

# **SOCIAL STUDIES CURRICULUM 5-8 2019**

Social Studies curriculum for Grades 5-8: Includes NJSLs as they apply to student learning at each grade level

*Green  
Township  
School District*

# New Jersey Student Learning Standards

## Social Studies

### Social Studies Education in the 21st Century

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

**Mission:** *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

**Vision:** An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.

- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

### **Intent and Spirit of the Social Studies Standards**

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

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Pacing: 2-3 Weeks <b>Grade 5 Unit 1: Geography</b>		
NJSL Standards	Suggested Activities	Unit 1 Geography
<p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> <p>Social Studies Spatial Skill: Select and use various geographic representations to compare information about people, places, regions, and environments</p> <p>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</p>	<p>Group work: Label a world map and become familiar with important map features</p> <p>Independent and group practice in using longitude and latitude to locate places on a map</p> <p>Independent and group practice in using a scale to determine distances on a map</p> <p>Group activity- each group gets a different type of map, determines what type it is and how it is used</p> <p>Map scavenger hunt to find locate and label various map components based upon the vocabulary lists.</p>	<p><b><u>Essential Questions</u></b></p> <p><i>Why would we utilize maps?</i></p> <p><i>What are some ways we utilize maps?</i></p> <p><i>Why are map elements important?</i></p> <p><i>What are ways that people modify their physical environments?</i></p> <p>Understandings Students will understand that maps tell the story of the physical and human characteristics of a community. Students will understand that people modify their environment to meet their needs.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Locate and label important features on a world map.</li> <li>● Analyze various types of maps and explain their purposes.</li> <li>● Identify and use map tools (legend, scale, compass rose, lines of latitude &amp; longitude) to interpret data, find locations and determine distances on a map</li> </ul> <p>Students will understand that :</p> <ul style="list-style-type: none"> <li>● Maps are useful for finding locations &amp; directions, travelling or planning a trip, analyzing data, and learning about people and places, both past and present</li> <li>● Maps can show both natural features and human-made features</li> <li>● There are various types of maps with various purposes</li> </ul>
Unit 1 Grade 5 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	

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<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Quizzes in which students</p> <ul style="list-style-type: none"> <li>● label the continents, oceans, poles, equator, prime meridian and compass rose</li> <li>● locate places on a map based on degrees latitude &amp; longitude; determine the degrees latitude and longitude of a given place on a map</li> <li>● use a scale to determine approximate distances on a map</li> </ul> <p>Classroom map project in which students</p> <ul style="list-style-type: none"> <li>● design a map of their Social Studies classroom that includes major classroom features (desks, tables, etc.), a compass rose, a legend, a scale (converting feet to inches) and a title.</li> </ul>
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● Social Studies Alive! America’s Past</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtc.com">www.teachtc.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>Readworks.org</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p>

Plan for Word Study Grade 5 Unit 1		
<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● compass rose</li> <li>● cardinal directions</li> <li>● intermediate directions</li> <li>● latitude</li> <li>● longitude</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● globe</li> <li>● map</li> <li>● continent</li> <li>● ocean</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● climate</li> <li>● geography</li> <li>● government</li> <li>● landform</li> </ul>

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<ul style="list-style-type: none"> <li>• equator</li> <li>• Prime Meridian</li> <li>• hemisphere</li> <li>• North Pole</li> <li>• South Pole</li> <li>• scale</li> <li>• symbol</li> <li>• legend</li> <li>• locator</li> <li>• political map</li> <li>• physical map</li> <li>• historical map</li> <li>• road map</li> <li>• physical feature</li> <li>• vegetation</li> </ul>		
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### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- 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.5.4. 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. focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and

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citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** ([Word](#) | [PDF](#))  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
- Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

**Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.

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- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work

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- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

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- Provide oral reminders and check student work during independent work time
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- Extended time on classroom tests and quizzes.
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- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## UNIT 2: American Indians and Early Exploration and Exploration of the New World

**Pacing: 4 - 6 Weeks**

Unit 2 NJSLs	Suggested Activities	Unit 2 American Indians and early Exploration and Exploration of the New World
<p>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</p> <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</p>	<p>Map Studies</p> <p>Responding to Informational Text and Film</p> <p>Journaling and sharing journal entries</p> <p>Note-taking</p>	<p><b>Essential Questions</b></p> <p>How are Native American tribes alike and/or different?</p> <p>How did climate and geography influence the way of life of Native American tribes and the movement and activities of settlers?</p> <p>Why do people choose to explore the unknown?</p> <p>How does technology advance exploration?</p>

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<p>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.1.b Explain why individuals and societies trade how trade functions and the role of trade during this period.</p> <p>6.1.8.D.1.c Evaluate the impact of the Colombian exchange on ecology, agriculture, and cultural from different perspectives.</p> <p>6.18.B.3.d Explain why New Jersey’s location played and integral role in the American Revolution</p> <p>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.</p>	<p>Placard card activities</p> <p>Class discussions</p> <p>Project based learning assignments</p> <p>Google Slides presentation outlining:</p> <ul style="list-style-type: none"> <li>● Native American tools</li> <li>● Native American gender specific jobs</li> <li>● Characteristics of each major Native American Group (People of the Forest, People of the Plains, People of the Desert and People of the Northwest)</li> </ul> <p>Brief Research project where students select an early explorer of the New World:</p> <ul style="list-style-type: none"> <li>● Christopher Columbus</li> <li>● Lief Ericson</li> <li>● Ferdinand Magellan</li> <li>● Ponce De Leon</li> <li>● Henry Hudson</li> <li>● Amerigo Vespucci</li> <li>● Sir Walter Raleigh</li> <li>● Sir Francis Drake</li> <li>● Hernando Cortes</li> <li>● John Cabot</li> <li>● Vasco De Balboa</li> </ul>	<p>How is culture affected by contact with other cultures?</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● analyze information about exploration and colonization in North America</li> <li>● compare and contrast the New England, Middle and Southern colonies</li> <li>● take the perspective of a person emigrating to America in colonial times</li> </ul> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>● The first people to have lived in North America most likely migrated from Asia across the Bering Sea.</li> <li>● Native Americans settled throughout N. America, adapted to the physical geography and developed cultures that reflect the importance of the environment and natural resources.</li> <li>● there are various reasons why Europeans explored and colonized North America</li> <li>● European exploration and colonization led to both cooperation and conflict with Native Americans, but in most cases resulted in mistreatment and displacement of Native Americans</li> <li>● Different motives for colonization and settlement in the English colonies led to regional differences in government, religion and economy</li> </ul>
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Unit 2	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p> <p>Class Discussions</p> <p>sharing of prior knowledge;</p> <p>homework</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p>Colonial Journal in which the student</p> <ul style="list-style-type: none"> <li>• takes the perspective of person who has migrated from Europe and settled in America during colonial times</li> <li>• describes the difficulties faced during the voyage to America and in the New World</li> <li>• analyzes and explains the positive and negative interactions between colonists and Native Americans</li> <li>• describes the reasons why Europeans settled in America, and how these reasons differed by region (New England, Middle, Southern colonies)</li> <li>• explores the moral dilemma of slavery, especially in the south</li> <li>• explores the daily life in colonial times (family roles, schooling, chores, meals, etc.)</li> <li>• explores how the conflict between France and Britain played out in America (French and Indian War), and how colonists reacted to the Proclamation Act of 1763</li> </ul>
District/School Texts	District/School Supplementary Resources
<ul style="list-style-type: none"> <li>• Social Studies Alive! America’s Past</li> <li>• Interactive Student Notebook</li> <li>• <a href="http://www.teachtc.com">www.teachtc.com</a> (videos, articles, and interactive lessons)</li> <li>• <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p><a href="https://www.landofthebrave.info/american-history-of-early-explorers.htm">https://www.landofthebrave.info/american-history-of-early-explorers.htm</a></p> <p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p>

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## Plan for Word Study Grade 5 Unit 2

### New Academic Vocabulary::

- Yukon
- revelation
- diminish
- colonialism
- exploit
- Imperialism
- indigenous
- perilous
- isthmus
- conquistador
- Encomienda system
- tribute
- demise
- indentured servant
- hardtack
- smallpox
- adobe
- wattle
- daub

### Review:

- maize
- spiritual
- domesticate
- New World
- adaptations
- environment
- kiva
- migration
- natural resource

### Tier 2 Vocabulary:

- colony
- pilgrim
- artifact
- settlement

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<ul style="list-style-type: none"><li>• drought</li><li>• pottage</li><li>• Puritans</li><li>• Separatists</li><li>• Society of Friends</li><li>• heretic</li><li>• hearth</li><li>• horn book</li><li>• King Philip's War</li><li>• militia</li><li>• Proclamation of 176</li><li>• origin story</li><li>• cultural region</li><li>• culture</li><li>• gorge</li><li>• mesa</li><li>• nomadic</li><li>• Age of Exploration</li><li>• the Americas</li><li>• archaeologist</li></ul>		
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<ul style="list-style-type: none"> <li>• astrolabe</li> <li>• cash crop</li> <li>• explorer</li> <li>• contagious disease</li> <li>• East Indies</li> <li>• Northwest Passage</li> <li>• colonist</li> <li>• Jamestown</li> <li>• Mayflower Compact</li> <li>• monarchy</li> <li>• Plymouth</li> <li>• representative government</li> <li>• Roanoke</li> <li>• assembly</li> </ul>		
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### Interdisciplinary Connections throughout the K-12 Curriculum

- ELA:**
- 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.5.4. 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.
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### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
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- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

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 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

**Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

**English Language Learners:**

**Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

**Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

**Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
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- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments

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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.

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- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
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- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### Unit 3 Grade 5: Unit 3: Early English Settlements

PACING: 4-6 Weeks

Unit 3 NJCLS	Suggested Activities	Unit 3: Early English Settlements
<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.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>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</p> <p>6.1.8.C.3.a Explain how taxes and</p>	<p>Web Quest <a href="http://webquest.org/">http://webquest.org/</a> Timelines Direct Instruction Group learning Technology based learning Analysis of primary and secondary documents-document based questions (DBQ) Role playing activities Debates Reading informational text Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Listening and responding to stories about famous figures of the American Revolution</p>	<p><b><u>Essential Questions</u></b></p> <p>How did resources define colonial regions? (New England, Middle, Southern)</p> <p>How did preparation, hard work, and cooperation determine success or failure within a colony?</p> <p>How and why did people work together in colonial America?</p> <p>How do resources shape regions?</p> <ul style="list-style-type: none"> <li>● Describe key geographical features of Early Americas.</li> <li>● Analyze the major causes for the settlement of the New World..</li> <li>● Trace the origins of government and why he colonists chose a democratic system of government.</li> <li>● Evaluate the hardships that the settlements endured. .</li> <li>● Describe the roles and various accomplishments of major figures in colonial America.</li> <li>● Compare and contrast historical and contemporary maps.</li> <li>● Use background knowledge of world orientation (continents, countries, oceans, etc.)</li> </ul>

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<p>government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different <b>perspectives</b> of a topic.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Compare and contrast the different colonial regions (New England, Middle, and Southern colonies).</li> <li>● Determine how and why a colony is either successful or unsuccessful. Justify the value of various jobs within a colony.</li> <li>● Compare and contrast colonial life with modern life.</li> </ul>
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### Unit 3 Grade 5 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Unit Quiz in which students:</p> <ul style="list-style-type: none"> <li>● name the states of the New England region</li> <li>● describe the major geographical features of New England and how they have influenced the region’s culture and economy</li> <li>● recall that many Europeans came to New England in search of religious freedom</li> <li>● describe how early struggles to survive and self-government fostered a spirit of independence in New Englanders and contributed to its resistance to British rule in the mid 1700s</li> </ul> <p>Famous Figures of Colonial America Project and Presentation:</p> <ul style="list-style-type: none"> <li>● research a famous colonist and role-play an interview of that person.</li> <li>● take notes on the person’s life and role in Colonial, and write a script of the interview</li> <li>● properly cite sources and prepare a bibliography</li> <li>● practice effective oral presentation skills in performing the interview, either live or filmed</li> </ul>

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District/School Texts	District/School Supplementary Resources
<ul style="list-style-type: none"> <li>● Social Studies Alive! America’s Past</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<ul style="list-style-type: none"> <li>● Newsela</li> <li>● Discovery Ed</li> <li>● Youtube.com</li> <li>● Readworks.org</li> <li>● <i>Why Don’t you Get a Horse, Sam Adams</i> (by Jean Fritz, Puffin Books, 1974)</li> <li>● <i>Can’t you Make them Behave, King George</i> (by Jean Fritz, Puffin Books, 1977)</li> <li>● <i>Will you sign here, John Hancock?</i> (by Jean Fritz, Puffin Books, 1976)</li> <li>● Discovery Education</li> <li>● <a href="https://www.archives.gov/education">https://www.archives.gov/education</a></li> <li>● <a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></li> </ul>

Plan for Word Study Grade 5 Unit 3		
<p><b><u>New Academic Vocabulary::</u></b></p> <ul style="list-style-type: none"> <li>● service business</li> <li>● watershed</li> <li>● tributary</li> <li>● estuary</li> <li>● grant</li> <li>● indentured servant</li> <li>● industry</li> <li>● plantation</li> <li>● West Indies</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● independence</li> <li>● revolution</li> <li>● erosion</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● region</li> <li>● economy</li> <li>● tourism</li> </ul>

Interdisciplinary Connections throughout the K-12 Curriculum
<p><b>ELA:</b></p>

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- 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.5.4. 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.

### Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

### 2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

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## Gifted and Talented:

### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

## English Language Learners:

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

## Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations

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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
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### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
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- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

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- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
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- Provide oral reminders and check student work during independent work time
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## Unit 4 Grade 5: American Revolution and the Founding of the New Nation

PACING: 4-6 Weeks

Unit 4 NJSLs	Suggested Activities	Unit 4 American Revolution and the Founding of the New Nation
<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>Web Quest <a href="http://webquest.org/">http://webquest.org/</a></p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p>	<p><b><u>Essential Questions</u></b></p> <p>Why is it important that people have a voice in their government?</p> <p>Why do people have different opinions about government?</p> <p>How do innovations in communication technology impact people’s lives?</p>

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<p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>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</p> <p>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.</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p> <p>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Listening to stories</p> <p>Creating a timeline of major events throughout the Revolutionary War</p> <p>Debate between being a Loyalist and a Patriot</p>	<p>What are different ways people attempt to resolve conflicts?</p> <ul style="list-style-type: none"> <li>● Understand the significant events that led to the Revolutionary War.</li> <li>● Analyze the varied opinions the colonists held about the English government.</li> <li>● interpret how did various opinions influence the course of the American Revolution.</li> <li>● Understand how communication helped to unite the colonies during the American Revolution.</li> <li>● Compare and contrast how the colonists attempted to resolve the conflict with England in different ways.</li> </ul>
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### Unit 4 Grade 5 What This May Look Like

**District/School Formative Assessment Plan**

**District/School Summative Assessment Plan**

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<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Post-unit quiz in which students:</p> <ul style="list-style-type: none"> <li>● list the major catalysts of the American Revolution.</li> <li>● recognize the varying perspectives of an early colonist during the revolution</li> <li>● recall significant historical events of the Revolutionary War</li> <li>● Understand the lasting impact of the Revolutionary War on our Nation</li> </ul> <p>“Propaganda” research &amp; advertising project: Choose the side of a Loyalist or a Patriot and create a piece of propaganda that supports and attempts to spread your view.</p>
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● Social Studies Alive! America’s Past</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>Readworks.org</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p> <ul style="list-style-type: none"> <li>● <i>What’s the Big Idea, Ben Franklin?</i> (by Jean Fritz, Puffin Books, 1976)</li> <li>● <i>Where was Patrick Henry on the 29th of May?</i> (by Jean Fritz, Coward-McCann, 1975)</li> <li>● Discovery Education videos</li> </ul>

<b>Plan for Word Study Grade5 Unit 4</b>		
<b><u>New Academic Vocabulary:</u></b>	<b><u>Academic Vocabulary Review:</u></b>	<b><u>Tier 2 Vocabulary:</u></b>

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- ethnic group
- diversity
- population density
- megalopolis
- plateau
- delegate
- First Continental Congress
- Parliament
- proclamation
- protest
- repeal
- taxation without representation
- Loyalists
- neutral
- Patriots
- traitor
- Declaration of Independence
- Founding Fathers
- militia
- Minuteman

- urban
- rural
- agriculture
- import
- massacre
- veto

- independence
- act
- boycott
- natural resources
- political party

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- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Second Continental Congress</li><li>• the Articles of Confederation</li><li>• cabinet</li><li>• checks and balances</li><li>• compromise</li><li>• constitutional</li><li>• Constitutional Convention</li><li>• executive branch</li><li>• impeach</li><li>• judicial branch</li><li>• legislative branch</li><li>• amendment</li><li>• Bill of Rights</li><li>• civil</li><li>• due process</li><li>• jury</li><li>• prejudice</li><li>• ratify</li></ul> |  |  |
|--|--|--|

Interdisciplinary Connections throughout the K-12 Curriculum

## Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

### **Financial Literacy:**

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.
- 9.1.8.A.6 Explain how income affects spending decisions.

### **ELA:**

- 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.
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**Modifications for Classroom**

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- Repetition and practice

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- Provide regular parent/ school communication
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- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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### Unit 5 Grade 5: Origins of Slavery in America and the Civil War PACING: 3 - 4 Weeks

Unit 5 Grade 5: Origins of Slavery in America and the Civil War PACING: 3 - 4 Weeks		
Unit 5 NJCLS	Suggested Activities	Unit 5: Origins of Slavery in America and the Civil War
<p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation</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.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.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>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</p> <p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives</p> <p>6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war</p>	<p>Web Quest <a href="http://webquest.org/">http://webquest.org/</a></p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p> <p>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Reflective writing/journaling</p>	<p><b>Essential Questions</b></p> <p>How does conflict arise from social and economic differences?</p> <p>How does a civil war influence the culture of a nation?</p> <p>How are industry and technology advantageous during war?</p> <ul style="list-style-type: none"> <li>• Analyze the perspective of southerners, especially wealthy plantation owners, during the American Revolution and Civil War</li> <li>• Describe the plight of enslaved African Americans in the mid-1800s</li> <li>• Examine the causes, conflicts and outcome of the Civil War, especially in the Southeast region</li> <li>• Read and interpret Civil War battle maps</li> <li>• Describe the importance of barrier islands in the Southeast region, and the impact human development on barrier islands</li> <li>• Describe the impact of the Southeast region’s geography and history on its economy</li> </ul>
Unit 5 Grade 5 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
In-class Discussions	Tests	

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<p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions  <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a></p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p>Post-unit quiz in which students:</p> <ul style="list-style-type: none"> <li>● name the states of the southeast region</li> <li>● describe the geography of the region and how it has impacted its economy and culture</li> <li>● describe the main causes and effects of the Civil War, including the efforts of abolitionists and why slavery was so deeply rooted in the Southeast region</li> <li>● describe how the Southeast climate has had both positive and negative effects on its coastal plains and barrier islands</li> </ul> <p>Map and Postcard Project... Each student or group of students is assigned one of the Southern or Northern States:</p> <ul style="list-style-type: none"> <li>● label a blank printout (or online version) of the state with its capital, major cities, historic/cultural landmarks, major rivers &amp; lakes, mountains, plains, forests and other geographic features.</li> <li>● pretend they are tourists in that state and write postcards home describing four places they have visited and what they have learned based upon the socio-economic characteristics of their state.</li> </ul>
<p><b>District/School Texts</b></p>	<p><b>District/School Supplementary Resources</b></p>
<ul style="list-style-type: none"> <li>● Social Studies Alive! America’s Past</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>Readworks.org</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p>

**Plan for Word Study Grade 5 Unit 5**

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### New Academic Vocabulary::

- descendents
- Union
- Confederacy
- abolitionist
- plantation
- coastal plain
- barrier island
- bayou
- delta
- cash crops
- piedmont
- textiles
- Middle Passage
- overseer
- slave auction
- slave trade
- triangular trade
- free state
- secede
- sectionalism

### Academic Vocabulary Review:

- civil war
- underground railroad
- industrialization
- draft

### Tier 2 Vocabulary:

- immigrants
- hurricane

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<ul style="list-style-type: none"> <li>● slave state</li> <li>● Emancipation Proclamation</li> <li>● Gettysburg</li> <li>● technology</li> <li>● corporation</li> <li>● division of labor</li> <li>● globalization</li> <li>● mass production</li> <li>● productivity</li> <li>● urbanization</li> </ul>		
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### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- 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.5.4. 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.

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**

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	<p><b>CRP6. Demonstrate creativity and innovation.</b></p> <p><b>CRP7. Employ valid and reliable research strategies.</b></p> <p><b>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</b></p> <p><b>CRP9. Model integrity, ethical leadership and effective management.</b></p> <p><b>CRP10. Plan education and career paths aligned to personal goals.</b></p> <p><b>CRP11. Use technology to enhance productivity.</b></p> <p><b>CRP12. Work productively in teams while using cultural global competence.</b></p>
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<b>2014 Technology Standards</b>
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<p><a href="#"><u>2014 NJ Technology Standards:</u></a></p>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
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<b>Differentiation / Accommodations / Modifications</b>
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### **Gifted and Talented:**

**Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

**Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work

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- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.

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- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
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- Restate, reread, and clarify directions/questions

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- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### Unit 6: Manifest Destiny and Settling the West

**Pacing: 4-6 weeks**

NJ Learning Standards	Knowledge and Skills Students will Demonstrate	Suggested Activities
<p>6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</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.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation</p>	<ul style="list-style-type: none"> <li>● Reading informational text</li> <li>● Researching and Note-taking</li> <li>● Analysis of maps, graphs and infographics</li> <li>● Collaborative projects</li> <li>● Interpreting primary and secondary sources</li> <li>● How population growth, exploration, trade, and legislation facilitated the westward expansion of the United States</li> <li>● The significance of the California Gold Rush</li> <li>● Patterns of interaction between the United States government, settlers, and Native Americans</li> <li>● How the concept of Manifest Destiny contributed to westward expansion</li> <li>● What it was like to live on the frontier</li> <li>● The role of women, African Americans, and immigrants in westward expansion and in frontier life</li> <li>● How paintings and other romantic portrayals of the West helped shape attitudes toward westward expansion</li> </ul>	<p><b>Essential Questions</b></p> <p>Why did Americans of European descent feel so compelled to expand the country westward?</p> <p>What might 19th-century Native Americans have said about Manifest Destiny?</p> <p>Why would they have taken this perspective?</p> <p>How might the country have developed differently if no gold or other precious minerals had been discovered in the West?</p> <p>What would it have been like to walk in the shoes of a 19th-century settler in the West?</p> <p>What did 19th-century federal legislation and military activity reveal about the government’s attitude toward westward expansion?</p> <p>In what ways did westward expansion rely on immigration?</p> <ul style="list-style-type: none"> <li>● Describe the motives behind Spanish settlement in the Southwest</li> </ul>

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<p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans</p>		<p>region and its impact on the Native Americans there;</p> <ul style="list-style-type: none"><li>● Explain how westward expansion of U.S. territory led to conflicts with Native Americans and Mexico</li><li>● Explain the circumstances surrounding the Indian Removal of the Cherokees and others along the "Trail of Tears"</li><li>● Study and evaluate primary, secondary and tertiary sources related to the removal of Native Americans to Indian Territory.</li><li>● Analyze &amp; evaluate the positive and negative features of the Southwest's geography</li><li>● Describe the economic factors that led to increased farming in the Great Plains and destruction of the soil in the 1920s</li><li>● Describe the causes and effects of the dust storms that devastated the Great Plains in the mid 1930s, especially how, coupled with the Great Depression, farmers of the Midwest lost their livelihoods and were forced to move</li><li>● Explain how the region's history and geography have affected its economy and relate to current day situations.</li><li>● Describe the causes and effects of westward expansion in the Midwest region during the 1800s.</li><li>● Explore the operation of canals and their importance in the Great Lakes region during the mid 1800s.</li></ul>
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		<ul style="list-style-type: none"> <li>● Describe the role of the Midwest region during the Civil War era</li> <li>● Examine the effects of the Industrial Revolution on the Midwest region, especially on transportation and city life</li> <li>● Describe important industries, past and present, of the Midwest region.</li> <li>● Describe and evaluate the products and advertising methods of food processing companies in the Midwest region</li> </ul>
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<p>Class discussions          sharing of prior knowledge          conferences with students and student groups          homework assignments          reflective writing assignments          teacher observations</p>		<p>Post-unit quiz, in which students:</p> <ul style="list-style-type: none"> <li>● describe the Spanish exploration of the SW region and subsequent conflicts with Native Americans and the United States</li> <li>● describe the unique geography &amp; climate of the SW region and how people have adapted to it</li> <li>● recall lessons learned from the Dust Bowl</li> <li>● explain how natural resources of the region have helped its economy</li> </ul> <p>Native American research project: Each student or student group chooses one Native American tribe or nation to research; uses the notes from their research to create a personal narrative as if they <u>are</u> a Native American; labels a map showing where their tribe lives/has lived; and depicts themselves as a life-sized paper doll.</p> <p>Family on the Frontier Writing assignment: Write a short story describing the experiences of a farming family who moved west during the mid-1800s.</p> <p>Post-unit test in which students:</p> <ul style="list-style-type: none"> <li>● name the states of the midwest region</li> <li>● describe the geography of the midwest region and how it has impacted its</li> </ul>

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	<p>economy, history and culture</p> <ul style="list-style-type: none"> <li>● explains the region’s role in westward expansion, especially in building canals and developing new farming techniques</li> </ul> <p>Midwest Food-Processing company research project: research a Midwest food processing company and analyze the advertizing methods it uses to sell its products, focusing on the negative and positive effects of advertising claims on consumers</p>
<b>Core Instructional Materials</b>	<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● Social Studies Alive! America’s Past</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachnci.com">www.teachnci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education videos</li> <li>● Photographs/stories of key place in the region</li> <li>● <i>The Dust Bowl- Through the Lens</i> (by Martin W. Sandler, Walker Childrens, 2009)</li> <li>● Various print (from library) and online sources for Native American project</li> </ul>

Plan for Word Study Grade 5 Unit 6		
<p><b><u>New Academic Vocabulary::</u></b></p> <ul style="list-style-type: none"> <li>● cede</li> <li>● aquifer</li> <li>● Manifest destiny</li> <li>● canal</li> <li>● lock</li> <li>● Industrial Revolution</li> </ul>	<p><b><u>Academic Vocabulary Review:</u></b></p> <ul style="list-style-type: none"> <li>● nomadic</li> <li>● mesa</li> <li>● petrified</li> <li>● pioneers</li> <li>● prairie</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● culture</li> <li>● Dam</li> <li>● Steel Plow</li> </ul>

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<ul style="list-style-type: none"> <li>• flyway</li> <li>• levee</li> <li>• mechanical reaper</li> <li>• threshing machine</li> </ul>		
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Interdisciplinary Connections throughout the K-12 Curriculum	
<p><b>ELA:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>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.</p> <p>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).</p> <p>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.</p>	
Integration of 21st Century Themes and Skills	
<p><u><a href="#">21st Century Skills/ Career Ready Practices:</a></u></p>	<p><b>CRP1. Act as a responsible and contributing citizen and employee.</b></p> <p><b>CRP2. Apply appropriate academic and technical skills.</b></p> <p><b>CRP3. Attend to personal health and financial well-being.</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason.</b></p> <p><b>CRP5. Consider the environmental, social and economic impacts of decisions.</b></p> <p><b>CRP6. Demonstrate creativity and innovation.</b></p> <p><b>CRP7. Employ valid and reliable research strategies.</b></p> <p><b>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</b></p> <p><b>CRP9. Model integrity, ethical leadership and effective management.</b></p> <p><b>CRP10. Plan education and career paths aligned to personal goals.</b></p> <p><b>CRP11. Use technology to enhance productivity.</b></p> <p><b>CRP12. Work productively in teams while using cultural global competence.</b></p>
2014 Technology Standards	
<p><u><a href="#">2014 NJ Technology Standards:</a></u></p>	<p><b>8.1 Educational Technology (<a href="#">Word</a>   <a href="#">PDF</a>)</b></p> <p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b></p>

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[\(Word | PDF\)](#)

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
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- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### English Language Learners:

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
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**Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

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- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

**Students at Risk of School Failure:**

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### Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

Pacing: 2-3 Weeks <span style="float: right;">Grade 5 Unit 7: Shaping America’s Economy</span>		
NJSL Standards	Suggested Activities	Unit 1 Shaping America’s Economy
<p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation</p> <p>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.</p>	<p>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Collaborative projects</p>	<p><b><u>Essential Questions</u></b></p> <p>How does Technological change influences people's lives and society?</p> <p>What social, political and economic opportunities and problems arise from changes in technology?</p> <p>How does the free-market system in the United States serves as an engine of innovation and invention?</p> <p>Why is geography is the foundation for civilization, settlement, and culture?</p> <ul style="list-style-type: none"> <li>● analyze the advantages and disadvantages of the Louisiana Purchase</li> <li>● Describe the effects of US expansion on people in the Mountain West region</li> <li>● Explain how the geography of the Mountain West region has affected its history, culture, economy and demographic characteristics</li> <li>● Research the history, geography, landmarks and attractions of a National Park in the Mountain West region</li> <li>● Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets).</li> <li>● Compare how cultural and economic differences of the North and South led to tensions.</li> </ul>
Unit 7 Grade 5 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p>	<p>Post-unit quiz in which students</p> <ul style="list-style-type: none"> <li>● name the states of the Mountain West region</li> <li>● describe important geographic features and natural resources of the region, and how they have impacted the economy, especially tourism</li> <li>● describe the region’s role in conflicts with Native Americans and westward</li> </ul>	

## Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

Teacher Questions  Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a>  peer /self assessment  Learning response logs  Surveys  Constructive quizzes  Teacher Observation	expansion  Regions Economy Project: Each student or student group must research a region within our nation and create a presentation about that region that highlights its history, geographic and geological phenomena, and recreational opportunities. In addition the project will highlight the various economic differences between the various regions. <ul style="list-style-type: none"> <li>• This project will enable us to hold a classroom discussion about the economic differences of the united states regions. We will then use this as an opportunity to create a compare/contrast assignment.</li> </ul>
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>• Social Studies Alive! America’s Past</li> <li>• Interactive Student Notebook</li> <li>• <a href="http://www.teachtei.com">www.teachtei.com</a> (videos, articles, and interactive lessons)</li> <li>• <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	Newsela Discovery Ed Youtube.com Readworks.org <a href="https://www.archives.gov/education">https://www.archives.gov/education</a> <a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a> <ul style="list-style-type: none"> <li>• print and online sources for “National Parks of the Mountain West Region” research project (Some print sources borrowed from library)</li> </ul>

Plan for Word Study Grade 5 Unit 8		
<u><b>New Academic Vocabulary:</b></u> <ul style="list-style-type: none"> <li>• Continental Divide</li> <li>• glacier</li> <li>• geyser</li> <li>• avalanche</li> <li>• ranch</li> <li>• free market economy</li> <li>• interest</li> <li>• specialization</li> <li>• tariff</li> </ul>	<u><b>Review:</b></u> <ul style="list-style-type: none"> <li>• consumer</li> <li>• demand</li> </ul>	<u><b>Tier 2 Vocabulary:</b></u> <ul style="list-style-type: none"> <li>• producer</li> <li>• supply</li> </ul>

# Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

## Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- 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.5.4. 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. focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

## 2014 Technology Standards

**2014 NJ Technology Standards:**

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**

## Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### English Language Learners:

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary

## Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

**Students at Risk of School Failure:**

**Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
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**Modifications for Homework and Assignments**

- Extended time to complete assignments.
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- Extended time on classroom tests and quizzes.
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- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

Pacing: 2-3 Weeks <b>Grade 5 Unit 8: Diversity in the West</b>		
NJSL Standards	Suggested Activities	Unit 1 Diversity in the West
<p>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</p> <p>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</p> <p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation</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.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p>	<p>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Collaborative projects</p> <p>Oral presentation (live or digital)</p> <p>Narrative writing from the perspective of a 49er</p>	<p><b><u>Essential Questions</u></b></p> <p>What is culture?</p> <p>What can we learn about a culture through its art forms?</p> <p>What are the benefits and challenges of a diverse society?</p> <p>Why should we study other cultures and what does it teach us?</p> <p>How do the beliefs and values of a diverse culture affect individuals and society? .</p> <p>What happens when cultures collide? •</p> <p>Why do people live together and form societies?</p> <ul style="list-style-type: none"> <li>● Describe how the earliest people arrived in the Pacific region, how Spanish missionaries and other European powers influenced native peoples, and how &amp; why Americans eventually explored and settled in the Pacific region.</li> <li>● Describe the land and climate of the western region, and why it attracted settlers in the mid-1800s</li> <li>● Global societies are diverse, creating varied perspectives, contributions, and challenges.</li> <li>● People are affected by environmental, economic, social, cultural, and civic concerns.</li> <li>● Culture is both a unifying and divisive force in human relations</li> <li>● Explain the circumstances surrounding the 1894 California gold rush; explore the positive and negative effects of the California Gold Rush</li> <li>● Interpret data from readings, maps and graphs to analyze westward expansion</li> <li>● Describe some of the experiences of people who went west on the various overland trails in the mid 1800s</li> <li>● Use maps and a picture graph to analyze the prevalence and eruptions of volcanoes in the Pacific west region.</li> </ul>

## Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

<p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p>		<ul style="list-style-type: none"> <li>● Explain the frequency of earthquakes in the West due to its location in the Ring of Fire</li> <li>● Explore and describe the importance of natural resources and wildlife in Alaska</li> </ul>
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<b>Unit 9 Grade 5 What This May Look Like</b>
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<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
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<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Post-unit quiz in which students:</p> <ul style="list-style-type: none"> <li>● recall which states are part of the Pacific region</li> <li>● describe the positive and negative effects of the Pacific region’s geography and climate</li> <li>● describe the impact of the Homestead Act and the discovery of gold on the region’s expansion and economic growth</li> <li>● explain what causes the midnight sun and the northern lights</li> <li>● explain how Alaska and Hawaii became part of the United States</li> </ul> <p>Alaska’s Natural Resources and Wildlife research project... learn about one of Alaska’s many important natural resources or wild animals, and develop a presentation that shows</p> <ul style="list-style-type: none"> <li>● where &amp; how in Alaska the animal lives or where the resource is located</li> <li>● historical information (ex: when oil was first discovered in Alaska)</li> <li>● the positive and/or negative relationship it has with its environment</li> <li>● how the resource or animal is useful to humans</li> <li>● how the resource or animal has been overused or endangered, and what protective measures (if any) are being taken</li> </ul>
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<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
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<ul style="list-style-type: none"> <li>● Social Studies Alive! America’s Past</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachteci.com">www.teachteci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>Readworks.org</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p> <ul style="list-style-type: none"> <li>● print and online sources for “National Parks of the Mountain West Region” research project (Some print sources borrowed from library)</li> </ul>
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## Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

### Plan for Word Study Grade 5 Unit 9

Plan for Word Study Grade 5 Unit 9		
<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• entrepreneur</li> <li>• prospector</li> <li>• forty-niner</li> <li>• homesteading</li> <li>• Homestead Act</li> <li>• Sop tundra</li> <li>• acquisition</li> <li>• annex</li> <li>• boundary</li> <li>• cede</li> <li>• Californio</li> <li>• claim</li> <li>• immigran</li> <li>• missionary</li> <li>• Mormom</li> <li>• Nez Perce</li> <li>• pioneer, rancho</li> <li>• transcontinental</li> <li>• yoke</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>• expedition</li> <li>• manifest destiny</li> <li>• reservation</li> <li>• territory</li> <li>• land bridge</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• volcano</li> <li>• earthquake</li> <li>• tsunami</li> <li>• ice age</li> </ul>

### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- 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.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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- RI.5.8. 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. focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  
 SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))  
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**  
 ([Word](#) | [PDF](#))  
 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
- Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.

## Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
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- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.

## Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
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### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
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- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication

## Green Township School District Grade 5 Social Studies Curriculum -REVISION DRAFT 2019

- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

Unit 1: Early Humans and the Rise of Civilization		
Pacing: 2 weeks		
NJ Learning Standards	Knowledge and Skills	Suggested Activities
<p>SS Skills- Chronological Thinking: Explain how major events are related to one another in time.</p> <p>SS Skills- Critical Thinking: Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p> <p>6.2: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.</p> <p>6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<ul style="list-style-type: none"> <li>● Explain how the past can affect the present and the future</li> <li>● Identify and analyze primary and secondary sources</li> <li>● Explain the relationship between physical and human geography and how they contribute to the study of history</li> <li>● Explain what historians, archaeologists and anthropologists do, and how they analyze information</li> <li>● Develop and use effective strategies for reading, analyzing and evaluating informational text</li> <li>● Develop and use effective strategies for reading, analyzing and evaluating informational text</li> </ul>	<p><b><u>Essential Questions</u></b></p> <p><i>How does knowing early cultures affect me presently?</i></p> <p><i>How have basic human needs and activities been fulfilled throughout history?</i></p> <p><i>How do humans and the environment affect each other?</i></p> <p><i>How are the elements of a successful civilization important to the formation of civilizations in the future?</i></p> <ul style="list-style-type: none"> <li>● identify how historians and archaeologists use many kinds of clues to understand how people lived in the past.</li> <li>● determine how prehistoric people learned to adapt to their environment, to make simple tools, to use fire, and to use language.</li> <li>● justify how the domestication of plants and animals created a stable food supply and led to important changes in shelter, communities, jobs, and trade.</li> <li>● develop a civilization, based on the 7 characteristics of a civilization, through the information and skills learned in Chapter 5.</li> </ul>

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>		<p>Post-unit test containing both multiple-choice and open-ended questions that require students to:</p> <ul style="list-style-type: none"> <li>● differentiate between primary and secondary sources</li> <li>● distinguish fossils from artifacts</li> <li>● explain the importance of studying history</li> <li>● explain the relationship between geography, history and culture</li> </ul>
<b>Core Instructional Materials</b>		<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● Social Studies Alive! The Ancient World</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachteci.com">www.teachteci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>		<p>Samples of artifacts, fossils, primary sources and secondary sources</p>

Plan for Word Study Grade 6 Unit 1		
<p><b><u>New Academic Vocabulary::</u></b></p> <ul style="list-style-type: none"> <li>● history</li> <li>● archaeology</li> <li>● anthropology</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● culture</li> <li>● environment</li> <li>● resources</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● primary source</li> <li>● secondary source</li> <li>● analyze</li> </ul>

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

<ul style="list-style-type: none"><li>• fossil</li><li>• artifacts</li><li>• geography</li><li>• physical geography</li><li>• human geography</li><li>• archaeologist</li><li>• geographer</li><li>• historian</li><li>• prehistoric</li><li>• ritual</li><li>• capability</li><li>• hominin</li><li>• migrate</li><li>• agriculture</li><li>• Catal Hoyuk</li><li>• domesticate</li><li>• Fertile Crescent</li><li>• Neolithic Age</li><li>• nomad</li><li>• Paleolithic Age</li><li>• resource</li><li>• trade</li><li>• city-state</li><li>• Mesopotamia</li><li>• Sumer</li><li>• Tigris River</li><li>• artisan</li><li>• civilization</li><li>• culture</li><li>• merchant</li><li>• scribe</li><li>• technology</li></ul>		<ul style="list-style-type: none"><li>• determine</li><li>• distinguish</li></ul>
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## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

### 2014 Technology Standards

**2014 NJ Technology Standards:**

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
  - 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
- Please see relevant projects for technology standards [8.1](#) and [8.2](#):

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### English Language Learners:

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers
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## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### Students at Risk of School Failure:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
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- Extended time to complete assignments.
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## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

Unit 2: Early Humans		
Pacing: 2-3 weeks		
NJ Learning Standards	Knowledge and Skills Students will Demonstrate	Suggested Activities
<p>6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8.C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations</p> <p>6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p> <p>6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure</p> <p>6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<ul style="list-style-type: none"> <li>● Describe how early humans survived by hunting and gathering                             <ul style="list-style-type: none"> <li>● Differentiate history from prehistory</li> <li>● Explain how climate change led to early human migration</li> <li>● Explain how domestication and the development of agriculture changed human society and gave rise to civilizations</li> </ul> </li> <li>● Describe the change in culture between nomadic and agrarian societies; explain why the formation of agricultural societies and settlement in river valleys increased people’s survival rate and population.</li> <li>● Describe how early people used resources and made tools to adapt to new environments</li> <li>● Describe how humans evolved in prehistoric times</li> <li>● Explain the importance of language in human development</li> <li>● explain how fossils from prehistoric can help us make inferences about the way early humans lived</li> </ul>	<p><b><u>Essential Questions</u></b></p> <p><i>How do social scientists use artifacts to interpret the past?</i></p> <p><i>How and why did ancient humans adapt and change over time?</i></p> <p><i>What were the characteristics of hunter-gatherer societies?</i></p> <p><i>How did the development of agriculture change daily life in the Neolithic Age?</i></p> <ul style="list-style-type: none"> <li>● Reading and notetaking</li> <li>● Timeline of Human Evolution</li> <li>● Discovery Education Documentaries (Discovering Ardi, who killed the Iceman)</li> <li>● Journaling/Reflections</li> <li>● Simulations (Communicating without Words/ Stone Age Survivor)</li> </ul>
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments;		Post-unit test consisting of multiple choice and open-ended questions that require students to

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

journals/reflections; teacher observations; mid-unit quiz	<ul style="list-style-type: none"> <li>● identify and describe early hominid species and how they evolved</li> <li>● describe where early humans migrated and how they adapted to their environment</li> <li>● explain how the development of agriculture and domestication led to the growth of civilizations</li> </ul>
<b>Core Instructional Materials</b>	<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● Social Studies Alive! The Ancient World</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachinci.com">www.teachinci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	Eyewitness <i>Early Humans</i> books; Discovery Education videos; teacher-created activities (Stone Age Survivor)

### Plan for Language Study Grade 6 Unit 2

<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● prehistory</li> <li>● hominid</li> <li>● ancestor</li> <li>● evolve</li> <li>● hunter-gatherer</li> <li>● migrate</li> <li>● land bridge</li> <li>● Paleolithic Era</li> <li>● Mesolithic Era</li> <li>● Neolithic Era</li> <li>● domestication</li> <li>● agriculture</li> <li>● megaliths</li> <li>● surplus</li> <li>● specialization of labor</li> <li>● civilization</li> <li>● barter</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● culture</li> <li>● environment</li> <li>● resources</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● compare</li> <li>● contrast</li> <li>● analyze</li> <li>● determine</li> <li>● explain</li> <li>● reflections</li> </ul>
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### Interdisciplinary Connections throughout the K-12 Curriculum

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

**ELA:**  
 RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  
 RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
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 RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  
 RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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**21st Century Skills/ Career Ready Practices:**

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 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
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- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### English Language Learners:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
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- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
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#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Students with Disabilities:

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## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### **Modifications for Classroom**

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- Encourage student to proofread assignments and tests
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- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
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## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

Pacing: 3-4 weeks <span style="float: right;">Unit 3: Mesopotamia</span>		
NJ Learning Standards	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
<p>6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now</p> <p>6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations</p> <p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline</p> <p>6.2.3.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time</p> <p>6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.</p>	<p>Timeline study</p> <p>Notetaking</p> <p>Read/respond to myths and legends of Mesopotamia</p> <p>Educational videos (Discovery Education)</p> <p>Simulation (pictographs evolving to written language)</p> <p>Babylonian Base-60 Math activity</p> <p>Critique of Hammurabi’s Code (Letter to Editor activity)</p>	<p><b><u>Essential Questions</u></b></p> <p><i>How did technology change life in Mesopotamia?</i></p> <p><i>What was the link between agriculture and religion in Sumer?</i></p> <p><i>How did Sumerian innovations change to meet the people’s needs?</i></p> <p><i>What were the causes and effects of conflict in the Fertile Crescent?</i></p> <p><i>How did Hammurabi promote cooperation within his empire?</i></p> <p><i>How did Hammurabi introduce the idea of equal justice that has influenced western societies today?</i></p> <ul style="list-style-type: none"> <li>● Explain how the natural resources of the Fertile Crescent contributed to the agricultural success of its civilizations</li> <li>● Describe how new farming techniques led to the growth of cities in Mesopotamia</li> <li>● Describe the importance of religion and social hierarchy in Sumerian culture and government.</li> <li>● Explain why the invention of writing was a major achievement in human development</li> <li>● Describe the impact of Mesopotamian inventions and advances in math, science, architecture and the arts</li> <li>● Describe the significance and assess the impact and validity of Hammurabi’s Codes</li> <li>● Read &amp; interpret primary sources (Epic of Gilgamesh, Hammurabi’s Code)</li> <li>● Compare and interpret historical and modern maps of the Middle East;</li> </ul>

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		<ul style="list-style-type: none"> <li>• Explain factors that contributed to the rise and fall of empires of the Fertile Crescent (Hittites, Kassites Assyrians, Phoenicians)</li> </ul>
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; journals/reflections; teacher observations; mid-unit quiz</p>		<p>Essay test in which students must</p> <ul style="list-style-type: none"> <li>• explain why Mesopotamia was an ideal place for a civilization to develop</li> <li>• describe and evaluate the social hierarchy of ancient Sumer</li> <li>• assess the leadership of Hammurabi</li> <li>• explain how the people of Mesopotamia used mythology to help them make sense of their world</li> <li>• describe the enduring legacies of civilizations in the Fertile Crescent</li> </ul> <p>Culminating project in which students choose from several options:</p> <ul style="list-style-type: none"> <li>• Write a myth or legend that features deities and/or famous people of Mesopotamia</li> <li>• Write a letter to the king describing Sumer’s social hierarchy and how/why you think it should be changed</li> <li>• Create a map illustrating Phoenician trade routes and write an essay explaining how the Phoenicians grew wealthy through trade</li> <li>• create a song or poem describing the rise and fall of Mesopotamian empires, including their important leaders, accomplishments, successes and failures</li> </ul>
<b>Core Instructional Materials</b>		<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>• Social Studies Alive! The Ancient World</li> <li>• Interactive Student Notebook</li> <li>• <a href="http://www.teachteci.com">www.teachteci.com</a> (videos, articles, and interactive lessons)</li> <li>• <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>		<p><i>Myths and Civilization of the Ancient Mesopotamians</i> (by Rupert Matthews)</p> <p>Excerpts from Hammurabi’s Codes</p> <p><i>Mesopotamia-</i> Teacher Created Materials, Inc.</p> <p>Teacher-designed simulations</p> <p>various online sources</p>

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### Plan for Language Study Grade 6 Unit 3

<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● silt</li> <li>● Fertile Crescent</li> <li>● irrigation</li> <li>● canal</li> <li>● rural/urban</li> <li>● city-state</li> <li>● empire</li> <li>● polytheism</li> <li>● deity</li> <li>● social hierarchy</li> <li>● cuneiform</li> <li>● pictographs</li> <li>● scribe</li> <li>● ziggurat</li> <li>● monarch</li> <li>● chariot</li> <li>● capital</li> <li>● code of laws</li> <li>● siege</li> <li>● tribute</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● myth</li> <li>● legend</li> <li>● epic</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <p>Compare contrast analyze evaluate</p>
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### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### Integration of 21st Century Themes and Skills

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

### 2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))  
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**  
 ([Word](#) | [PDF](#))  
 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## Differentiation / Accommodations / Modifications

### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### English Language Learners:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

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- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Unit 4: Ancient Egypt and the Middle East		
Pacing: 4 weeks		
NJ Learning Standards	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
<p>6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now</p> <p>6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations</p> <p>6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline</p> <p>6.2.3.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time</p>	<p>Plot kingdoms, dynasties and important events on timeline</p> <p>Reading and notetaking</p> <p>Read/study myths involving Egyptian gods and goddesses</p> <p>Simulation ('Operation Afterlife')</p> <p>Write narratives from the perspectives of various social classes ('I Wasn't Always a Mummy...')</p> <p>Create cartouches</p> <p>Documentaries and/or educational videos</p> <p>Make and play Senet Games</p>	<p><b><u>Essential Questions</u></b></p> <p><i>Why was the Nile River important to the ancient Egyptians?</i></p> <p><i>How was ancient Egypt governed?</i></p> <p><i>What kind of religion did the ancient Egyptians practice?</i></p> <p><i>Why and how were the pyramids built?</i></p> <p><i>How was Egyptian society organized?</i></p> <p><i>What role does government play in Middle East?</i></p> <p><i>How can man benefit from developing a greater appreciation of Middle East?</i></p> <p><i>How have geographic factors influenced past decisions and events in the Middle East?</i></p> <p><i>How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environments in the Middle East?</i></p> <p><i>How have economic factors impacted societies and governments in the Middle East?</i></p> <ul style="list-style-type: none"> <li>● Explain how the geography of Egypt, especially the Nile River, contributed toward the growth of a civilization</li> <li>● Describe the role of pharaohs and the social structure of ancient Egypt</li> <li>● Explain the importance of religious beliefs to ancient Egypt and how these beliefs and practices permeated all aspects of society</li> </ul>

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		<ul style="list-style-type: none"> <li>● Describe the process of mummification and tomb preparation in ancient Egypt</li> <li>● Describe the significance of pyramids, temples, obelisks and other architectural features of ancient Egypt</li> <li>● Compare &amp; contrast the jobs of ancient Egypt to modern-day jobs, and assess the positive &amp; negative aspects of each</li> <li>● Describe Egypt’s growth and expanded trade during the New Kingdom</li> <li>● Study and evaluate the lives and reigns of famous pharaohs during the New Kingdom (Ramses II, Hatshepsut, Akhenaten, Tutankhamen)</li> <li>● Describe the many technological and artistic achievements of ancient Egypt and their impact on our world today</li>   <li>● Explain how the geography of the Middle East contributed toward the growth of a civilization</li> <li>● Describe the social structure of ancient Middle East</li> <li>● Explain the importance of religious beliefs to the ancient people of the Middle East and how these beliefs and practices permeated all aspects of society</li> <li>● Compare &amp; contrast the jobs of the people of the ancient Middle East to modern-day jobs, and assess the positive &amp; negative aspects of each</li> <li>● Describe the many technological and artistic achievements of people from the ancient Middle east and their impact on our world today</li> </ul>
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; journals/reflections; teacher observations; mid-unit quizzes</p>		<p>Essay test in which students</p> <ul style="list-style-type: none"> <li>● interpret primary and secondary sources that highlight the importance of the Nile River and its natural resources to ancient Egypt’s prosperity</li> <li>● describe ancient Egypt’s religious beliefs and customs, and how they were central to society</li> <li>● analyze Egypt’s growth during the New Kingdom and its contributions to today’s world</li> </ul> <p>Culminating project:</p> <ul style="list-style-type: none"> <li>● Students create a travel brochure or advertisement from the perspective of a travel agent living in ancient times, describing</li> </ul>

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	<p>Egypt's many attractions and using vivid vocabulary and persuasive language to entice potential visitors (Project can be done on paper or using various digital tools.)</p> <ul style="list-style-type: none"> <li>Project in which students work to create a google slides presentation that summarizes their learning from the unit on the Middle east. Each slide will correlate to one of the essential questions for the unit of study. Students will learn how to place events in chronological order and better understand the interrelatedness of pivotal events in history.</li> </ul>
<b>Core Instructional Materials</b>	<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>Social Studies Alive! The Ancient World</li> <li>Interactive Student Notebook</li> <li><a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li><a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Eyewitness <i>Ancient Egypt</i> books            Various non-fiction books and online resources            Discovery Education videos            teacher-created simulations and projects</p>

Plan for Language Study Grade 6 Unit 4		
<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>silt</li> <li>Fertile Crescent</li> <li>irrigation</li> <li>canal</li> <li>rural/urban</li> <li>city-state</li> <li>empire</li> <li>polytheism</li> <li>deity</li> <li>social hierarchy</li> <li>cuneiform</li> <li>pictographs</li> <li>scribe</li> <li>ziggurat</li> <li>monarch</li> <li>afterlife</li> </ul>	<p><b><u>Review:</u></b></p> <p>weaponry            class            trade            growth            decline</p>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <p>Compare            contrast            analyze            evaluate            perspective</p>

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<ul style="list-style-type: none"> <li>● hieroglyph</li> <li>● noble</li> <li>● peasant</li> <li>● chariot</li> <li>● Nile River</li> <li>● topography</li> <li>● vegetation</li> <li>● Kush</li> <li>● pharaoh</li> <li>● treaty</li> <li>● Ramses II</li> <li>● Hatshepsut</li> <li>● status</li> <li>● dynasty</li> <li>● kandake</li> </ul>		
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### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**

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	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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### 2014 Technology Standards

<p><u><a href="#">2014 NJ Technology Standards:</a></u></p>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>)          All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b>          (<a href="#">Word</a>   <a href="#">PDF</a>)          All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
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### Differentiation / Accommodations / Modifications

#### **Gifted and Talented:**

**Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### **English Language Learners:**

**Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
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- Assign a peer helper in the class setting
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- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

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- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: 2 weeks <span style="float: right;">Unit 5: The Origins of Judaism and the Holocaust</span>		
NJ Learning Standards and NJ Statute on Holocaust/Genocide Education	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
<p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations</p> <p><b>Chronological Thinking</b> Explain how major events are related to one another in time.</p> <p>N.J.S.A. 18A:35-28, Holocaust/Genocide Education AN ACT regarding genocide education in the public schools and supplementing chapter 35 of Title 18A of the New Jersey Statutes.</p> <p>BE IT ENACTED by the Senate and General Assembly of the State of New Jersey: 1. The Legislature finds and declares that: <b>a.</b> New Jersey has recently become the focal point of national attention for the most venomous and vile of ethnic hate speeches.</p>	<p>Venn Diagrams or T-Charts</p> <p>Timelines</p> <p>Study primary sources (10 Commandments, excerpts from Jewish texts)</p> <p>Visitor/speaker from a local Synagogue or Jewish Center</p> <p>Educational videos and/or documentaries</p>	<p><b><u>Essential Questions</u></b></p> <p><i>What was the relevance of the Hebrews being desert nomads?</i></p> <p><i>What was the purpose of the ideas and laws behind Judaism?</i></p> <p><i>What importance did religion play in the lives of the Jews, even after their exile and captivity?</i></p> <p><i>What are the similarities and differences between Judaism and Christianity?</i></p> <p><i>What was the Holocaust? Why is it important to confront the brutality of this history?</i></p>

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<p>b. There is an inescapable link between violence and vandalism and ethnic and racial intolerance. The New Jersey Department of Education itself has formally recognized the existence of the magnitude of this problem in New Jersey schools by the formation of a Commissioner's Task Force on Violence and Vandalism.</p> <p>c. New Jersey is proud of its enormous cultural diversity. The teaching of tolerance must be made a priority if that cultural diversity is to remain one of the State's strengths.</p> <p>d. National studies indicate that fewer than 25% of students have an understanding of organized attempts throughout history to eliminate various ethnic groups through a systematic program of mass killing or genocide.</p> <p>e. The New Jersey Commission on Holocaust Education, created pursuant to P.L.1991.c.193 (C.18A:4A-1 et seq.), several years ago expanded its mission to study and recommend curricular material on a wide range of genocides. The Holocaust Commission is an ideal agency to recommend curricular materials to local districts.</p> <p style="text-align: center;">2.</p> <p>a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.</p> <p>b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p style="text-align: center;">3. This act shall take effect immediately and shall first apply to curriculum offerings in the 1994-95 school year.</p>		<p><i>What did it mean to resist the Nazis? What kinds of resistance were those targeted by the Nazis able to carry out?</i></p> <p><i>What is the meaning of human dignity? How did the Nazis seek to deprive their victims of basic human dignity, and how did those targeted attempt to preserve or reclaim their dignity?</i></p> <ul style="list-style-type: none"> <li>● Describe how Judaism developed and spread</li> <li>● Describe how the Hebrews were divided, conquered, scattered and ruled over after Solomon's reign</li> <li>● Analyze and evaluate Jewish beliefs and important Jewish texts</li> <li>● Describe the conflicts between the Jews and the Romans, and the effects of their defeat</li> <li>● Analyze the causes and effects of anti-Semitism and the Jewish Diaspora over the centuries</li> <li>● Explain the lessons learned from the Holocaust and other acts of persecution and genocide</li> <li>● Describe ways that people can practice tolerance and respect in a diverse world.</li> </ul>
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; journals/reflections; teacher observations</p>	<p>Post-unit quiz or test in which students</p> <ul style="list-style-type: none"> <li>● identify early Hebrew leaders and their important accomplishments</li> <li>● interpret the meaning of the 10 Commandments</li> <li>● be familiar with basic Jewish beliefs</li> </ul>	

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	<ul style="list-style-type: none"> <li>and customs</li> <li>● describe the persecution of Jewish people through history, and how it has impacted them</li> </ul>
<b>Core Instructional Materials</b>	<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● Social Studies Alive! The Ancient World</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education</li> <li>● Resources from NJ Commission on Holocaust and Genocide Education</li> <li>● Various non-fiction sources on the Holocaust, such as Philip Steele's <i>The Holocaust</i> and Eve Bunting's <i>Terrible Things</i>.</li> </ul>

Plan for Language Study Grade 6 Unit 5		
<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Judaism</li> <li>● Exodus</li> <li>● diaspora</li> <li>● monotheism</li> <li>● Torah</li> <li>● Talmud</li> <li>● synagogue</li> <li>● Dead Sea Scrolls</li> <li>● zealots</li> <li>● rabbi</li> <li>● Passover</li> <li>● Holocaust</li> <li>● genocide</li> <li>● Ten Commandments</li> <li>● tradition</li> <li>● ethics</li> <li>● exile</li> <li>● Jewish Diaspora</li> <li>● polytheism</li> <li>● Yavneh</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● myth</li> <li>● legend</li> <li>● epic</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <p>Compare contrast analyze evaluate interpret</p>

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### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

### 2014 Technology Standards

**2014 NJ Technology Standards:**

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**  
([Word](#) | [PDF](#))  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as

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they relate to the individual, global society, and the environment.

### **Differentiation / Accommodations / Modifications**

#### **Gifted and Talented:**

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### **English Language Learners:**

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

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### Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

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- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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### Students at Risk of School Failure:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
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## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

Pacing: 3-4 weeks <span style="float: right;"><b>Unit 6: Ancient India</b></span>		
NJ Learning Standards	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
<p>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now</p> <p>6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion</p> <p>6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China</p> <p>6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time</p> <p>6.2.8.D.3.d. Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations</p>	<p>Map studies</p> <p>Compare/Contrast T-Chart or Venn Diagram</p> <p>Note-taking, Journal-writing and /Reflections on the beliefs and practices of Hinduism and Buddhism</p> <p>Video/movie questions and discussions</p> <p>News article analysis (modern-day “untouchables”)</p> <p>Story Chains</p>	<p><b><u>Essential Questions</u></b></p> <p>What defines a civilization?</p> <p>Why is the Harappan Civilization significant?</p> <p>What is the Aryan debate and what does it mean for the legacy of Ancient India today?</p> <p>How did geography influence the history of Ancient India?</p> <p>Why does planning make cities more efficient?</p> <p>How did the people of Ancient India accomplish this?</p> <p>How did values and beliefs affect the people of Ancient India?</p> <p>What are the basic beliefs of Hinduism?</p> <p>Why did Hinduism bring the people of Ancient India together?</p> <p>Identify Buddha and describe his life and teachings.</p> <p>What are the main principles of Buddhism?</p> <p>Who were important Emperors that ruled the Maurya Empire?</p>

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		<ul style="list-style-type: none"> <li>● Explain the geographical features that helped early civilizations of India to develop</li> <li>● Compare and contrast the Harappan and Aryan civilizations</li> <li>● Compare/contrast the social classes of Ancient India to the Social Classes of Modern-Day United States</li> <li>● Consider &amp; debate what factors determine a person’s social class and whether social classes can change over time; and analyze ways that India’s caste system persists today</li> <li>● Describe the origins and growth of Hinduism; describe, reflect on and evaluate the beliefs of Hindus and Jains;</li> <li>● Explore and analyze the life and accomplishments of Mohandas Gandhi, especially his contributions to the people of India</li> <li>● Explore, describe and reflect on the origins, beliefs and growth of Buddhism</li> <li>● Analyze the rise and fall, rulers and accomplishments of the Mauryan and Gupta empires</li> <li>● Describe the many achievements and legacies of the ancient people of India</li> </ul>
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; journals/reflections; teacher observations; mid-unit quizzes</p>		<p>Post-unit research project and presentation, in which students choose from the following options:</p> <ul style="list-style-type: none"> <li>● compare and contrast the beliefs Hinduism and Buddhism, and explain how several principles of these faiths apply to our world today</li> <li>● retell or perform a story from the Panchatantra, Mahabarata or Ramayana, and also write a one or two-page essay that explains how the story reflects the values &amp; beliefs of ancient India, and why the story continues to have universal appeal today.</li> <li>● design a presentation showing the origins of Indian metallurgy, how the Damascus Sword was made, why the Damascus Sword was an important achievement, and what effects it had on trade and warfare beyond India</li> <li>● deliver a lesson that explains the origins of Hindu-Arabic numbers and the concept of <i>zero</i>, compares/contrasts the</li> </ul>

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	<p>Hindu-Arabic numerals to other early number systems, explains why the Hindu-Arabic system replaced earlier systems, and demonstrates the importance of <i>zero</i> in both mathematics and computer technology; also create and assign a math worksheet that shows the importance of zero.</p> <ul style="list-style-type: none"> <li>design and illustrate a presentation that describes who built the Jantar Mantar observatories, where &amp; when they were built, and why they are historically and scientifically significant.; also describe the important instruments of these observatories and what their functions are</li> </ul>
<b>Core Instructional Materials</b>	<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>Social Studies Alive! The Ancient World</li> <li>Interactive Student Notebook</li> <li><a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li><a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<ul style="list-style-type: none"> <li>Selected stories from the <i>Ramayana</i>, <i>Mahabharata</i>, <i>Panchatantra</i></li> <li>Discovery Education and YouTube videos</li> <li>BBC News article- <i>India's Dalits still fighting untouchability</i> (June 2012)</li> <li>Excerpts from 1982 documentary- <i>Gandhi</i> (Ben Kingsley)</li> </ul>

Plan for Language Study Grade 6 Unit 6		
<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>monsoon</li> <li>subcontinent</li> <li>Vedas</li> <li>Sanskrit</li> <li>Aryans</li> <li>Harapans</li> <li>raja</li> <li>Hinduism</li> <li>Buddhism</li> <li>karma</li> <li>Brahman</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>nonviolence</li> <li>legacy</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <p>compare contrast determine analyze evaluate</p>

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<ul style="list-style-type: none"> <li>• Jains</li> <li>• plateau</li> <li>• citadel</li> <li>• granary</li> <li>• Mohenjodaro</li> <li>• caste</li> <li>• dharma</li> <li>• jati</li> <li>• karma</li> <li>• monism</li> <li>• reincarnation</li> <li>• varnas</li> <li>• ascetic</li> <li>• Eightfold Path</li> <li>• enlightenment</li> <li>• Four Noble Truths</li> <li>• nirvana</li> <li>• Ashoka</li> <li>• edict</li> <li>• Mauryan Empire</li> <li>• alliance</li> <li>• golden age</li> <li>• Gupta Empire</li> <li>• philosophy</li> <li>• </li> </ul>		
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### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

**CRP1. Act as a responsible and contributing citizen and employee.**

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	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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### 2014 Technology Standards

<p><u><a href="#">2014 NJ Technology Standards:</a></u></p>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
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### Differentiation / Accommodations / Modifications

<p><b><u>Gifted and Talented:</u></b></p> <p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of various topics.</li> <li>● Design surveys to generate and analyze data to be used in discussion.</li> <li>● Debate topics of interest / cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>● Exploration of art and/or artists to understand society and history.</li> <li>● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</li> </ul> <p><b>Anchor Activities</b></p> <ul style="list-style-type: none"> <li>● Use of Higher Level Questioning Techniques</li> <li>● Provide assessments at a higher level of thinking</li> </ul>
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## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### English Language Learners:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Students with Disabilities:

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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
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### **Modifications for Assessments**

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- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

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- Student requires use of other assistive technology device

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- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

Pacing: 8 weeks <span style="float: right;">Unit 7: Ancient Greece</span>		
NJ Learning Standards	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
<p>6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion</p> <p>6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline</p> <p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution</p> <p>6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system</p> <p>6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor</p> <p>6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</p> <p>6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time</p> <p>6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations</p>	<p>Note-taking and Reading Guides</p> <p>Greek Root Words study</p> <p>Timeline project</p> <p>Comparison charts or Venn diagrams (Direct v. Representative Democracy, Sparta v. Athens, etc.)</p> <p>“Downsizing Mt. Olympus” poster project</p> <p>Olympic games activities</p> <p>Find &amp; photograph local examples of Greek architecture</p> <p>Analysis of Hippocratic oath</p> <p>Explore Pythagorean theorem</p>	<p><b><u>Essential Questions</u></b></p> <p><i>What were the main features of the geography of Greece?</i></p> <p><i>How did the sea affect Greek life?</i></p> <p><i>How did trade influence Greek culture?</i></p> <ul style="list-style-type: none"> <li>● Explain the effects of geography on the people of ancient Greece</li> <li>● Explain the role of mythology in ancient Greece, especially in explaining acts of nature and human behavior</li> <li>● Describe the rise and fall of the Minoan and Mycenaean civilizations</li> <li>● describe the rise of city-states and the colonization of Ancient Greece.</li> <li>● Describe how democracy began and operated in Athens</li> <li>● Describe Pericles’ contributions to Athens and the later fall of Athenian democracy</li> <li>● Compare/contrast ancient democracy to modern democracy</li> <li>● Sequence important political and military events of ancient Greece</li> <li>● Describe how Cyrus the Great created and expanded the Persian empire</li> <li>● Describe how the Greeks eventually defeated the Persians in the Persian Wars.</li> <li>● Compare and contrast the values and practices of Sparta and Athens</li> </ul>

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<p><b>Spatial Thinking:</b> Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems</p> <p><b>Chronological Thinking:</b> Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</li> </ul> <p>RL.6.10. Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p>		<ul style="list-style-type: none"> <li>• Describe the battles and outcomes of the Peloponnesian War</li> <li>• Describe how Alexander Great created a vast empire and spread Hellenistic culture, and how his empire finally collapsed</li> <li>• Explain the purpose of the original Olympic Games and compare the sporting events of ancient Olympics to those of modern-day Olympics</li> <li>• Describe Ancient Greece’s contributions to language and literature, especially English words derived from Greek roots and the influence of Greek mythology on modern-day culture             <ul style="list-style-type: none"> <li>• Analyze ancient Greece’s contributions to mathematics, philosophy, government, science and the arts</li> </ul> </li> </ul>
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<p>Class discussions,</p> <p>sharing of prior knowledge;</p> <p>conferences with students and student groups;</p> <p>homework assignments; journals/reflections;</p> <p>teacher observations;</p> <p>mid-unit quizzes</p>		<p>Essay test in which students</p> <ul style="list-style-type: none"> <li>• read and respond to questions about a Greek myth</li> <li>• describe how Greek mythology has influenced modern culture and explain the lasting and universal appeal of Greek mythology</li> <li>• describe ancient Greece’s contributions to the field of philosophy, math and medicine, and assess which of these contributions has had the most enduring impact on today’s world</li> <li>• compare and contrast the art and architecture of ancient Greece to that of ancient Egypt, and provide evidence as to which civilization’s works are most impressive</li> </ul>
<b>Core Instructional Materials</b>		<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>• Social Studies Alive! The Ancient World</li> <li>• Interactive Student Notebook</li> <li>• <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> </ul>		<p>Eyewitness Ancient Greece  <i>D’Aulaires’ Book of Greek Myths.</i>  <i>Evslin’s Greek Gods</i>  <i>Discovery Education videos</i></p>

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<ul style="list-style-type: none"> <li>• <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	Movie- Jason and the Argonauts
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Plan for Language Study Grade 6 Unit 7		
<p><b><u>New Academic Vocabulary :</u></b></p> <ul style="list-style-type: none"> <li>• Pantheon</li> <li>• polis</li> <li>• classical age</li> <li>• acropolis</li> <li>• agora</li> <li>• aristocrats</li> <li>• oligarchy</li> <li>• citizens</li> <li>• tyrant</li> <li>• pericles</li> <li>• cavalry</li> <li>• alliance</li> <li>• Peloponnesian War</li> <li>• Philip II</li> <li>• phalanx</li> <li>• Alexander the Great</li> <li>• Hellenistic</li> <li>• philosophy</li> </ul>	<p><b><u>Review:</u></b></p> <p>democracy assembly council capital migration expansion geography</p>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <p>compare contrast</p>

Interdisciplinary Connections throughout the K-12 Curriculum
<p><b><u>ELA:</u></b></p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a</p>

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biography on the same person).

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**  
([Word](#) | [PDF](#))  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

##### *Extension Activities (content, process, product and learning environment)*

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.

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- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher

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- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
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- Assign a peer helper in the class setting

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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

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- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

Pacing: 4 weeks <span style="float: right;">Unit 8: Ancient Rome- the Republic</span>		
NJ Learning Standards	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
<p>6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion</p> <p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution</p> <p>6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system</p> <p>6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor</p> <p>6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</p> <p>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality</p>	<p>Discrepant Event</p> <p>Map studies</p> <p>Re-write the Legend of Romulus and Remus</p> <p>Government Flowchart (Roman Republic)</p> <p>“What to do at the Forum” quick-write activity</p> <p>Compare/contrast T-chart or Venn Diagram</p> <p>Cause and Effect diagram/chart</p> <p>Write a letter from perspective of Hannibal’s soldier</p>	<p><b><u>Essential Questions</u></b></p> <p><i>What were the benefits of Rome’s Geography?</i></p> <p><i>How does our government today compare to that of Rome?</i></p> <p><i>How did the Plebeians fight for their rights?</i></p> <ul style="list-style-type: none"> <li>● Explain how historians and archaeologists have acquired knowledge about the ancient Romans</li> <li>● Correlate events in ancient Rome to other world events in the same time period</li> <li>● Identify geographical features that gave rise to the growth of Rome</li> <li>● Explain why ancient Romans told the legend of Romulus and Remus</li> <li>● Describe the structure of government in the early Roman Republic, and contrast it with modern-day democracy in the U.S.</li> <li>● Analyze &amp; evaluate the strengths and weaknesses of the Roman government</li> <li>● Explain the significance of the Law of the Twelve Tables</li> <li>● Explain what made the Forum the heart of Roman society</li> <li>● Explain how Rome’s location, government and trade helped it become a major power in the ancient world</li> <li>● Analyze the late Republic as a time of both expansion and turmoil</li> <li>● Analyze and evaluate Hannibal’s leadership in the Punic Wars</li> </ul>

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<p>RL.6.10. Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p><b>Spatial Thinking:</b> Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems</p> <p><b>Critical Thinking:</b> Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)</p> <p><b>Chronological Thinking:</b> Explain how major events are related to one another in time.</p>		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; reflective writing assignments; teacher observations; mid-unit quizzes</p>		<p>Post-unit test consisting of multiple-choice and short-answer questions in which students:</p> <ul style="list-style-type: none"> <li>● describe Italy’s geography and how it promoted or hindered the growth of ancient Rome</li> <li>● recall the growth and structure of the Roman Republic and how it reflected societal norms</li> <li>● describe conflicts between Rome and other powers, as well as civil conflicts, that brought victory abroad but created turmoil within the Republic</li> </ul>
<b>Core Instructional Materials</b>		<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● Social Studies Alive! The Ancient World</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teacherci.com">www.teacherci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>		<p>Eyewitness <i>Ancient Rome</i>            Various Ancillaries            Movies and Discovery Education videos</p>

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### Plan for Language Study Grade 6 Unit 8

**New Academic Vocabulary: :**

- republic
- Patricians
- Plebeians
- senate
- consuls
- Gaul
- forum
- Aegean Sea
- peninsula
- aristocrat
- assembly
- citizen
- monarchy
- oligarchy
- tyranny
- agora
- Athens
- Council of 500
- Council of Elders
- Peloponnesus
- Sparta
- Darius
- Greco-Persian Wars
- cavalry
- Hellespont
- Persian Empire
- Xerxes
- myth
- acropolis
- Panathenaic Games
- Parthenon
- Pericles
- Socrates
- Alexander the Great
- Alexandria
- Aristotle
- custom
- Macedonia
- Peloponnesian War
- biology
- gladiator
- Greco-Roman

**Review:**

- compare
- contrast
- democracy
- assembly
- council
- capital

**Tier 2 Vocabulary**

- Analyze
- explain
- describe

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|--|--|--|
| <ul style="list-style-type: none"><li>• cuniculus</li><li>• constitution</li><li>• consul</li><li>• patrician</li><li>• plebeian</li><li>• republic</li><li>• Senate</li><li>• tribune</li><li>• veto</li><li>• civil war</li><li>• dictator</li><li>• Julius Caesar</li><li>• Pax Romana</li><li>• Punic Wars</li><li>• Circus Maximus</li><li>• Colosseum</li><li>• Forum</li><li>• paterfamilias</li><li>• rule of law</li><li>• Christianity</li><li>• Constantine</li><li>• disciple</li><li>• Gospel</li><li>• Jesus</li><li>• Messiah</li><li>• missionary</li><li>• parable</li><li>• Resurrection</li><li>• Baptism</li><li>• Eastern Orthodox Church</li><li>• Holy Communion</li><li>• Roman Cathelic Church</li><li>• sacrament</li><li>• salvation</li><li>• Trinity</li><li>• aqueduct</li><li>• Byzantine Empire</li><li>• Latin</li><li>• natural law</li><li>• patron</li><li>• Renaissance</li><li>• Stoicism</li><li>• triumphal arch</li></ul> |  |  |
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## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

**2014 NJ Technology Standards:**

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### English Language Learners:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

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### Modifications for Classroom

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- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### Students at Risk of School Failure:

### Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice

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- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
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- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Unit 9: The Roman Empire			
Pacing: 4 weeks	NJ Learning Standards	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
	6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.	“What Makes a Good Leader?” activity/analysis	<b><u>Essential Questions</u></b>

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<p>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations</p> <p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires</p> <p>6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia</p> <p>6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p> <p>6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time</p> <p>6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization</p> <p>6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality</p>	<p>Causes and Effects chart (Roman Expansion)</p> <p>Daily Lives comparison chart or Venn diagram</p> <p>Roman Dinner Menu project</p> <p>Group work: Causes of Rome’s Collapse</p>	<p><i>Should the Roman Empire have expanded as large as it did?</i></p> <p><i>What was life like for the Romans rich and poor?</i></p> <p><i>What are the lasting impacts of the Romans?</i></p> <ul style="list-style-type: none"> <li>● Describe the events that led to the end of the Roman Republic</li> <li>● Analyze &amp; evaluate the leadership of Caesar, Pompey and Octavian</li> <li>● Explain how the Roman Empire grew during its first 200 years</li> <li>● Describe Rome’s lasting achievements in science, engineering, architecture, and their relevance to our world today</li> <li>● Compare/contrast the social classes, public meeting places, roles of women, and family life in ancient Rome to that of today</li> <li>● Compare/contrast the ancient Roman entertainment, recreation and food to that of today</li> <li>● Describe Rome’s conflicts with the Jews and early Christians</li> <li>● Describe factors that contributed to the fall of the Roman Empire</li> <li>● Explain how and why Christianity developed and spread throughout the Roman Empire</li> <li>● Describe the rise and fall of the Eastern Empire</li> </ul>
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; reflective writing assignments; teacher observations; mid-unit quizzes</p>		<p>Essay test in which students</p> <ul style="list-style-type: none"> <li>● Discuss how Rome became such a huge and powerful empire, and how it finally collapsed</li> <li>● Describe in detail three legacies that the Romans have left us; and also explain why these accomplishments were important, and how they have impacted</li> </ul>

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	<p>our world today.</p> <ul style="list-style-type: none"> <li>Describe the religious practices of the ancient Romans and how they were affected by Judaism and the rise of Christianity</li> </ul> <p>Culminating project options:</p> <ul style="list-style-type: none"> <li>Create a poster or presentation that depicts Rome’s contributions to architecture and engineering</li> <li>Research the lives of gladiators and write a letter from the perspective of a newly trained gladiator, describing your background, training, expectations and feelings.</li> <li>create a board game the incorporates both Romans numerals and the Latin language, testing the players’ knowledge of ancient Rome</li> <li>rewrite the lyrics to a favorite song or poem so that they describe the spectacular life and tragic death of Julius Caesar</li> </ul>
Core Instructional Materials	Supplementary Resources
<ul style="list-style-type: none"> <li>Social Studies Alive! The Ancient World</li> <li>Interactive Student Notebook</li> <li><a href="http://www.teachci.com">www.teachci.com</a> (videos, articles, and interactive lessons)</li> <li><a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<ul style="list-style-type: none"> <li>Eyewitness <i>Ancient Rome</i></li> <li><i>various ancillaries</i></li> <li>Discovery Education video: <i>Secrets of Lost Empires—Colosseum</i></li> <li>“Pompeii- the Last Day” (2007 <i>Discovery Channel</i> DVD, 1 hour 40 minutes)</li> <li>photographs</li> <li>Julius Caesar movie (Jeremy sisto, 2002)</li> </ul>

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### Plan for Language Study Grade 6 Unit 9

**New Academic Vocabulary:**

- Pax Romana
- province
- legion
- legionary
- centurian
- cavalry
- atrium
- amphitheater
- Colosseum
- gladiator
- Circus maximus
- legacy
- aqueduc
- oasis
- region
- tributary
- North China Plain
- ancestor worship
- Anyang
- bronze
- clan
- oracle bone
- Shang Dynasty
- civil servant
- Confucianism
- Daoism
- feudalism
- Mandate of Heaven
- yin and yang
- Zhou dynasty

**Review:**

- compare
- contrast
- democracy
- assembly
- council
- capital
- empire

**Tier 2 Vocabulary**

- Analyze
- explain
- describe
- research

### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

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- Extended time to complete class work
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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

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## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

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## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

Pacing: 2 weeks <span style="float: right;">Unit 10: Economics (Financial Literacy)</span>		
NJ Learning Standards	Knowledge and Skills Students will Demonstrate	Suggested Activities
<p>9.1.8.B.1 Distinguish among cash, check, credit card and debit card.</p> <p>9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.</p> <p>9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy.</p> <p>9.1.8.B.7 Construct a budget to save for long-term, short-term and charitable goals.</p> <p>9.1.8.B.8 Develop a system for keeping and using financial records.</p> <p>9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of each.</p> <p>9.1.8.C.7 Determine potential consequences of “easy access” credit (e.g. using a line of credit vs. obtaining a loan for a specific purpose)</p>	<ul style="list-style-type: none"> <li>● Define the concept of “paying yourself first” and identifying age appropriate financial goals.</li> <li>● Explain what a budget is and why it is important.</li> <li>● Define expenses and income.</li> <li>● Differentiate between financial wants and needs.</li> <li>● Determine the difference between fixed expenses and variable expenses.</li> <li>● Create a simple budget that includes gross income, net income, taxes and savings goals.</li> <li>● Identify the differences between using cash, check, debit cards and credit cards when paying for expenses.</li> <li>● Define terminology associated with credit and debt, i.e. credit, credit cards, debt, loans, etc.</li> <li>● Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</li> <li>● Determine the cause and effects of not repaying a debt on current and future financial</li> </ul>	<p><b><u>Essential Questions</u></b></p> <p><i>How can understanding effective personal finance strategies improve my life?</i></p> <p><i>What can I do to ensure that I will be successful when making and managing money?</i></p> <p><i>How does understanding the economy help me make better financial decisions?</i></p> <p>Create a simple budget using a spreadsheet program.</p> <p>Roleplay - Each student chooses a career with a given income and creates a simple budget based on the income.</p> <p>Class economy - Create a class economy where students need to pay with cash, check, etc.</p> <p>Investigate items that one would use a loan to buy (e.g. like a car). Have students use a budgeted amount to “buy” a car and determine effect of the fixed expense on the budget.</p> <p>Investigate what happens when to balances when credit cards are not paid off at the end of the month.</p>

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

	security.	
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; reflective writing assignments; teacher observations		Projects that engage students with real world applications of the ideas presented in the unit.
<b>Core Instructional Materials</b>		<b>Supplementary Resources</b>
<a href="#"><u>Practical Money Skills Grades 3-6</u></a>		<a href="#"><u>The Mint</u></a> <a href="#"><u>Budgets for Kids</u></a> <a href="#"><u>Wants vs Needs</u></a> <a href="#"><u>Scholastic Gross and Net Pay</u></a> <a href="#"><u>Debt Dilemma Activity</u></a> <a href="#"><u>Best Payment Option: Debit or Credit (Activity)</u></a> <a href="#"><u>Learning to Give: Credit Introduction</u></a> <a href="#"><u>PBS: Debit vs Credit - Your Life. Your Money</u></a>

Plan for Language Study Grade 6 Unit 8		
<b><u>New Academic Vocabulary:</u></b> <ul style="list-style-type: none"> <li>• credit</li> <li>• debit</li> <li>• budget</li> <li>• income</li> <li>• expense</li> <li>• financial security</li> </ul>	<b><u>Review:</u></b>	<b><u>Tier 2 Vocabulary</u></b>

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

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## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

### Differentiation / Accommodations / Modifications

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- Provide assessments at a higher level of thinking

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## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

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## **Students at Risk of School Failure:**

### **Modifications for Classroom**

## Green Township School District Grade 6 Social Studies Curriculum - REVISION DRAFT 2019

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# Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

Pacing: 4-6 Weeks		<b>Grade 7 Unit 1: Islam in Medieval Times and The Muslim Empires</b>
NJSL Standards	Suggested Activities	Unit 1 Islamic World & Muslim Empires
<p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.D.4.b Analyze the causes and effects of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <p>6.2.8.B.4.e Analyze the motivations of civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p> <p>6.2.8.B.4.f Explain how the geography and climate of Asia, Africa, Europe, and the Americas influenced their economic development and interaction of isolation with other societies.</p> <p>6.2.8.C.4.a Explain how and why the interrelationships among improved agricultural production growth, urbanization, and commercialization led to the rise of powerful kingdoms</p>	<p>Web Quest <a href="http://webquest.org/">http://webquest.org/</a></p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p> <p>Word study from different sources</p> <p>Compare/contrast information from different sources</p>	<p><b><u>Essential Questions</u></b></p> <p><i>How did Islam begin and why did it spread to different parts of the world?</i></p> <p><i>How did Islamic society, family life, and achievements influence change?</i></p> <p><i>What changes occurred all over the world as a result of Islamic invasion?</i></p> <p><i>In what ways does religion play a part in the development of cultures?</i></p> <p><i>How did the development of Islam lead to changes in Arabia and the Middle East?</i></p> <p><i>How did the environment affect the development and expansion of the Persian Empire, Muslim empires, and cities? What impact did this expansion have on the environment?</i></p> <ul style="list-style-type: none"> <li>● Describe key geographical features of the Middle East.</li> <li>● Describe the principles of Islam and Christianity and their effect on civilization.</li> <li>● Compare and contrast the beliefs of Islam and Christianity.</li> <li>● Describe family structure and social hierarchy in the empires.</li> <li>● Describe the roles and various accomplishments of major figures.</li> <li>● Trace the development of scientific and technological innovations.</li> <li>● Analyze the impact of religions on Ancient and Modern world.</li> <li>● Identify the Five Pillars of Islam.</li> <li>● Compare and contrast historical and contemporary maps.</li> </ul>

## Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

<p>6.2.8.D.4 Analyze the role of religion and economics in shaping each empire, hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people</p> <p>6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa (Islam), Europe and the Americans over time</p>		
<b>Unit 1 Grade 7 What This May Look Like</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<p>In-class Discussions            Brief reflection writing assignments            Homework Assignments            Teacher Questions  <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a>            Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a>            peer /self assessment            Learning response logs            Surveys            Constructive quizzes            Teacher Observation</p>	<p>Tests            Final Presentations (performance, technical, or media)            Research Projects            Historical Essays</p> <p><a href="https://sites.google.com/site/ssvailexample/the-spread-of-islam">https://sites.google.com/site/ssvailexample/the-spread-of-islam</a></p> <p><b>Activity 1--The Spread of Islam Jigsaw</b> (<a href="#">click here for the "Flipped Video" about the Spread of Islam</a>)            Students will be working in groups. They will read a document, take notes, and create a presentation on part of the document. Groups will teach the class about their section. The instruction <a href="#">document can be found here</a>. Students need to <a href="#">open the Spread of Islam Reader</a> and "download original". Group members will evaluate the effort of people in their group.</p> <p><b>Activity 2--Islamic Architecture</b> (<a href="#">click here for the "Flipped Video" about Islamic Architecture</a>)            Students need to download the <a href="#">instructions found here</a>. Students will work alone on this activity. Students will study Islamic architecture, find common themes/designs and use Google SketchUp to design their own Islamic-style building.</p>	
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>	
<ul style="list-style-type: none"> <li>● History Alive - The Medieval World and Beyond</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachteci.com">www.teachteci.com</a> (videos, articles, and interactive lessons)</li> </ul>	<p>Newsela            Discovery Ed            Youtube.com            Readworks.org</p>	

# Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

<ul style="list-style-type: none"> <li>• <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.archives.gov/education">https://www.archives.gov/education</a></li> <li>• <a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></li> </ul>
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## Plan for Word Study Grade 7 Unit 1

<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Muhammed</li> <li>• Islam</li> <li>• Muslim</li> <li>• Quran</li> <li>• pilgrimage</li> <li>• mosque</li> <li>• jihad</li> <li>• Sunnah</li> <li>• Five Pillars of Islam</li> <li>• caliph</li> <li>• monotheism</li> <li>• polytheism</li> <li>• siege</li> <li>• Ramadan</li> <li>• Shari’ah</li> <li>• Sunnah</li> <li>• Five Pillars of Islam</li> <li>• Adaptation</li> <li>• cultural diffusion</li> <li>• evolution</li> <li>• immortal</li> <li>• innovation</li> <li>• philosopher</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>• tolerance</li> <li>• patrons</li> <li>• calligraphy</li> <li>• oasis</li> <li>• caravan</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• primary source</li> <li>• secondary source</li> <li>• analyze</li> <li>• determine</li> <li>• distinguish</li> </ul>
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## Interdisciplinary Connections throughout the K-12 Curriculum

<p><b><u>ELA:</u></b></p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word</p>
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## Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

choice on meaning and tone.

RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

### 2014 Technology Standards

**2014 NJ Technology Standards:**

**8.1 Educational Technology ([Word](#) | [PDF](#))**  
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

# Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

## 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### English Language Learners:

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

## **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

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- Ask students to restate information, directions, and assignments.
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- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

## Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
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- Establish procedures for accommodations / modifications for assessments.

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## UNIT 2: Civilizations of the Americas

**Pacing: 4 - 6 Weeks**

Unit 2 New Jersey Student Learning Standards Suggested Activities		Unit 2 Critical Knowledge and Skills
<p>6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>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.</p> <p>6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American 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> <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>Web Quest <a href="http://webquest.org/">http://webquest.org/</a></p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p>	<p><b><u>Essential Questions</u></b></p> <p><i>How did civilizations develop in the United States?</i></p> <p><i>How did the geography and climate of the United States affect Native Americans?</i></p> <p><i>How did early people in the Americas adapt to their environment?</i></p> <ul style="list-style-type: none"> <li>● Describe key geographical features of the Early Americas.</li> <li>● Describe the basic principles of religious beliefs in Early American societies and their effect on Early American peoples.</li> <li>● Describe the roles and various accomplishments of major figures in Early American societies.</li> <li>● Trace the development of scientific and technological innovations.</li> <li>● Recognize the artistic contributions of Early American societies.</li> <li>● Compare and contrast historical and contemporary maps.</li> <li>● Identify the conquistadors and define their roles in the conquest of these cultures.</li> </ul>

## Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

<p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p>		
<b>Unit 2</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<p>In-class Discussions Brief reflection writing assignments Homework Assignments Teacher Questions <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a> Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a> peer /self assessment Learning response logs Surveys</p> <p>Constructive quizzes Teacher Observation</p>	<p>Tests Final Presentations (performance, technical, or media) Research Projects Historical Essays</p> <p><a href="https://nsms6thgradesocialstudies.weebly.com/mesoamerica-civilizations.html">https://nsms6thgradesocialstudies.weebly.com/mesoamerica-civilizations.html</a></p> <p><b>Incas/Aztec/Mayans</b> <a href="#">Mesoamerica (BrainPop) - Video Quiz</a> <a href="#">Mesoamerica Activity</a> <a href="#">Inca Civilization (BrainPop) - Video Quiz</a> <a href="#">Inca Activity</a> <a href="#">Aztec Civilization (BrainPop) - Video Quiz</a> <a href="#">Aztec Activity</a> <a href="#">Maya Civilization (BrainPop) - Video Quiz</a> <a href="#">Maya Activity</a> <a href="#">Conquistadors (BrainPop) - Video Quiz</a> <a href="#">Conquistadors Activity</a> <a href="#">Columbian Exchange (BrainPop) - Video Quiz</a> <a href="#">Columbian Exchange Vocabulary</a> <a href="#">Mai Notes and Chart</a> <a href="#">Maya, Aztec and Inca Newsletter</a></p>	
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>	
<ul style="list-style-type: none"> <li>• History Alive - The Medieval World and Beyond</li> <li>• Interactive Student Notebook</li> <li>• <a href="http://www.teachteci.com">www.teachteci.com</a> (videos, articles, and interactive lessons)</li> <li>• <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Newsela Discovery Ed Youtube.com <a href="https://www.archives.gov/education">https://www.archives.gov/education</a> <a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p>	

# Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

## Plan for Word Study Grade 7 Unit 2

Plan for Word Study Grade 7 Unit 2		
<p><b><u>New Academic Vocabulary::</u></b></p> <ul style="list-style-type: none"> <li>● maize</li> <li>● ceremonial center</li> <li>● hieroglyphic</li> <li>● Maya</li> <li>● Mesoamerica</li> <li>● ritual</li> <li>● sacrifice</li> <li>● slash-and-burn agriculture</li> <li>● social pyramid</li> <li>● alliance</li> <li>● Aztect</li> <li>● conformity</li> <li>● mercenary</li> <li>● plaza</li> <li>● Tenochtitlan</li> <li>● ward</li> <li>● semi divine</li> <li>● polygamy</li> <li>● hereditary</li> <li>● observatories</li> <li>● causeways</li> <li>● conquistadors</li> <li>● Hernan Cortes</li> <li>● Moctezuma II</li> <li>● Pachacuti</li> <li>● Quechua</li> <li>● masonry</li> <li>● Atahualpa</li> <li>● Francisco Pizarro</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● culture</li> <li>● environment</li> <li>● resources</li> <li>● aspect</li> <li>● rebel</li> <li>● motive</li> <li>● distribute</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Trace</li> <li>● affect</li> <li>● interactions</li> <li>● describe</li> <li>● explain</li> <li>● compare</li> <li>● contrast</li> </ul>

### Interdisciplinary Connections throughout the K-12 Curriculum

<p><b><u>ELA:</u></b></p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific</p>
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word choice on meaning and tone.

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### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

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# Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

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All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **Differentiation / Accommodations / Modifications**

### **Gifted and Talented:**

#### **Extension Activities** (*content, process, product and learning environment*)

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- Design surveys to generate and analyze data to be used in discussion.
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#### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed

- Highlight key vocabulary
- Use graphic organizers

## **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

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- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
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- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

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### **Modifications for Classroom**

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# Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

## Unit 3 Grade 7: Europe During Medieval Times

PACING: 4-6 Weeks

Unit 3 Grade 7: Europe During Medieval Times		
PACING: 4-6 Weeks		
Unit 3 Standards	Suggested Activities	Unit 3: Europe in the Early Medieval Ages
		Reading Critical Knowledge and Skills
<p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world</p> <p>6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe</p> <p>6.2.8.D.4.f Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p>	<p>Web Quest <a href="http://webquest.org/">http://webquest.org/</a></p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>Debates</p>	<p><b><u>Essential Questions</u></b></p> <p><i>How did social class impact the culture of Europe?</i></p> <p><i>What was the manor system?</i></p> <p><i>How did the Magna Carta influence modern day democratic thought and institutions such as the American Constitution?</i></p> <p><i>How did the Black Death spark social, political and economic change throughout Europe. What were the Crusades?</i></p> <p><i>How did the Crusades impact Europe?</i></p> <p><i>How did the Crusades affect the different groups involved?</i></p> <ul style="list-style-type: none"> <li>● Describe key geographical features of Early Europe.</li> <li>● Analyze the major causes of the Dark Ages.</li> <li>● Trace the origins of feudalism and explain the social structures in a feudal society.</li> <li>● Evaluate the positive and negative aspects of feudalism.</li> <li>● Describe the Catholic Church's impact on Medieval society.</li> <li>● Describe the roles and various accomplishments of major figures in Medieval society.</li> <li>● Describe the impact of Charlemagne's empire of unifying Europe during the Dark Ages</li> <li>● Compare and contrast historical and contemporary maps.</li> </ul>
Unit 3 Grade 7 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
	Tests	

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<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions  <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a></p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p><a href="https://www.socialstudiescms.com/middle-ages-in-western-europe">https://www.socialstudiescms.com/middle-ages-in-western-europe</a></p> <p><b><u>BUILD A MEDIEVAL ARCH ANIMATION</u></b></p> <p>Find out how medieval masons built cathedral arches - without the benefits of modern technology.</p> <p><b><u>THE FEUDAL SYSTEM</u></b></p> <p>The lesson "Feudal M &amp; M's" on Feudalism. Every student was assigned one of the roles in a Feudalism simulation game: King, Noble, Vassal or Peasant.</p>
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>History Alive - The Medieval World and Beyond</li> <li>Interactive Student Notebook</li> <li><a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li><a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<ul style="list-style-type: none"> <li>Newsela</li> <li>Discovery Ed</li> <li>Youtube.com</li> <li>Readworks.org</li> <li><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></li> <li><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></li> </ul>

Plan for Word Study Grade 7 Unit 3		
<p><b><u>New Academic Vocabulary::</u></b></p> <ul style="list-style-type: none"> <li>Eurasia</li> <li>topography</li> <li>Middle Ages</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>chivalry</li> <li>haiku</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>analyze</li> <li>effective</li> </ul>

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<ul style="list-style-type: none"> <li>● medieval</li> <li>● monks</li> <li>● monasteries</li> <li>● Benedict</li> <li>● Charlemange</li> <li>● knights</li> <li>● vassal</li> <li>● feudalism</li> <li>● serfs</li> <li>● Eleanor of Aquitaine</li> <li>● aqueduct</li> <li>● Constantine</li> <li>● corruption</li> <li>● decline</li> <li>● empire</li> <li>● mosaic</li> <li>● philosophy</li> <li>● proverb</li> <li>● Roman Empire</li> <li>● scribe</li> <li>● chivalry</li> <li>● Christianity</li> <li>● clergy</li> <li>● natural law</li> <li>● persecute</li> <li>● religion</li> <li>● sacrament</li> <li>● apprentice</li> <li>● charter</li> </ul>	<ul style="list-style-type: none"> <li>● role</li> <li>● elements</li> </ul>	<ul style="list-style-type: none"> <li>● determine</li> </ul>
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### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

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- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

### 2014 Technology Standards

**2014 NJ Technology Standards:**

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

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([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## Differentiation / Accommodations / Modifications

### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### English Language Learners:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

**Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

**Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

**Students at Risk of School Failure:**

**Modifications for Classroom**

- Pair visual prompts with verbal presentations

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- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
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### **Modifications for Homework and Assignments**

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## Unit 4 Grade 7: Europe’s Renaissance and Reformation

PACING: 4-6 Weeks

Unit 4	Suggested Activities	Unit 4 Europe in the Late Middle Ages
<p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <p>6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.</p> <p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.</p> <p>6.2.8.D.4.c Assess the demographic, economic, and religious impact of the plague on Europe.</p> <p>6.2.8.C.4.b Determine the extent of which interaction between the Islamic World and the Medieval Europe</p>	<p>Web Quest <a href="http://webquest.org/">http://webquest.org/</a></p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p>	<p><b><u>Essential Questions</u></b></p> <p><i>Why do periods of nationalism result in outstanding cultural contributions?</i></p> <p><i>How did conditions change that allowed for a Renaissance or “rebirth”?</i></p> <p><i>How is a Renaissance person defined and are there Renaissance people today?</i></p> <p><i>How did the Renaissance change life in Europe?</i></p> <p><i>Why did people begin to question the authority of the Catholic Church and how did they bring about reform?</i></p> <ul style="list-style-type: none"> <li>● Describe key geographical features of Early Europe.</li> <li>● List and analyze the major causes and effects of the Crusades.</li> <li>● Describe the Catholic Church’s impact on Medieval society.</li> <li>● Describe the roles and various accomplishments of major figures in Medieval society.</li> <li>● Describe the causes and impact of the 100 Years War.</li> <li>● Compare and contrast historical and contemporary maps.</li> <li>● Recognize the relationship between increased trade and the spread of plagues.</li> <li>● Describe the social and political changes Europe went through.</li> </ul>

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<p>increased trade, enhanced technology innovation, and impacted scientific thought and the arts.</p> <p>6.2.8.D.4.d Determine which events led to the rise and eventual decline of European Feudalism.</p>		
<b>Unit 4 Grade 7 What This May Look Like</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a></p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p><a href="https://www.saisd.net/admin/curric/sstudies/resources/teacher_zone/Hands_On/World_Hist/pdf/ho_wh_renaissance.pdf">https://www.saisd.net/admin/curric/sstudies/resources/teacher_zone/Hands_On/World_Hist/pdf/ho_wh_renaissance.pdf</a></p> <p>Students will utilize station activity cards to further understand and the renaissance through the study of the following topics.</p> <ul style="list-style-type: none"> <li>● arts</li> <li>● architecture</li> <li>● politics</li> <li>● economics</li> <li>● religion</li> <li>● intellect</li> </ul>	
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>	
<ul style="list-style-type: none"> <li>● History Alive - The Medieval World and Beyond</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> </ul>	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p>	

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<ul style="list-style-type: none"> <li>• <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Readworks.org</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p>
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## Plan for Word Study Grade 7 Unit 4

<p><b><u>New Academic Vocabulary::</u></b></p> <ul style="list-style-type: none"> <li>• excommunicate</li> <li>• clergy</li> <li>• Crusades</li> <li>• Holy Land</li> <li>• Saladin</li> <li>• republic</li> <li>• Renaissance</li> <li>• classical art</li> <li>• city-state</li> <li>• Dante Aligheri</li> <li>• Florence</li> <li>• Leonardo da Vinci</li> <li>• Michaelangelo</li> <li>• Niccolo Machiavelli</li> <li>• secular</li> <li>• Johannes Gutenberg</li> <li>• Miguel Cervantes</li> <li>• William Shakespeare</li> <li>• religious order</li> <li>• Francis of Assisi</li> <li>• friars</li> <li>• Thomas Aquinas</li> <li>• natural law</li> <li>• Magna Carta</li> <li>• Parliament</li> <li>• Hundred Years' War</li> <li>• Joan of Arc</li> <li>• denomination</li> <li>• Martin Luther</li> </ul>	<p><b><u>Academic Vocabulary Review:</u></b></p> <ul style="list-style-type: none"> <li>• society</li> <li>• politics</li> <li>• universities</li> <li>•</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• elaborate</li> <li>• explain</li> <li>• describe</li> </ul>
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- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• simony</li><li>• Black Death</li><li>• heresy</li><li>• Reconquista</li><li>• King Ferdinand</li><li>• Queen Isabella</li><li>• Spanish Inquisition</li></ul> |  |  |
|---|--|--|

### Interdisciplinary Connections throughout the K-12 Curriculum

#### **ELA:**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

# Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

## Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
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**2014 NJ Technology Standards:**

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All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
  
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## Differentiation / Accommodations / Modifications

### **Gifted and Talented:**

**Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
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- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

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## **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
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## **Modifications for Homework/Assignments**

- Modified Assignments
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## **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

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- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
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- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

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- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

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- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
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- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Unit 5 Grade 7: The Culture and Kingdoms of West Africa PACING: 3 - 4 Weeks

Unit 5 NJSLs	Suggested Activities	Unit 5: African Civilizations
<p>6.1.8.A.1.a a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>6.2.8.B.4.c Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development and the spread of religion</p> <p>6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p>6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p>	<p>Web Quest <a href="http://webquest.org/">http://webquest.org/</a></p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p>	<p><b><u>Essential Questions</u></b></p> <p><i>How does geography impact African civilizations and ancient African life?</i></p> <p><i>What are the key elements of ancient African empires?</i></p> <p><i>How were ancient African empires similar and different?</i></p> <p><i>How did religion play a role in ancient African empires?</i></p> <p><i>Who was Mansa Musa and what was his impact on the continent?</i></p> <p><i>How has geography and politics impacted the development of African culture?</i></p> <p><i>Do African countries/European countries have an ownership right to cultural relics/artifacts taken from African civilizations during colonialism/imperialism?</i></p> <ul style="list-style-type: none"> <li>● Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions in Africa over time.</li> <li>● Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions throughout Africa.</li> <li>● Understand the development of government in various civilizations, societies and regions around Africa.</li> <li>● Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions throughout Africa.</li> </ul>

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Unit 5 Grade 7 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions  <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a></p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p><a href="https://sites.google.com/site/ssvailexample/the-spread-of-islam">https://sites.google.com/site/ssvailexample/the-spread-of-islam</a></p> <p><b>African Kingdom Slides</b> (<a href="#">click here for the "Flipped Presentation about African Kingdoms"</a>)                      Students should download the <a href="#">instruction sheet found here</a>. Students will make 2 slides of a presentation about the West African kingdoms. This is an individual assignment.</p>
District/School Texts	District/School Supplementary Resources
<ul style="list-style-type: none"> <li>● History Alive - The Medieval World and Beyond</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>Readworks.org</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p>

### Plan for Word Study Grade 7 Unit 5

# Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

## New Academic Vocabulary::

- rifts
- artifact
- Jenne-jeno
- Niger River
- Nok
- Sahara
- Sahel
- savanna
- smelting
- tribute
- Ghana
- matrilineal
- trans-Saharan trade
- Mali
- Mansa Musa
- patrilineal
- Songhai
- textile
- applique
- call-and-response
- folktale
- genealogy
- griot
- kente
- oral tradition
- terra-cotta
- Sub-Saharan Africa
- Sahel
- savannah
- rain forests
- animism
- silent barter
- oral history
- griots
- proverbs
- kente

## Academic Vocabulary Review:

- extended family

## Tier 2 Vocabulary:

# Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

## Interdisciplinary Connections throughout the K-12 Curriculum

### **ELA:**

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## Integration of 21st Century Themes and Skills

### **21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

## 2014 Technology Standards

# Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

## 2014 NJ Technology Standards:

### **8.1 Educational Technology** ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** ([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **Differentiation / Accommodations / Modifications**

### **Gifted and Talented:**

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

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- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
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- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
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#### **Modifications for Assessments**

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**Students at Risk of School Failure:**

**Modifications for Classroom**

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# Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

## Grade 7 Holocaust Pacing: 2 - 4 Weeks

Unit 7	Unit 7: Holocaust	
<p>N.J.S.A. 18A:35-28, Holocaust/Genocide Education AN ACT regarding genocide education in the public schools and supplementing chapter 35 of Title 18A of the New Jersey Statutes.</p> <p>BE IT ENACTED by the Senate and General Assembly of the State of New Jersey: The Legislature finds and declares that:</p> <p>a. New Jersey has recently become the focal point of national attention for the most venomous and vile of ethnic hate speeches.</p> <p>b. There is an inescapable link between violence and vandalism and ethnic and racial intolerance. The New Jersey Department of Education itself has formally recognized the existence of the magnitude of this problem in New Jersey schools by the formation of a Commissioner's Task Force on Violence and Vandalism.</p> <p>c. New Jersey is proud of its enormous cultural diversity. The teaching of tolerance must be made a priority if that cultural diversity is to remain one of the State's strengths.</p> <p>d. National studies indicate that fewer than 25% of students have an understanding of organized attempts throughout history to eliminate various ethnic groups through a systematic</p>	<p>Web Quest <a href="http://webquest.org/">http://webquest.org/</a></p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p>	<p><b><u>Essential Questions</u></b></p> <p><i>What was the Holocaust?</i></p> <p><i>Why is it important to confront the brutality of this history?</i></p> <p><i>What did it mean to resist the Nazis?</i></p> <p><i>What kinds of resistance were those targeted by the Nazis able to carry out?</i></p> <p><i>What is the meaning of human dignity?</i></p> <p><i>How did the Nazis seek to deprive their victims of basic human dignity, and how did those targeted attempt to preserve or reclaim their dignity?</i></p> <ul style="list-style-type: none"> <li>• Students will be able to:</li> <li>• Explain the history and sources of anti-Semitism in Europe</li> <li>• Explain the history and sources of anti-Semitism in Europe; describe examples of genocide that occurred prior to World War II</li> <li>• Describe how Hitler rose to power and how this affected Jewish people in Germany; analyze the impact of the Nuremberg Laws on Jews living in Germany under Hitler and the Nazis</li> <li>• Define <i>Kirstallnacht</i> and assess the causes and effects of, explain why so many witnesses of the Holocaust did nothing to help its victims</li> <li>• Consider the consequence of ignoring or conforming to evil powers that target and hurt other based on their religion, ethnicity or other distinguishing factors.</li> <li>• Explain what factors have caused anti-Semitism throughout history, and what factors allowed Hitler to rise to power and carry out the Holocaust.</li> </ul>

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<p>program of mass killing or genocide.</p> <p>e. The New Jersey Commission on Holocaust Education, created pursuant to P.L.1991.c.193 (C.18A:4A-1 et seq.), several years ago expanded its mission to study and recommend curricular material on a wide range of genocides. The Holocaust Commission is an ideal agency to recommend curricular materials to local districts.</p> <p>a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.</p> <p>b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p>This act shall take effect immediately and shall first apply to curriculum offerings in the 1994-95 school year.</p>		
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Unit 6 Grade 7 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
In-class Discussions  Brief reflection writing assignments  Homework Assignments	In-class Discussions  Brief reflection writing assignments  Homework Assignments

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Teacher Questions  
<http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links>

Exit Slips <http://www.adlit.org/pdfs/strategy-library/exitslips.pdf>

peer /self assessment

Learning response logs

Surveys

Constructive quizzes

Teacher Observation

Teacher Questions <http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links>

Exit Slips <http://www.adlit.org/pdfs/strategy-library/exitslips.pdf>

peer /self assessment

Learning response logs

Surveys

Constructive quizzes

Teacher Observation

### **The Holocaust from Beginning to End**

Students create a time line showing the events that occurred before, during, and after the Holocaust.

### **The ABCs of the Holocaust**

Each student is assigned a letter of the alphabet and conducts research to create a Holocaust dictionary from A to Z.

### **From One Child to Another: Letters About the Holocaust**

Students read biographies of children who survived the Holocaust and write letters describing the effects of those stories.

### **Nazi Concentration Camps -- Map and Chart-Reading Activities**

Students use an informational chart about Nazi concentration and death camps to complete a mapping activity and a chart-reading activity.

### **Rescuers: Those Who Risked Their Lives to Save Others**

Students use compelling accounts of people who bravely rescued Jews from persecution as the motivation for writing reflective essays.

### **The World of Anne Frank**

Students learn about the life of Anne Frank and the diary in which she chronicled her years hiding with her family and others before they were sent to Nazi concentration camps.

### **Holocaust Pictures Exhibition**

Students write reactions to selected pictures of the Holocaust.

### **Testimonies from the Holocaust**

Students listen to online testimonies from Holocaust survivors as preparation for interviewing Holocaust survivors in your community.

### **What Do You Know?**

Students complete a K-W-H-L chart about the Holocaust.

### **Testimony: A Lesson in Creating Poetry**

Students transform testimony of people who witnessed the Holocaust into eloquent poetry, using this lesson in the power of words.

## Green Township School District Grade 7 Social Studies Curriculum -REVISION DRAFT 2019

	<p><b><u>Escaping the Holocaust: Incorporating the Voyage of the <i>St. Louis</i> Into a Unit of Study</u></b>                  Students learn about the difficulties Jewish refugees faced when fleeing Nazi Germany.</p>
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● History Alive - The Medieval World and Beyond</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>About.com Holocaust Glossary  <a href="http://history1900s.about.com/library/holocaust/aa081997.htm?once=true&amp;">http://history1900s.about.com/library/holocaust/aa081997.htm?once=true&amp;</a></p> <p>United States Holocaust Memorial Museum                  The Holocaust: A Learning Site for Students  <a href="http://www.ushmm.org/outreach/nrule.htm">http://www.ushmm.org/outreach/nrule.htm</a></p> <p>Anne Frank Museum Amsterdam  <a href="http://www.annefrank.org/content.asp?pid=1&amp;lid=2">http://www.annefrank.org/content.asp?pid=1&amp;lid=2</a></p> <p>InspirEd: The Holocaust</p> <p>DVD: One survivor Remembers; Kary Antholis</p> <p>The Holocaust : Primary Sources; Gallopade</p> <p>Holocaust: The events and their impact on real people; Angela Gluck Wood</p>

Plan for Word Study Grade 7 Unit 6		
<p><b><u>New Academic Vocabulary::</u></b></p> <ul style="list-style-type: none"> <li>● Allies</li> <li>● Antisemitism</li> <li>● Arbeit Macht Frei</li> <li>● Aryan</li> <li>● Auschwitz-Birkenau</li> <li>● Axis</li> <li>● Concentration Camp</li> <li>● Final Solution</li> <li>● Ghetto</li> <li>● Nazi</li> <li>● Nuremberg Laws</li> </ul>	<p><b><u>Review:</u></b></p>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>●</li> </ul>

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- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>● Rosh Hashanah</li> <li>● Swastika</li> <li>● Torah</li> <li>● Warsaw Ghetto</li> </ul> |  |  |
|---|--|--|

### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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- RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
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- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

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CRP9. Model integrity, ethical leadership and effective management.  
CRP10. Plan education and career paths aligned to personal goals.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

## 2014 Technology Standards

### 2014 NJ Technology Standards:

#### **8.1 Educational Technology ([Word](#) | [PDF](#))**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

#### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## Differentiation / Accommodations / Modifications

### **Gifted and Talented:**

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

## **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

## **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

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- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

## **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

## **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.

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- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
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Pacing: 2 weeks			<b>Unit 7: Economics (Financial Literacy)</b>		
NJ Learning Standards	Knowledge and Skills Students will Demonstrate	Suggested Activities			
<p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.5 Relate how certain skills determines an individual’s earning power.</p> <p>9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.</p> <p>9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy.</p> <p>9.1.8.B.4 Relate the concept of deferred gratification to investment, meeting financial goals, and building wealth.</p> <p>9.1.8.B.7 Construct a budget to save for long-term, short-term and charitable goals.</p> <p>9.1.8.B.8 Develop a system for keeping and using financial records.</p> <p>9.1.8.D.1 Determine how savings contributes to financial well-being.</p> <p>9.1.8.D.2 Differentiate among various savings tools and how to use them most effectively.</p> <p>9.1.8.D.3 Differentiate among various investment options.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p>	<ul style="list-style-type: none"> <li>● Investigate careers based on personal goals and interests, focusing on the difference between being an employee vs. entrepreneur/employer.</li> <li>● Compare and contrast incomes for different occupations.</li> <li>● Discuss how education choices affect income, future opportunities and lifestyle.</li> <li>● Use the “pay yourself first” strategy to identify money available for savings.</li> <li>● Use a checkbook and balance it.</li> <li>● Investigate various savings vehicles (e.g. bank accounts, mutual funds, stocks, CDs, etc.) where money can be saved or invested, and their interest rates and risks.</li> <li>● Analyze the pros and cons of using different savings and investment vehicles for short and long-term goals.</li> <li>● Calculate the percentage of income that will be used for savings and charity goals and incorporate them into a simple budget.</li> <li>● Explain the concept of impulse buying and deferred gratification.</li> <li>● Identify strategies to avoid impulse buying and to employ deferred gratification as part of an overall financial game plan.</li> <li>● Investigate various charitable organizations where money can be donated and incorporate</li> </ul>	<p><b><u>Essential Questions</u></b>  <i>How can understanding effective personal finance strategies improve my life?</i></p> <p><i>What can I do to ensure that I will be successful when making and managing money?</i></p> <p><i>How does understanding the economy help me make better financial decisions?</i></p> <p>Create a simple budget using a spreadsheet program. Include gross and net income, simple taxes, needs (like rent, food), simple savings goals and charity.</p> <p>Practice writing a check and keeping a check register. Balance a checkbook register.</p> <p>Roleplay - Each student chooses a career with a given income and creates a simple budget based on the income.</p> <p>Research investment vehicles and their uses (i.e. long term savings plan, short term savings and then present a compare/contrast model.</p> <p>Charitable giving activity:            Have students “spend” \$10,000 on personal wants and then use a charity gift catalog to then “spend” \$10,000 on the needs of the poor. Discuss the impact that charity has on the needs of others.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>● budget</li> <li>● income</li> <li>● expense</li> </ul>			

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	charitable giving into a budget.	<ul style="list-style-type: none"> <li>● savings vehicles (e.g. mutual funds, stocks, CDs, etc.)</li> <li>● investment</li> <li>● deferred gratification</li> </ul>
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; reflective writing assignments; teacher observations		Projects that engage students with real world applications of the ideas presented in the unit.
<b>Core Instructional Materials</b>		<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● History Alive - The Medieval World and Beyond</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachinci.com">www.teachinci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>		<a href="#">The Mint</a> <a href="#">Budgets for Kids</a> <a href="#">Wants vs Needs</a> <a href="http://www.bizkids.com">www.bizkids.com</a> <a href="#">Pay Yourself First</a> <a href="#">Rich Kid Smart Kid</a> <a href="#">Finance in the Classroom</a>

### Interdisciplinary Connections throughout the K-12 Curriculum

- ELA:**
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

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**2014 NJ Technology Standards:**

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
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- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
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- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

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# Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

Grade 8 Unit 1: Our Colonial Heritage		
Pacing: 4-6 weeks		
Standards and Suggested Activities	Skills and Knowledge	
<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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the</p>	<p>Web Quest <a href="http://webquest.org/">http://webquest.org/</a></p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Analysis of primary and secondary documents- document based questions (DBQ)</p> <p>Technology based learning</p> <p>Role playing activities</p> <p>Debates</p>	<p><b><u>Essential Questions</u></b></p> <p><i>How did the first Americans adapt to their environment?</i></p> <p><i>How did Europeans explore and establish settlements in the Americas?</i></p> <p><i>What were the similarities and differences among the colonies in North America?</i></p> <p><i>What was life really like in the colonies?</i></p> <ul style="list-style-type: none"> <li>● Identify the causes and effects of the Revolutionary War.</li> <li>● Describe and evaluate the results of the Acts the English imposed on the colonists in response to their rebellion.</li> <li>● Describe the impact of taxes on the colonists and relate this to modern day taxation.</li> <li>● Explain the purpose of the payroll deduction process, taxable income and employee benefits.</li> <li>● Compare and contrast tax deductions for employees and entrepreneurs/business owners.</li> <li>● Compare and contrast the key figures on both sides of the conflict.</li> <li>● Compare and contrast the arguments on both sides of the conflict.</li> <li>● Recognize the risks the signers of the Declaration of Independence were taking.</li> <li>● Evaluate the ideals in the Declaration of Independence.</li> <li>● Compare and contrast the military strategies of the British and Americans.</li> <li>● Evaluate the advantages and disadvantages of both sides.</li> </ul>

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<p>first president of the United States.</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g. rural, farmers, urban craftsman, 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.</p> <p>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.</p>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Surveys</p> <p>weekly quizzes</p> <p>Teacher Observation</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p>Utilize the resources contained within the website <a href="http://graceushistory.weebly.com/unit-1--our-colonial-heritage.html">http://graceushistory.weebly.com/unit-1--our-colonial-heritage.html</a> to accurately gauge student understanding on the following topics.</p>	

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<p>Brief reflection writing assignments</p> <p>Teacher Questions  <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a></p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Constructive quizzes</p> <p>Collaborative activities</p>	<ul style="list-style-type: none"> <li>● <b>Location and physical geography of</b> British, French, Spanish, and Russian land claims in North America</li> <li>● <b>Key physical features:</b> Appalachian Mountains, Rocky Mountains, Mississippi River, Ohio River, Missouri River,</li> <li>● <b>Great Lakes:</b> Lake Michigan, Lake Ontario, Lake Superior, Lake Huron, Lake Erie</li> <li>● trace the migration routes of the first Americans to the Americas.</li> <li>● describe how American Indians viewed their environment.</li> <li>● formulate hypotheses about the origins of American Indian artifacts.</li> <li>● analyze ways in which American Indians of eight cultural regions adapted to their environments.</li> <li>● identify the motives behind European exploration of the Americas.</li> <li>● explain how Europeans established territorial claims in the Americas.</li> <li>● compare the Spanish, French, English, and Dutch settlements in the Americas.</li> <li>● describe the impact of European exploration and settlement of the Americas on indigenous peoples and West Africans.</li> </ul>
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● History Alive - The United States Through Industrialism</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Great Stories of the American Revolution, Webb Garrison            Fight for Freedom, Benson Bobrick            Valley Forge, Richard Ammon            Newsela            Discovery Ed            Youtube.com  <a href="https://www.archives.gov/education">https://www.archives.gov/education</a>  <a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p>

### Plan for Word Study Grade 8 Unit 1

<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● cultural region</li> <li>● culture</li> <li>● environment</li> <li>● migrate</li> <li>● Columbian Exchange</li> <li>● conquistadors</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● slave trade</li> <li>● culture</li> <li>● natural resource</li> <li>● Mayflower Compact</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● colony</li> <li>● slavery</li> </ul>
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<ul style="list-style-type: none"> <li>● coureurs de bois</li> <li>● missionaries</li> <li>● slavery</li> <li>● cash crop</li> <li>● charter</li> <li>● demcratic</li> <li>● mercantilism</li> </ul>		
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### Interdisciplinary Connections throughout the K-12 Curriculum Unit 1 Grade 8

**ELA:**

**Financial Literacy:**

- 9.1.8.A.1 - Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g. medical benefits) are taken out of pay.
- 9.1.8.A.6 - Explain how income affects spending decisions.
- 9.1.8.A.7 - Explain the purpose of the payroll deduction process, taxable income and employee benefits.

**ELA:**

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
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Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

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#### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### English Language Learners:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Students with Disabilities:

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
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- Encourage student to proofread assignments and tests
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- Teachers will check/sign student agenda daily
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### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
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- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### Unit 2 : Grade 8: Forming a New Nation Pacing 3-4 weeks

<b>Unit 2 Standards and Suggested Activities</b>	<b>Unit 2 Skills and Knowledge</b>
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## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

<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> <p>6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>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</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States</p> <p>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.</p>	<p>Web Quest</p> <p>Models</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Cooperative Groups</p> <p>Analysis of primary and secondary documents- document based questions (DBQ)</p> <p>Technology based learning</p> <p>Role playing activities</p> <p>Debates</p>	<p><b>Essential Questions</b></p> <p><i>What is the structure of the US Constitution?</i></p> <p><i>What are the six underlying principles of the Constitution and why are they necessary?</i></p> <p><i>How is the Constitution a living document?</i></p> <p><i>How did the U.S. Constitution address the weaknesses of the Articles of Confederation?</i></p> <p><i>What role did compromise play in writing the U.S. Constitution?</i></p> <ul style="list-style-type: none"> <li>● Evaluate the strengths and weaknesses of the Articles of Confederation.</li> <li>● Understand that laws needed to be made to run the new country effectively.</li> <li>● Show connections between key figures of the Revolutionary War and the establishment of a new government.</li> <li>● Understand that compromise between state delegates played a key role in the development and adoption of the Constitution.</li> <li>● Identify the main goals and principles of the Constitution.</li> <li>● Identify how amendments are added to the Constitution.</li> </ul>
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<b>Unit 2 : United States Constitution</b>
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<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
In-class Discussions	Tests
Brief reflection writing assignments	Final Presentations (performance, technical, or media)

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<p>Homework Assignments</p> <p>Surveys</p> <p>weekly quizzes</p> <p>Teacher Observation</p> <p>Brief reflection writing assignments</p> <p>Teacher Questions <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a></p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Constructive quizzes</p>	<p>Research Projects</p> <p>Historical Essays</p> <p><b>Preamble:</b> Students will begin this activity by listening to the School House Rock video that teaches the Preamble. Their job is to memorize the song, thus memorizing the preamble. Then, their task is to break down each of the goals (i.e. form a more perfect union, ensure domestic tranquility, etc.) and rewrite them in their own words to show understanding.</p> <p><b>Government Terms:</b> Students will receive a list of government terms. They will have to apply their understanding of the functions of government to create a concept map where all the terms are appropriately linked to one another.</p> <p><b>Protection of Rights:</b> Students will receive 18 cards each featuring a current government program that protects either life, liberty or property. Students will then categorize this programs according to which right is protected. Students will then analyze which rights are most/least protected and create a brand new program to protect one of these rights.</p>
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● History Alive - The United States Through Industrialism</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachteci.com">www.teachteci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p><b>Newsela</b></p> <p><b>Discovery Ed</b></p> <p><b>Youtube.com</b></p>

Plan for Word Study Grade 8 Unit 2		
<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Articles of Confederation</li> <li>● Constitutional Convention</li> <li>● Electoral College</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● judicial branch</li> <li>● judicial review</li> <li>● legislative branch</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● republic</li> <li>● constitution</li> </ul>

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<ul style="list-style-type: none"> <li>● Enlightenment</li> <li>● The Federalist Papers</li> <li>● Great Compromise</li> <li>● Northwest Ordinance</li> <li>● Northwest Territory</li> <li>● Three-fifths compromise</li> <li>● executive branch</li> <li>● federalism</li> <li>● interest group</li> <li>● interstate commerce</li> <li>● majority rule</li> <li>● popular sovereignty</li> <li>● defendant</li> <li>● double jeopardy</li> <li>● due process</li> <li>● self-incrimination</li> <li>● warrant</li> </ul>	<ul style="list-style-type: none"> <li>● ratify</li> <li>● checks and balances</li> <li>● separation of powers</li> <li>● The Bill of Rights</li> </ul>	
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### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** ([Word](#) | [PDF](#))  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
- Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

**Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.

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- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice

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- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Unit 3: Launching the New Republic      Pacing: 4 weeks

**Unit 3 Standards and Suggested Activities**

**Unit 3 Knowledge and Skills**

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

<p>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.</p> <p>6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.A.3.e Explain how and why Constitutional civil liberties were impacted by acts of government (ie. Alien and Sedition acts) during the early republic.</p> <p>6.1.8.A.3.e Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.</p>	<p>Web Quest</p> <p>Models</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Cooperative Groups</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>Debates</p>	<p><b><u>Essential Questions</u></b></p> <p><i>Why and how was George Washington such an effective leader?</i></p> <p><i>What political traditions and tensions first appeared in the early years of the new republic?</i></p> <p><i>How could a national bank help in the launching of the New Republic?</i></p> <p><i>How and why were political parties shaped within the New Republic and how did this impact the development of our nation?</i></p> <p>Describe the changes in political parties in the Early Republic.</p> <p>Identify the roles of Washington and Jefferson as presidents during the early Republic.</p> <p>Identify major challenges faced by the Republic.</p>
<p><b>District/School Formative Assessment Plan</b></p>	<p><b>District/School Summative Assessment Plan</b></p>	
<p><b>Tests</b></p> <p><b>Research Projects</b></p> <p><b>Class Discussion</b></p> <p><b>Class Participation</b></p> <p><b>Quizzes</b></p> <p><b>Tests</b></p> <p><b>Homework</b></p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p><b>Washington’s Cabinet Meeting Role Play Project:</b> Assume the role of a member of Washington’s cabinet. In a group project, develop a stage script involving Washington, Secretary of the Treasury Hamilton, and Secretary of State Jefferson</p>	

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<p><b>Teacher Observation</b></p> <p><b>Brief reflection writing assignments</b></p> <p><b>Teacher Questions</b> <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a></p> <p><b>Exit Slips</b> <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p><b>peer /self assessment</b></p> <p><b>Learning response logs</b></p> <p><b>Constructive quizzes</b></p>	<p>and one other member in a cabinet meeting together. From the stage script develop a role play that should also include the setting, make up, props and directions for the characters involved. Dialogues should include conversations among Washington, Hamilton, and Jefferson demonstrating the two cabinet officer’s differing opinions about the role of government and how it should treat its citizens. In addition, students should demonstrate an understanding of conflicts and/or compromises that occurred during Washington’s two terms in office. Students will be given some class time this week to research, practice, perform and record their skits. A historical role playing rubric will be used to assess your work.</p>
<p><b>District/School Texts</b></p>	<p><b>District/School Supplementary Resources</b></p>
<ul style="list-style-type: none"> <li>● History Alive - The United States Through Industrialism</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p><b>Newsela</b></p> <p><b>Discovery Ed</b></p> <p><b>Youtube.com</b></p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p>

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### Plan for Word Study Grade 8 Unit 3

<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● loose construction</li> <li>● nullify</li> <li>● States Doctrine</li> <li>● strict construction</li> <li>● Washington’s Farewell Address</li> <li>● Whisky Rebellion</li> <li>● embargo</li> <li>● isolationism</li> <li>● Monroe Doctrine</li> <li>● neutrality</li> <li>● capitalism</li> <li>● folk art</li> <li>● spiritual</li> <li>● civil servant</li> <li>● Jacksonian Democracy</li> <li>● spoils system</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● blockade</li> <li>● sedition</li> <li>● American System</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● tariff</li> <li>● secede</li> <li>● frontier</li> <li>● Trail of Tears</li> </ul>
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### Interdisciplinary Connections throughout the K-12 Curriculum Unit 3 Grade 5

**ELA:**

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**  
 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
- Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### English Language Learners:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

### Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### Students at Risk of School Failure:

### Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
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- Teachers will check/sign student agenda daily
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### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

<b>Unit 4: Migration and Industry</b>		<b>Pacing: 4 weeks</b>
<b>Unit 4 Standards and Suggested Activities</b>	<b>Unit 4 Skills and Knowledge</b>	
<p>6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p> <p>6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.b Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p> <p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p>	<p>Web Quest</p> <p>Models</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Cooperative Groups</p> <p>Role playing activities</p> <p>Debates</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p>	<p><b><u>Essential Questions</u></b></p> <p><i>How did the changes during the era of Jackson bring more people into the democratic process?</i></p> <p><i>How did the women's movement challenge the traditional roles ascribed to women in America?</i></p> <p><i>How did abolitionists attempt to change people's ideas about slavery?</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast the Northern economy with the Southern economy.</li> <li>● Describe the effects of Jacksonian democracy on the nation.</li> <li>● Identify the reforms that took place during this period.</li> <li>● Describe the beginnings of the Abolitionist movement.</li> <li>● Identify the reasons for immigration and the challenges they faced when arriving.</li> </ul>

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Surveys</p> <p>weekly quizzes</p> <p>Teacher Observation</p> <p>Brief reflection writing assignments</p> <p>Teacher Questions  <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a></p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Constructive quizzes</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p><b>Jacksonian Democracy:</b> Students will receive a graphic organizer listing the causes of the reforms of Jacksonian Democracy, such as the patronage system. The next section of the graphic organizer for students to complete is how Jackson reacted to these causes with a reform, such as creating the spoils system. The students will complete the graphic organizer by determining what the effect of the Jacksonian reform is, such as opening government jobs to regular, average citizens of America.</p> <p><b>Women's Rights:</b> Students will first read the Declaration of Sentiments to determine how women were challenging traditional roles in society. Students will then compare this document to the Declaration of Independence and make historical connections and comparisons between the two. Students will then draw on their prior knowledge to evaluate the extent to which the women at Seneca Falls were successful in achieving the goals they were fighting for. This evaluation will take place in the form of a written response.</p> <p><b>Abolition:</b> Students will develop criteria upon which they can judge the success of an abolitionist and arrange this criteria into a report card format. The student will then apply their report card to judge the success and effectiveness of an abolitionist.</p>
District/School Texts	District/School Supplementary Resources
<ul style="list-style-type: none"> <li>● History Alive - The United States Through Industrialism</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p><b>Newsela</b></p> <p><b>Discovery Ed</b></p> <p><b>Youtube.com</b></p> <p><b><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></b></p>

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

	<a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a>
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<b>Plan for Word Study Grade 8 Unit 4</b>
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<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● homesteader</li> <li>● subsidy</li> <li>● transcontinental railroad</li> <li>● labor union</li> <li>● laissez-faire</li> <li>● mass production</li> <li>● monopoly</li> <li>● urbanization</li> <li>● assimilation</li> <li>● nativism</li> <li>● pogrom</li> <li>● quota</li> <li>● refugee</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● corporation</li> <li>● entrepreneur</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● reservation</li> <li>● passport</li> <li>● trust</li> </ul>
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<b>Interdisciplinary Connections throughout the K-12 Curriculum</b>
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<p><b>Financial Literacy:</b></p> <p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.</p> <p>9.1.8.A.6 Explain how income affects spending decisions.</p> <p><b>ELA:</b></p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
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## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

### 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### English Language Learners:

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments

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- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
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- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions

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- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
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#### **Modifications for Homework and Assignments**

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<b>Unit 5: Americans in the Mid-1800's and The Union Challenged</b>		<b>Pacing: 4-6 weeks</b>
<b>Unit 5 Standards and Suggested Activities</b>	<b>Unit 5 Skills and Knowledge</b>	
<p>6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</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.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.</p> <p>6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p> <p>6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups</p>	<p>Web Quest</p> <p>Models</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Cooperative Groups</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p>	<p><b><u>Essential Questions</u></b></p> <p><i>Why can it be argued that the Civil War was inevitable?</i></p> <p><i>How did sectionalism contribute to the start of the Civil War?</i></p> <p><i>How did the strategies and motivations of both sides cause political, economic, and social consequences after the Civil War?</i></p> <p>Identify and describe the compromises that led up to the war.</p> <p>Analyze excerpts of primary documents of both North and South.</p> <p>Analyze critical events and battles of the Civil War.</p> <p>Evaluate the economic and military advantages and disadvantages of the North and South.</p> <p>Understand the meaning of the Emancipation Proclamation.</p> <p>Examine and evaluate Reconstruction plans proposed by the national government.</p> <p>Create a timeline of events leading up to and including the Civil War and Reconstruction.</p> <p>Identify the key points of the 13th, 14th, and 15th Amendments.</p> <p>Explain how the economic system of production and consumption may be a means to achieve significant societal goals.</p> <p>Examine the implications of legal and ethical behaviors when making financial decision.</p>

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District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><b>In-class Discussions</b></p> <p><b>Brief reflection writing assignments</b></p> <p><b>Homework Assignments</b></p> <p><b>Surveys</b></p> <p><b>weekly quizzes</b></p> <p><b>Teacher Observation</b></p> <p><b>Brief reflection writing assignments</b></p> <p><b>Teacher Questions</b> <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a></p> <p><b>Exit Slips</b> <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p><b>peer /self assessment</b></p> <p><b>Learning response logs</b></p> <p><b>Constructive quizzes</b></p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p><b>Causes of the Civil War:</b> Students will evaluate the various causes of the Civil War through analysis of a series of primary sources including: general order no. 11, Dred Scott Decision, the KS-NE Act, etc. Students will evaluate how each of these events added to the growing division and sectionalism in our country by responding to questions provided at the end of each primary source. Students will also complete a cause and effect flow chart throughout their readings.</p> <p><b>Civil War Stations:</b> Students will travel the room to visit stations set up to help students understand the causes of the Civil War and the situation the country was in before Fort Sumter occurred. Students will complete a timeline and causes flowchart while they progress through the stations to demonstrate their understanding.</p> <p><b>Geography of the Civil War Era:</b> Students will complete a map of the United States upon which they identify states in the Union, states in the Confederacy, Border States, capitals of each country, and other important geographic features that influenced the causes and outcomes of the Civil War.</p>
Core Instructional Materials	District/School Supplementary Resources
<ul style="list-style-type: none"> <li>● History Alive - The United States Through Industrialism</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p>

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

<http://historicalthinkingmatters.org/>

### Plan for Word Study Grade 8 Unit 4

**New Academic Vocabulary:**

- abolitionist
- Declaration of Sentiments
- reform
- The Second Great Awakening
- Seneca Falls Convention
- transcendentalism
- agrarian
- Industrial Revolution
- industrialist
- plantation
- pull factor
- push factor
- discrimination
- Nat Turner's Rebellion
- Dred Scott
- Kansas Nebraska Act
- Lincoln Douglass debates
- Union
- Wilmot Proviso
- Appomattox Court House
- civil war
- confederacy
- Emancipation Proclamation
- Gettysburg Address
- habeas corpus

**Review:**

- segregation
- oppression
- racism
- Underground Railroad
- Compromise

**Tier 2 Vocabulary:**

- cotton gin
- deforestation
- fugitive

## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

### Interdisciplinary Connections throughout the K-12 Curriculum

**Financial Literacy:**

**9.1.8.F.1** Explain how the economic system of production and consumption may be a means to achieve significant societal goals.

**9.1.8.F.2** Examine the implications of legal and ethical behaviors when making financial decisions.

**ELA:**

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

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	<p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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### 2014 Technology Standards

<p><a href="#">2014 NJ Technology Standards:</a></p>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>)          All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b>          (<a href="#">Word</a>   <a href="#">PDF</a>)          All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Please see relevant projects for technology standards <a href="#">8.1</a> and <a href="#">8.2</a>:</p>
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### Differentiation / Accommodations / Modifications

<p><b><u>Gifted and Talented:</u></b></p> <p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of various topics.</li> <li>● Design surveys to generate and analyze data to be used in discussion.</li> <li>● Debate topics of interest / cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>● Exploration of art and/or artists to understand society and history.</li> <li>● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</li> </ul> <p><b>Anchor Activities</b></p> <ul style="list-style-type: none"> <li>● Use of Higher Level Questioning Techniques</li> <li>● Provide assessments at a higher level of thinking</li> </ul> <p style="text-align: center; padding: 10px 0;"><b><u>English Language Learners:</u></b></p> <p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice</li> </ul>
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- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

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### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

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- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

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<b>Unit 6: Reconstruction</b>		<b>Pacing: 4-6 weeks</b>
<b>Unit 6 Standards and Suggested Activities</b>	<b>Unit 6 Skills and Knowledge</b>	
<p>6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.</p> <p>6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.</p>	<p>Web Quest</p> <p>Models</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p>	<p><b><u>Essential Questions</u></b></p> <p><i>What political, economic, and social factors did the American government have to consider when determining the best course for Reconstruction? Why did they settle on the plan they selected?</i></p> <p><i>Why can it be argued that Reconstruction failed?</i></p> <p><i>How did the political, economic, and cultural consequences of Reconstruction shape the rebuilding nation?</i></p> <p>Understand the entire nation had to work together to rebuild the South.</p> <p>Examine amendments that were added to the Constitution to give freedmen rights.</p> <p>Understand Reconstruction had minimal effect on the rebuilding of the South and protecting the freedmen.</p>

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		<p>Examine and evaluate Reconstruction plans proposed by the national government.</p> <p>Create a timeline of events leading up to and including the Civil War and Reconstruction.</p> <p>Identify the key points of the 13th, 14th, and 15th Amendments.</p>
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<p><b>In-class Discussions</b></p> <p><b>Brief reflection writing assignments</b></p> <p><b>Homework Assignments</b></p> <p><b>Teacher Questions</b> <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a></p> <p><b>Exit Slips</b> <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p><b>peer /self assessment</b></p> <p><b>Learning response logs</b></p> <p><b>Surveys</b></p> <p><b>Constructive quizzes</b></p> <p><b>Teacher Observation</b></p>		<p><b>Tests</b></p> <p><b>Final Presentations (performance, technical, or media)</b></p> <p><b>Research Projects</b></p> <p><b>Historical Essays</b></p> <p><b>Literary Study:</b> Students will be given a copy of the poem “Oh Captain, My Captain” by Walt Whitman. They will be instructed to close read (flood) the poem. Afterwards, they will pair and share with a partner what meaning they derived from the poem. Then, the DRAFT—April, 2015 teacher will inform students it is a metaphor for a major event in the Civil War. They should then brainstorm with their pair/share partner what event they think it alludes to. After that, they need to highlight evidence that proves their theory to be true. Lastly, the teacher will explain the metaphor - captain = Lincoln, storm= Civil War, ship = America. Whitman wrote the poem as a response to his sadness of learning of the assassination of his acquaintance, President Lincoln.</p> <p><b>Role Playing:</b> Students will be placed on an advisory committee to President Johnson and the United States Cabinet following the assassination of President Lincoln. The role of this advisory committee is to determine a course of action for Reconstruction that will solve the political, economic, and social problems facing the country after the Civil War with the most minimal consequences. President Johnson and his cabinet will choose the plan for the country that not only solves the problems, but will result in the smoothest transition back into the Union.</p> <p><b>Research:</b> Students will research one of the three Reconstruction</p>

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	<p>amendments (13, 14, or 15). They will learn about the amendment and how it came to be. They will then evaluate the extent to which the rights protected by these amendments were actually granted to citizens that were previously disenfranchised. They also have to determine whether each amendment was economic, political or social in nature. Once they have mastered their individual amendment, they will present it to two other students with different amendments.</p>
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● History Alive - The United States Through Industrialism</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p style="text-align: center;"><b>District/School Supplementary Resources</b></p> <p style="text-align: center;"><b>Newsela</b></p> <p style="text-align: center;"><b>Discovery Ed</b></p> <p style="text-align: center;"><b>Youtube.com</b></p> <p style="text-align: center;"><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p style="text-align: center;"><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p>

### Plan for Word Study Grade 8 Unit 6

**New Academic Vocabulary:**

- Fifteenth Amendment
- Fourteenth Amendment
- Freedmen’s Bureau
- Jim Crow Laws
- Reconstruction
- Thirteenth Amendment

**Review:**

- civil rights

**Tier 2 Vocabulary:**

- black codes

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### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice
- 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**

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	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

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<b>Unit 7: Holocaust/Genocide</b>		<b>Pacing: 2-4 weeks</b>
<b>Unit 7 Standards and Suggested Activities</b>	<b>Unit 7 Skills and Knowledge</b>	
<p>N.J.S.A. 18A:35-28, Holocaust/Genocide Education AN ACT regarding genocide education in the public schools and supplementing chapter 35 of Title 18A of the New Jersey Statutes.</p> <p>BE IT ENACTED by the Senate and General Assembly of the State of New Jersey: The Legislature finds and declares that:</p> <p>a. New Jersey has recently become the focal point of national attention for the most venomous and vile of ethnic hate speeches.</p> <p>b. There is an inescapable link between violence and vandalism and ethnic and racial intolerance. The New Jersey Department of Education itself has formally recognized the existence of the magnitude of this problem in New Jersey schools by the formation of a Commissioner's Task Force on Violence and Vandalism.</p>	<p>Web Quest <a href="http://webquest.org/">http://webquest.org/</a></p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p>	<ul style="list-style-type: none"> <li>● Explain the history and sources of anti-Semitism in Europe; describe examples of genocide that occurred prior to World War II.</li> <li>● Describe how Hitler rose to power and how this affected Jewish people in Germany; analyze the impact of the Nuremburg Laws on Jews living in Germany under Hitler and the Nazis</li> <li>● Describe Hitler's plans as laid out in Mein Kampf, and explain why his evil intentions were widely ignored; assess the causes and effects of KIRSTALLNACHT, and explain why so many witnesses of the Holocaust did nothing to help its victims</li> </ul> <p><b><u>Essential Questions</u></b></p> <p><i>What is the larger impact of the holocaust? (The Holocaust is not just about the six million Jews murdered. It is also about the loss of future generations. What future doctors, scientists, artists, writers, or philosophers were never allowed to develop? As the Jews were killed, their progeny, our future leaders and our human potential, were also lost.)</i></p> <p><i>Why is it still important to study this terrible event? (Students must understand that the lessons of the Holocaust are present in our daily lives</i></p>

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<p>c. New Jersey is proud of its enormous cultural diversity. The teaching of tolerance must be made a priority if that cultural diversity is to remain one of the State's strengths.</p> <p>d. National studies indicate that fewer than 25% of students have an understanding of organized attempts throughout history to eliminate various ethnic groups through a systematic program of mass killing or genocide.</p> <p>e. The New Jersey Commission on Holocaust Education, created pursuant to P.L.1991.c.193 (C.18A:4A-1 et seq.), several years ago expanded its mission to study and recommend curricular material on a wide range of genocides. The Holocaust Commission is an ideal agency to recommend curricular materials to local districts.</p> <p>a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.</p> <p>b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p>This act shall take effect immediately and shall first apply to curriculum offerings in the 1994-95 school year.</p>	<p><i>and directly connected to world events. The names and places may change, but the lessons are still applicable.)</i></p> <p><i>How does this event still shape our future? (Students need to recognize their own responsibility in making sure that genocide does not happen again. We must all take action and respond whenever we see hatred, prejudice, and antisemitism.)</i></p> <ul style="list-style-type: none"> <li>● Explain how the Nazis used ghettos to assemble and later kill Jews</li> <li>● Explain what the “The Final Solution” was and the importance of trains to the operation; describe the suffering that Jews endured while being transported to concentration camps</li> <li>● Describe the dehumanization of Jews and the conditions they endured in concentration camps</li> <li>● Explain the emotional experiences of soldiers who liberated the Jews from concentration camps; analyze the difficulties that Holocaust survivors encountered in finding a place to live.</li> <li>● Explain how the Holocaust ended and what happened to those who were responsible for it; distinguish the importance of following orders from the importance of following one's conscience .</li> </ul>
<p><b>District/School Formative Assessment Plan</b></p>	<p><b>District/School Summative Assessment Plan</b></p>
<p><b>In-class Discussions</b></p> <p><b>Brief reflection writing assignments</b></p>	<p><b>Tests</b></p> <p><b>Final Presentations (performance, technical, or media)</b></p>

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<p><b>Homework Assignments</b></p> <p><b>Teacher Questions</b> <a href="http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links">http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</a></p> <p><b>Exit Slips</b> <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p><b>peer /self assessment</b></p> <p><b>Learning response logs</b></p> <p><b>Surveys</b></p> <p><b>Constructive quizzes</b></p> <p><b>Teacher Observation</b></p>	<p><b>Research Projects</b></p> <p><b>Historical Essays</b></p> <p><b>Interactive Play:</b> In groups have students present the Diary of Anne Frank in play form. During the course of each presentation have the remainder of the class focus on one aspect of the holocaust from this first person perspective.</p> <p><b>Concentration Camp Video Study:</b> Have students watch the video on the concentration camps of the Holocaust. As they watch students will complete the attached data collection sheet. Using this information they will create a google slide presentation about their findings.</p> <p><b>Literary Study:</b> Students will read a variety of articles about the internment camps on the homefront. They will collaborate and utilize this information to debate whether or not this event was justified.</p> <p><a href="http://englishrms.weebly.com/holocaust-unit.html">http://englishrms.weebly.com/holocaust-unit.html</a></p>
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● History Alive - The United States Through Industrialism</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<ul style="list-style-type: none"> <li>● YouTube clips</li> <li>● Discovery Education videos</li> </ul> <p><b>About.com Holocaust Glossary</b>  <a href="http://history1900s.about.com/library/holocaust/aa081997.htm?once=true&amp;">http://history1900s.about.com/library/holocaust/aa081997.htm?once=true&amp;</a></p> <p><b>United States Holocaust Memorial Museum</b>  <b>The Holocaust: A Learning Site for Students</b>  <a href="http://www.ushmm.org/outreach/nrule.htm">http://www.ushmm.org/outreach/nrule.htm</a></p> <p><b>Anne Frank Museum Amsterdam</b>  <a href="http://www.annefrank.org/content.asp?pid=1&amp;lid=2">http://www.annefrank.org/content.asp?pid=1&amp;lid=2</a></p> <p><b>InspirEd: The Holocaust</b></p> <p><b>DVD: One survivor Remembers; Kary Antholis</b></p>

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	<p><b>The Holocaust : Primary Sources; Gallopade</b></p> <p><b>Holocaust: The events and their impact on real people; Angela Gluck Wood</b></p>
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Plan for Word Study Grade 8 Unit 6		
<p><b><u>New Academic Vocabulary::</u></b></p> <ul style="list-style-type: none"> <li>● Antisemitism</li> <li>● Arbeit Macht Frei</li> <li>● Aryan</li> <li>● Auschwitz-Birkenau</li> <li>● Concentration Camp</li> <li>● Final Solution</li> <li>● Nuremberg Laws</li> <li>● Rosh Hashanah</li> <li>● Swastika</li> <li>● Torah</li> <li>● Warsaw Ghetto</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● Ghetto</li> <li>● Nazi</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Axis</li> <li>● Allies</li> </ul>

Interdisciplinary Connections throughout the K-12 Curriculum
<p><b>ELA:</b></p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p> <p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting</p>

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information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.

9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice

9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP2. Apply appropriate academic and technical skills.**

**CRP3. Attend to personal health and financial well-being.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP5. Consider the environmental, social and economic impacts of decisions.**

**CRP6. Demonstrate creativity and innovation.**

**CRP7. Employ valid and reliable research strategies.**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

**CRP9. Model integrity, ethical leadership and effective management.**

**CRP10. Plan education and career paths aligned to personal goals.**

**CRP11. Use technology to enhance productivity.**

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

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

**8.1 Educational Technology ([Word](#) | [PDF](#))**  
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

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([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### **Gifted and Talented:**

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### **English Language Learners:**

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

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- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
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- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.

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- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
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<b>Unit 8: Economics</b>		<b>Pacing: 4 weeks</b>
<b>Unit 8 Standards and Suggested Activities</b>	<b>Unit 8 Skills and Knowledge</b>	
<p>9.1.8.B.1 Distinguish among cash, check, credit card and debit card.</p> <p>9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, and filing forms.</p> <p>9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.</p> <p>9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</p> <p>9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.</p> <p>9.1.8.C.3 Compare and contrast debt and credit management strategies.</p> <p>9.1.8.C.4 Demonstrate an understanding of the terminology associated with different types of credit (e.g. credit cards, installment loans, mortgages) and compare interest rates associated with each.</p> <p>9.1.8.C.6 Determine ways to leverage debt beneficially.</p> <p>9.1.8.C.7 Determine potential consequences of using “easy access” credit (e.g. using a line of credit vs. obtaining a loan for a specific purpose.</p> <p>9.1.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrower’s credit report rights.</p> <p>9.1.8.C.9 Summarize the causes and consequences of personal bankruptcy</p> <p>9.1.8.C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.</p>	<p>Identify the differences between using cash, check, debit cards and credit cards when paying for expenses.</p> <p>Define terminology associated with credit and debt, i.e. credit, credit cards, debt, loans, etc.</p> <p>Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</p> <p>Provide examples of different types of loans and their purpose as part of a financial strategy.</p> <p>Determine ways to use credit &amp; debt as part of a complete financial plan or strategy (e.g. buying a house as an investment, using a credit card for an</p>	<p>Use current events, such as a recent weather disaster (e.g. California fires, hurricanes) to help students understand the need for insurance.</p> <p>Have students debate whether homes should be built in a region that is prone to natural disasters, discussing who should pay to rebuild, etc.</p> <p>Watch commercials for financial products and discuss the marketing strategies.</p> <p>Engage students in a discussion of ethical/legal behaviors involving high profile cases like Bernie Madoff or Martha Stewart.</p> <p>Research different types of loans and their purpose in an overall financial plan.</p>

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<p>9.1.8.D.5 Explain the economic principle of supply and demand.</p> <p>9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.</p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.</p> <p>9.1.8.E.3 Compare and contrast product facts versus advertising claims.</p> <p>9.1.8. E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.</p> <p>9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.</p> <p>9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.</p> <p>9.1.8.F.2 Examine the implication of legal and ethical behaviors when making financial decisions.</p> <p>9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and personal finance.</p> <p>9.1.8.G.1 Describe how valuable items might be damaged or lost and ways to protect them.</p> <p>9.1.8.G.2 Determine the criteria for deciding the amount of insurance protection needed.</p> <p>9.1.8.G.3 Analyze the need for and value of different types of insurance and the impact of deductibles.</p> <p>9.1.8.G.4 Evaluate the needs for different types of extended warranties.</p>	<p>emergency account, etc.)</p> <p>Explain the purpose of a credit score and credit record, and summarize a borrower’ credit report rights.</p> <p>Analyze the risks associated with “easy access” credit and the consequences of not repaying a debt can have on an individual’s credit.</p> <p>Summarize the causes and consequences of personal bankruptcy and when credit counseling would be an appropriate service to utilize.</p> <p>Define terminology associated with financial services, e.g. financial institution, insurance, credit limit, identity theft, fraud, ethics, etc.</p> <p>Describe how valuable items might be damaged or lost and ways to protect them using various</p>	
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	<p>insurance products.</p> <p>Determine criteria for deciding the amount of insurance protection needed and incorporate these into a budget.</p> <p>Investigate various insurance products and analyze the need for and value of different types of insurance and the impact of deductibles.</p> <p>Evaluate the needs for different types of extended warranties.</p> <p>Recognize identity theft and how it can impact financial well-being (e.g. phishing scams, fake emails from reputable companies, etc. )</p> <p>Develop strategies to protect oneself from identity theft and fraudulent activities.</p> <p>Identify economic problems and how they may affect the ethical practices of businesses and</p>	
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	government.	
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; reflective writing assignments; teacher observations		Projects that engage students with real world applications of the ideas presented in the unit.
<b>Core Instructional Materials</b>		<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● History Alive - The United States Through Industrialism</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>		<ul style="list-style-type: none"> <li>● <a href="#">The Mint</a></li> <li>● <a href="#">Budgets for Kids</a></li> <li>● <a href="#">Wants vs Needs</a></li> <li>● <a href="http://www.bizkids.com">www.bizkids.com</a></li> <li>● <a href="#">Pay Yourself First</a></li> <li>● <a href="#">Rich Kid Smart Kid</a></li> <li>● <a href="#">Finance in the Classroom</a></li> <li>● <a href="#">Lesson plan for Debit or Credit</a></li> <li>● <a href="#">PBS: Debit vs. Credit - Your Life. Your Money</a></li> <li>● <a href="#">Using and abusing credit</a></li> <li>● <a href="#">Credit Score - Kids Learn About Credit</a></li> <li>● <a href="#">Financial Games</a></li> <li>● <a href="#">Warning! Identity Theft Brochure (Project)</a></li> <li>● <a href="#">Biz Kids - Financial Institutions. All the Same?</a></li> <li>● <a href="#">What's Up In Finance?</a></li> </ul>

Plan for Word Study Grade 8 Unit 8		
<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Capital Resources</li> <li>● Entrepreneur</li> <li>● Recession</li> <li>● Goods</li> <li>● Production</li> <li>● Supply</li> <li>● Demand</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● Natural Resources</li> <li>● Employer</li> <li>● Employee</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Cost</li> <li>● Profit</li> <li>● Producer</li> <li>● Needs</li> </ul>

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<ul style="list-style-type: none"> <li>● Scarcity</li> <li>● Wages or Salary</li> <li>● Human Resources</li> <li>● Division of Labor</li> <li>● Interest</li> <li>● Rent</li> <li>● Stock</li> <li>● Investor</li> <li>● Competition</li> <li>● Opportunity Cost</li> <li>● Specialization</li> <li>● Inflation</li> <li>● Outsourcing</li> <li>● Scarcity</li> </ul>		
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### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- 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.5.4. 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.

### Integration of 21st Century Themes and Skills

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<u>21st Century Skills/ Career Ready Practices:</u>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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### 2014 Technology Standards

<u>2014 NJ Technology Standards:</u>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
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### Differentiation / Accommodations / Modifications

<p><b><u>Gifted and Talented:</u></b></p> <p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of various topics.</li> <li>● Design surveys to generate and analyze data to be used in discussion.</li> <li>● Debate topics of interest / cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>● Exploration of art and/or artists to understand society and history.</li> <li>● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</li> </ul> <p><b>Anchor Activities</b></p>
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## Green Township School District Grade 8 Social Studies Curriculum - REVISION DRAFT 2019

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

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- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.

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- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

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- Encourage student to proofread assignments and tests
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<b>Unit 9: A Modern Nation Emerges</b>		<b>Pacing: 4 weeks</b>
<b>Unit 9 Standards and Suggested Activities</b>		<b>Unit 9 Skills and Knowledge</b>
<p>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</p> <p>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</p> <p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation</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.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p>	<p>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Collaborative projects</p> <p>Oral presentation (live or digital)</p> <p>Narrative writing from the perspective of a 49er</p>	<ul style="list-style-type: none"> <li>● Describe how the earliest people arrived in the Pacific region, how Spanish missionaries and other European powers influenced native peoples, and how &amp; why Americans eventually explored and settled in the Pacific region.</li> <li>● Describe the land and climate of the western region, and why it attracted settlers in the mid-1800s</li> <li>● Explain the circumstances surrounding the 1894 California gold rush; explore the positive and negative effects of the California Gold Rush</li> <li>● Interpret data from readings, maps and graphs to analyze westward expansion</li> <li>● Describe some of the experiences of people who went west on the various overland trails in the mid 1800s</li> <li>● Use maps and a picture graph to analyze the prevalence and eruptions of volcanoes in the Pacific west region.</li> <li>● Explain the frequency of earthquakes in the West due to its location in the Ring of Fire</li> <li>● Explore and describe the importance of natural resources and wildlife in Alaska</li> </ul>
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>

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<p>Class discussions, sharing of prior knowledge, homework, class work, conferencing with students &amp; student groups</p>	<p>Post-unit quiz in which students:</p> <ul style="list-style-type: none"> <li>● recall which states are part of the Pacific region</li> <li>● describe the positive and negative effects of the Pacific region's geography and climate</li> <li>● describe the impact of the Homestead Act and the discovery of gold on the region's expansion and economic growth</li> <li>● explain what causes the midnight sun and the northern lights</li> <li>● explain how Alaska and Hawaii became part of the United States</li> </ul> <p>Alaska's Natural Resources and Wildlife research project... learn about one of Alaska's many important natural resources or wild animals, and develop a presentation that shows</p> <ul style="list-style-type: none"> <li>● where &amp; how in Alaska the animal lives or where the resource is located</li> <li>● historical information (ex: when oil was first discovered in Alaska)</li> <li>● the positive and/or negative relationship it has with its environment</li> <li>● how the resource or animal is useful to humans</li> <li>● how the resource or animal has been overused or endangered, and what protective measures (if any) are being taken</li> </ul>
<p><b>Core Instructional Materials</b></p>	<p><b>District/School Supplementary Resources</b></p>
<ul style="list-style-type: none"> <li>● History Alive - The United States Through Industrialism</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education videos</li> </ul>

### Plan for Word Study Grade 8 Unit 9

New Academic Vocabulary:

Review

Tier 2 Vocabulary

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<ul style="list-style-type: none"> <li>● National Grange</li> <li>● platform</li> <li>● Populist Party</li> <li>● Progressive Movement</li> <li>● regulation</li> <li>● social Darwinism</li> <li>● suffrage</li> <li>● imperialism</li> <li>● nationalism</li> <li>● Roosevelt Corollary</li> <li>● yellow journalism</li> <li>● communism</li> <li>● feminist</li> <li>● knowledge worker</li> <li>● mass media</li> <li>● service sector</li> </ul>	<ul style="list-style-type: none"> <li>● propaganda</li> <li>● globalization</li> </ul>	<ul style="list-style-type: none"> <li>● conservation</li> <li>● militarism</li> </ul>
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### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- 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.5.4. 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

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in order to write or speak about the subject knowledgeably.

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

**2014 NJ Technology Standards:**

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
  
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**  
**([Word](#) | [PDF](#))**  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

#### **Gifted and Talented:**

**Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.

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- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes

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- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.

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- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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This 8th grade financial literacy curriculum is designed to be covered in one marking period. The class will be held twice per week.  
Pacing: Approximately two 42 minute periods per week for approximately 10 weeks.

### *Unit 1: Being an Educated Consumer & Planner*

**Essential Questions:**

*Why is it important to “pay yourself first”?*

*What is the difference between needs and wants?*

*How can deferred gratification help you meet your financial goals?*

*What does it mean to be an educated consumer?*

*What are the relationships between business, government, individuals, society and the economy?*

*How do economic conditions impact financial decision making?*

**Pacing: 3 weeks**

NJ Student Learning Standards	Knowledge and Skills Students will Demonstrate
<p>9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy</p> <p>9.1.8.B.4 Relate the concept of deferred gratification to [investment] meeting financial goals, and building wealth.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p> <p>9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.</p> <p>9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.</p> <p>9.1.8.F.2 Examine the implication of legal and ethical behaviors when making financial decisions.</p> <p>9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and personal finance.</p>	<ul style="list-style-type: none"> <li>● Understand what it means to “pay yourself first”.</li> <li>● Determine the difference between wants and needs.</li> <li>● Explain or show how the concept of deferred gratification can help one reach their short and long term financial goals.</li> <li>● Explain the basic economic principles of supply and demand.</li> <li>● Identify what it means to be a responsible consumer.</li> <li>● Identify the factors to consider when making consumer decisions.</li> <li>● Identify some significant societal goals that are achieved through an economic system of production and consumption.</li> <li>● Identify different types of financial decisions that individuals may make at different points in their lives.</li> <li>● Identify ethical questions that may need to be considered when making particular financial decisions.</li> <li>● Identify legal questions that may need to be considered when making financial decisions.</li> <li>● Explain relationships between business, government, individuals and the economy to show an understanding of the connectedness between the different entities.</li> </ul>

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### *Unit 2: Credit as a Financial Tool*

**Essential Questions:**

*What is credit?*

*How can credit help build financial wealth*

*Why is it important to have a debt or credit management strategy?*

*What are the consequences of having too much debt?*

**Pacing: 3 weeks.**

NJ Student Learning Standards	Knowledge and Skills Students will Demonstrate
<p>9.1.8.B.1 Distinguish among cash, check, credit card and debit card.</p> <p>9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</p> <p>9.1.8.C.3 Compare and contrast debt and credit management strategies.</p> <p>9.1.8.C.4 Demonstrate an understanding of the terminology associated with different types of credit (e.g. credit cards, installment loans, mortgages) and compare interest rates associated with each.</p> <p>9.1.8.C.6 Determine ways to leverage debt beneficially.</p> <p>9.1.8.C.7 Determine potential consequences of using “easy access” credit (e.g. using a line of credit vs. obtaining a loan for a specific purpose.</p> <p>9.1.8.C.9 Summarize the causes and consequences of personal bankruptcy.</p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of the term “credit”.</li> <li>● Compare and contrast using cash, checks, credit cards and debit cards for purchases.</li> <li>● Identify the advantages and disadvantages of using credit cards versus debit cards.</li> <li>● Determine how debt can help build a person’s financial wealth.</li> <li>● Identify different types of credit that can be used to support financial decisions (i.e. college or other purchases)</li> <li>● Discuss and compare interest rates for different types of credit and loans.</li> <li>● Compare and contrast debt and credit management strategies.</li> <li>● Identify and discuss the potential consequences of using “easy access” credit.</li> <li>● Discuss situations where credit was not used appropriately.</li> <li>● Summarize causes and consequences of personal bankruptcy.</li> <li>● Determine when one should seek credit counseling.</li> <li>● Identify strategies to avoid bankruptcy.</li> </ul>

### *Unit 3: Identity Theft & Fraud*

**Essential Questions:**

*Why is it important to protect personal information?*

*How does identity theft impact individuals and society?*

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<p><i>How can misleading advertising and fraud impact financial goals?</i></p> <p><b>Pacing: 2 weeks</b></p>	
NJ Student Learning Standards	Knowledge and Skills Students will Demonstrate
<p>9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, and filing forms.</p> <p>9.1.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrower’s credit report rights.</p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.</p> <p>9.1.8.E.3 Compare and contrast product facts versus advertising claims.</p> <p>9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.</p> <p>9.1.8. E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.</p>	<ul style="list-style-type: none"> <li>● Determine ways that personal information can be stolen. (i.e social media, phone scams, etc.)</li> <li>● Determine how stolen identities can be used to ruin a person’s financial situation.</li> <li>● Identify personal information that should not be disclosed to others.</li> <li>● Understand the purpose and importance of having a good credit score and credit record.</li> <li>● Summarize borrower’s credit report rights.</li> <li>● Identify credit reporting agencies and their purpose.</li> <li>● Analyze advertisements and discuss misleading statements or false advertising.</li> <li>● Identify how false advertising can impact a person’s finances.</li> <li>● Discuss how false or misleading advertising can be related to fraud.</li> <li>● Research a consumer protection law and justify the creation of the law.</li> </ul>
<p><b><i>Unit 4: Insurance &amp; Protection</i></b></p>	
<p><b>Essential Questions:</b></p> <p><i>What is the purpose of insurance?</i></p> <p><i>When is it appropriate to purchase insurance?</i></p> <p><i>What are the costs and benefits to having insurance?</i></p> <p><b>Pacing: 2 weeks</b></p>	
NJ Student Learning Standards	Knowledge and Skills Students will Demonstrate
<p>9.1.8.G.1 Describe how valuable items might be damaged or lost and ways to protect them.</p> <p>9.1.8.G.2 Determine the criteria for deciding the amount of insurance protection needed.</p>	<ul style="list-style-type: none"> <li>● Describe how valuable items might be damaged or lost.</li> <li>● Research how financial products can help reduce the risk of loss.</li> <li>● Identify different types of insurance for different items of value (i.e. life, auto, home, personal property, etc.)</li> <li>● Analyze the need for different types of insurance.</li> </ul>

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<p>9.1.8.G.3 Analyze the need for and value of different types of insurance and the impact of deductibles.</p> <p>9.1.8.G.4 Evaluate the needs for different types of extended warranties.</p> <p>9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.</p> <p>9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.</p>	<ul style="list-style-type: none"> <li>● Analyze the impact of deductibles.</li> <li>● Evaluate extended warranties including their purpose and cost.</li> <li>● Research and identify various financial institutions and how they are rated.</li> <li>● Evaluate how financial institutions can help meet personal financial goals.</li> <li>● Compare and contrast the financial products and services offered by different types of financial institutions.</li> </ul>
<p><b>District/School Formative Assessment Plan</b></p>	<p><b>District/School Summative Assessment Plan</b></p>
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; reflective writing assignments; teacher observations</p>	<p>Projects that engage students with real world applications of the ideas presented in the unit. Unit quizzes. Case Study analysis</p>
<p><b>Core Instructional Materials</b></p>	<p><b>Supplementary Resources</b></p>
<p><a href="#"><i>Practical Money Skills - Lesson Plans Grade 7-8</i></a> <a href="#"><i>Next Gen Personal Finance Resources</i></a></p>	<p><a href="#">The Mint</a> <a href="#">Budgets for Kids</a> <a href="#">Wants vs Needs</a> <a href="#">www.bizkids.com</a> <a href="#">Pay Yourself First</a> <a href="#">Rich Kid Smart Kid</a> <a href="#">Finance in the Classroom</a> <a href="#">Lesson plan for Debit or Credit</a> <a href="#">PBS: Debit vs. Credit - Your Life. Your Money</a> <a href="#">Using and abusing credit</a> <a href="#">Credit Score - Kids Learn About Credit</a> <a href="#">Financial Games</a> <a href="#">Warning! Identity Theft Brochure (Project)</a> <a href="#">Biz Kids - Financial Institutions. All the Same?</a> <a href="#">What's Up In Finance?</a></p>
<p>Suggested Activities</p>	

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Use current events, such as a recent weather disaster (e.g. California fires, hurricanes) to help students understand the need for insurance.

Have students debate whether homes should be built in a region that is prone to natural disasters, discussing who should pay to rebuild, etc.

Watch commercials for financial products and discuss the marketing strategies.

Engage students in a discussion of ethical/legal behaviors involving high profile cases like Bernie Madoff or Martha Stewart.

Research different types of loans and their purpose in an overall financial plan.

### Interdisciplinary Connections

#### Mathematics:

**7.RP.3** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

**A.SSE.B.3.C** Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15t$  can be rewritten as  $(1.151/12) 12t \approx 1.01212t$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

#### English-Language Arts:

**RI.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI.8.5.** Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

**RI.8.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.8.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.8.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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**W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**SL.8.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**SL.8.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### 21st Century Skills/ Career Ready Practices:

**CRP1. Act as a responsible and contributing citizen and employee.**

- Students will learn to work respectfully in groups within the classroom.

**CRP2. Apply appropriate academic and technical skills.**

- Students will use technology to research and identify instances of identity theft.
- Students will use financial calculators to determine the impact of interest on credit cards and loans.

**CRP4. Communicate clearly and effectively and with reason.**

- Students will explain and defend their reasoning when working on tasks in class and support this reasoning with evidence either verbally or in writing.

**CRP5. Consider the environmental, social and economic impacts of decisions.**

- Students will discuss case studies regarding making financial decisions.

**CRP6. Demonstrate creativity and innovation.**

- Students are encouraged to look at more than one way to solve a problem and determine a good strategy to leverage debt and use insurance to protect assets.

**CRP7. Employ valid and reliable research strategies.**

- Students will have the opportunity when exploring real world applications and resources through the Internet to question the validity of the data presented, and to use the information gathered to make decisions.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

- Students will be prompted to explore and analyze misleading advertising and fraudulent claims.
- Students will be encouraged to become educated consumers.

**CRP9. Model integrity, ethical leadership and effective management.**

- Students will learn time management skills when given both short-term and long-term tasks to complete.
- Students will learn leadership skills when working with groups.
- Students model integrity when completing assignments independently.

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**CRP10. Plan education and career paths aligned to personal goals.**

- In this unit, various real world applications are explored which may lead to a student’s interest in a particular career field.

**CRP11. Use technology to enhance productivity.**

- Students will use technology (calculator, online resources) to compare interest rates and

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

- When working in groups, students will be encouraged to include all members and to encourage the contribution of all members.

[2014 NJ Technology Standards:](#)

**8.1 Educational Technology** ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

**Differentiation/Accommodations/Modifications**

Gifted and Talented

(content, process, product and learning environment)

**Extension Activities**

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).
- Activities defined as “Gold” require more advanced logic and reasoning skills and will be provided as additional or replacement work on a weekly basis.
- Coordination with the G&T teacher in order to supplement the math curriculum as needed.

**Anchor Activities**

- Use of Higher Level Questioning Techniques

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- Provide assessments at a higher level of thinking

### English Language Learners

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice.
- Model skills/techniques that need to be mastered.
- Extended time to complete class work
- Visual dictionaries to help build vocabulary
- Provide copy of class notes
- Pair with a peer for assistance during class

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Students with Disabilities

**(possible appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time

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- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests and check Google classroom for updates and assignments
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Students at Risk of School Failure

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.

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- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.