year Benchmark Assessment ● End of Year Benchmark Assessment ● Completed Projects <u>Suggested Summative Projects</u> Students will create their own original songs/presentations that include: -6 or more facts or concepts were addressed and understood AND/OR Student has included significant details and has used sophisticated word choice for the lyrics/ story. -Lyrics follow a pattern/rhyme. In addition to the lyrics, the student has created a memorable chorus. Lyrics are catchy and memorable. Music is easy to understand when spoken, sung or recorded by students. -Project was presented to class, and sung Or song was recorded using software and students' voices. It was presented to the class in a prepared professional manner. Lyrics were complete and submitted. Rehearsals were evident. -Prepared and presented in a superior way. Includes title, lyrics, and cover sheet. No spelling and mechanics errors. Superior evidence of effort.

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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments
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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.			
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UNIT 5					
Marking Period:	4	Unit Title:	Manifest Destiny to Today's Climate Change	Pacing:	30

Unit Summary In this unit, students will analyze the changes from the 19th-century doctrine or belief that the expansion of the US throughout the American continents was both justified and inevitable. They will address how expansion and progress in technology and other areas of science have led us to where we are today. While doing so, they will research and analyze the inequalities that existed and those that still exist today. As a final project, students will discuss how climate change may alter the future and the changes that are inevitable. () * #

Objectives:

- Students will explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. ()
- Students will compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). ()
- Students will research and cite evidence for the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders that served as catalysts for social change, inspiring social activism in subsequent generations. () *
- Students will explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.() *
- Students will analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- Students will use a variety of sources to illustrate how the American identity has evolved over time.
- Students will compare and contrast historians' interpretations of important historical ideas, resources and events.
- Students will examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- Students will compare and contrast the voluntary and involuntary migratory experiences of different groups of people and

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- explain why their experiences differed.
- Students will describe how landforms, climate, weather and availability of resources have impacted people in the state, the US and the world. #

Compelling Question: How did technology transform the United States?

Essential Questions: How did the expansion of the United States affect people inside and outside the country? What drew new settlers to the western part of the United States in the 1800s? What factors helped drive apart the North and the South in the mid-1800s? What factors contributed to the outcome of the Civil War? How has life in the United States changed since industrialization?

New Jersey Student Learning Standards/Learning Targets:

6.1.5.CivicsPD.3 6.1.5.CivicsDP.2. 6.1.5.CivicsHR.2 6.1.5.EconNM.4 6.1.5.HistoryCC.1 6.1.5.HistoryCC.2
6.1.5.HistoryUP.5 6.1.5.HistorySE.1 6.1.5.GeoPP.2 6.1.5.GeoPP.6 6.1.5.GeoHE.1

Interdisciplinary Connections: SL.PE.5.1, SL.PI.5.4, RI.CR.5.1, W.IW.5.2, W.WR.5.5

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.1, 9.4.5.CI.2, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4

Computer Science and Design Thinking: 9.4.5.IML.1, 9.4.5.TL.3, 8.1.5.DA.1, 9.4.5.DC.3, 9.4.5.DC.4

Career Education: 9.2.5.CAP.3

Essential Unit Vocabulary: Civil War, Confederacy, secede, sectionalism, Underground Railroad, Union, territory, boundary, annex, acquisition, reservation, destiny, Californio, claim, immigrant, missionary, pioneer, rancho, transcontinental, Emancipation

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Proclamation, technology, drought, industrialization, segregation, urbanization

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
● Activity A: Manifest Destiny and Settling the West (TCI, Unit 5, Lesson 18) ● Activity B: The Diverse Peoples of the West (TCI, Unit 5, Lesson 19) ● Activity C: The Causes of the Civil War (TCI, Unit 5, Lesson 20) ● Activity D: The Civil War (TCI, Unit 5, Lesson 21) ● Activity E: The Modern United States (TCI, Unit 5, Lesson 22)	TCI Teachers' Curriculum Institute Online Social Studies Alive! - America's Past "Bull Run" by Paul Fleischman aloud to the class Activity Resources	TCI Teacher's Manual <i>Online Student notebooks</i> ● Google Applications: Documents, Slides, Forms, Classroom and more ● Individual Laptops ● Online Student Notebooks ● Timelinks Textbooks ● Online Videos, pictures, and text	● Smart Board Applications ● Google Applications: Documents, Slides, Forms, Classroom and more ● Individual Laptops ● Online Student Notebooks ● Online Videos, pictures, and text

Assessments	
Formative Assessments ● Exit Ticket ● Quiz ● Teacher/Student Conference ● Teacher Observation	Summative Assessments ● End of Unit Assessment ● Mid Year Benchmark Assessment ● End of Year Benchmark Assessment ● Completed Projects

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● Student Self Reflection ● Think Pair Share <u>Suggested Formative Projects</u> ● Solve six historical challenges that will reveal the identity of a mystery man and his impact on this period of U.S. history. Examine a map of U.S. land acquisitions and record from whom they were acquired. ● Create a presentation about the experiences of a group in the American West. ● Piece together six puzzles that document the steps the United States went through on its torturous road to the Civil War. ● A Nation Divided--Help students understand the causes behind the war by comparing how the north and south developed very different economies and ways of life. I like to have students make a giant division sign in their social studies notebooks and describe northern ways of life in the top bubble and southern ways of life in the bottom bubble. ● Use listening comprehension skills to solve the cipher and uncover the current location of the chairs and desk that General Ulysses S. Grant and General Robert E. Lee used to sign the Civil War peace treaty. ● Watch videos depicting eight periods in modern US history and “enter” the action by talking to the students you meet. Then create a timeline of how transportation, social justice, agriculture, or the environment might change in the next 10–20 years. ● Google Slides - Black History Project*	<u>Suggested Summative Performance Task:</u> Students choose a topic related to the Civil War, do some research, and construct a museum exhibit. They then invite students from other classrooms to come to "The Museum" and interact. Students love having an audience, and knowing that someone other than the teacher will be interacting with their work can be a powerful motivator. This is a final assessment for the unit (Possible Topics: Uncle Tom’s Cabin, North significant Battles, Military Technology. South, Geography of Civil War, Bleeding Kansas, Underground Railroad). <u>Taking Action</u> Students will create an informative and interactive presentation that focuses on a global issue related to climate change and present it to others throughout the school and community. This will also be an interdisciplinary project done within science as well. Students will create an environmental timeline discussing how their issue has changed through the years and how the future is predicted based on the information. They will suggest a taking action project that will make a change regarding this issue.
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt,	Alternative Assessments ● Alternative Choice Projects

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literacy screeners, content-specific benchmarks)

- Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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UNIT 6					
Marking Period:	4	Unit Title:	Financial Business & Literacy	Pacing:	15

Unit Summary: During this unit students will encompass important elements of work-readiness, entrepreneurship, and financial literacy, providing students with a solid foundation of business, economics, and free enterprise education. The program content augments students' core curriculum in social studies, English language arts, and mathematics. Throughout the program, students use critical-thinking skills to learn about key concepts as they explore and enhance their understanding of free enterprise.

Objectives:

- Students will explain the ways in which the government pays for the goods and services it provides.
- Students will use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- Students will describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- Students will explain how the availability of private and public goods and services is influenced by the government and the global economy.
- Students will examine the qualities of entrepreneurs in a capitalistic society.
- Students will describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- Students will explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- Students will illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

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- Students will use economic data to explain how trade leads to increasing economic interdependence among nations.
- Students will compare and contrast how the availability of resources affects people across the world differently.
- Students will explain why individuals and businesses specialize and trade.
- Students will identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- Students will describe how supply and demand influence price and output of products.
- Students will explain why individuals and societies trade, how trade functions, and the role of trade.
- Students will examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- Students will describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- Students will investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- Students will explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- Students will describe the services our government provides to the people in the community, state and across the United States.
- Students will compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- Students will evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- Students will explain how policies are developed to address public problems.
- Students will identify positive and negative incentives that influence decisions people make.
- Students will use quantitative data to engage in cost benefit analysis of how decisions impact the community and beyond.
- Students will explain how scarcity influences decisions made by people and beyond.
- Students will identify the types of behaviors that promote collaboration and problem solving in diverse perspectives.

Compelling Questions: What does it take to be a successful business owner and consumer in America? How does finance literacy benefit you in the future?

Essential Questions: How can I discuss the roles they play as citizens, workers, and consumers in their community and relate those

roles to the free enterprise system? How can I discuss the importance of citizen rights and responsibilities in a community? How can I demonstrate an understanding of the free enterprise system? How can I build money management skills through a practical knowledge of economic concepts and banking practices? How can I develop an understanding of basic business practices and responsibilities? How can I display the soft skills necessary for successful participation in the world of work?

New Jersey Student Learning Standards/Learning Targets:

6.1.5.EconNM.1 6.1.5.EconNM.2 6.1.5.EconNM.3 6.1.5.EconNM.5 6.1.5.EconNM.6 6.1.5.EconNM.7
 6.1.5.EconGE.1 6.1.5.EconGE.2 6.1.5.EconGE.3 6.1.5.EconGE.4 6.1.5.EconEM.1 6.1.5.EconEM.2
 6.1.5.EconEM.3 6.1.5.EconEM.5 6.1.5.EconET.1 6.1.5.EconET.2 6.1.5.EconET.3 6.1.5.CivicsCM3
 6.1.5.CivicsCM.4 6.1.5.CivicsPI.1 6.1.5.CivicsPI.2 6.1.5.CivicsPI.3 6.1.5.CivicsPI.4 6.1.5.CivicsPR.1
 6.1.5.CivicsPR.3 6.1.5.CivicsPR.4

Interdisciplinary Connections: SL.PE.5.1, SL.PI.5.4, RI.CR.5.1, W.IW.5.2

Career Readiness, Life Literacies, and Key Skills: 9.1.5.CR.1, 9.1.5.EG.1, 9.1.5.EG.4, 9.1.5.FI.1, 9.1.5.FP.4, 9.1.5.PB.2, 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 9.4.5.IML.1, 9.4.5.TL.3, 8.1.5.DA.1, 9.4.5.DC.3, 9.4.5.DC.4

Career Education: 9.2.5.CAP.2, 9.2.5.CAP.5, 9.2.5.CAP.6, 9.2.5.CAP.7, 9.2.5.CAP.8

Essential Unit Vocabulary: philanthropy, financial, right, responsibility, trade, community, business, citizens, employee, prototype, free enterprise, opportunity cost, scarcity, private goods and services, public goods and services, responsibility, capital, natural, market, nonprofit organizations, profit, resource, federal, checking accounts, saving accounts, loan, interest, skills, revenue, criteria, ranking, quality business, job responsibilities, advertising, operating costs, taxes, salary, utilities, promissory, inventory

Overview of Activities	Teacher's	Core Instructional	Technology Infusion
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	Guide/ Resources	Materials	
● Part A: Community & Economy (JABiztown Unit 1) ○ Lesson 1: Community ○ Lesson 2: Economy ○ Lesson 3: Free Enterprise ○ Lesson 4: Taxes ○ Lesson 5: Philanthropy ● Part B: Financial Services (JABiztown Unit 2) ○ Lesson 1: Financial Institutions ○ Lesson 2: Deposit ○ Lesson 3: Check ○ Lesson 4: Savings Account ● Part C: Work Readiness (JABiztown Unit 3) ○ Lesson 1: Ready for Work ○ Lesson 2: Importance of Teamwork ○ Lesson 3: Getting a Job ○ Lesson 4: Getting Paid ● Part D: Business Management (JABiztown Unit 4) ○ Lesson 1: Quality Business ○ Lesson 2: Successful Business ○ Lesson 3: Best Price ○ Lesson 4: Advertisements	TCI Teachers' Curriculum Institute Online Social Studies Alive! - America's Past JABIZTOWN Curriculum Guide & Student Notebooks	TCI Teacher's Manual <i>Online Student notebooks</i> ● Google Applications: Documents, Slides, Forms, Classroom and more ● Individual Laptops ● Online Student Notebooks ● Timelinks Textbooks ● Online Videos, pictures, and text	● Smart Board Applications ● Google Applications: Documents, Slides, Forms, Classroom and more ● Individual Laptops ● Online Student Notebooks ● Online Videos, pictures, and text

Assessments	
Formative Assessments	Summative Assessments

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● Exit Ticket ● Quiz ● Teacher/Student Conference ● Teacher Observation ● Student Self Reflection ● Think Pair Share <u>Suggested Formative Project 1</u> After every unit students will have a real task to complete using what they learned. -Demonstrate the four economic freedoms through classroom simulation -Students will examine real life business issues and use their knowledge to take the next course of action. -Students will connect terms to real life situations	● End of Unit Assessment ● Mid Year Benchmark Assessment ● End of Year Benchmark Assessment ● Completed Projects ● Post Test <u>Suggested Summative Performance Task:</u> Students participate in a real life business simulation where they have the opportunity to play various roles of the economic flow. They spend a day demonstrating their skills and knowledge. Afterwards they take a post-test and participate in a written self-reflection on their experience. They relate it to their real world experiences and discuss how things may change in the future based off the historical past.
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Utilize wait time effectively. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids during lessons	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan.	● Promote self-initiated and self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and

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- and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	- available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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