Board Approval Date: 8/20/24 - GRADE 5 SOCIAL STUDIES

Course Title: America's Past

Course Description: Students will be able to explore how physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations.

Pacing Guide			
Week	Unit 1 - America's Geographic Setting	**Week**	Unit 3 - The American Revolution
1	Geography of the United States	11	Tensions Grow Between the Colonies & Great Britain
2	Native Americans and Their Land	12	To Declare Independence or Not
3	Native American Cultural Regions	13	The Declaration of Independence
4 -5	How and Why Europeans Came to the Americas	14 -15	The American Revolution
	Unit 2 - Colonial Times		Unit 4 - Civics and Economics in America
6	Early English Settlements	16	The Constitution
7	Comparing the Colonies	17	The Bill of Rights
8	Slavery in the Americas	18	Our Role in Government
9 -10	Life in Colonial Times	19-20	Shaping America's Destiny

Social Studies Practices:

Presenting Arguments and Explanations - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

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

Seeking Diverse Perspectives - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Desired Results

Unit Title #1: America's Geographic Setting

Unit Summary: Students develop an understanding of the geography of the United States and how the different cultural regions shaped Native American life.

Unit Learning Targets

NJSLS Standards:

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in changes to conditions.
6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States - *climate change*
6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict
6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere
6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images, to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
• 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
• 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
• 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
• 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Computer Science & Design Thinking (*CS & DT*):

• 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
• 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
• 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
• 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Connections:

ELA:

- RI.CI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RI.IT.5.3 Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- RI.TS.5.4 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.PP.5.5 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- RI.MF.5.6 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- W.AW.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.IW.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.WR.5.5 Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6 Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- SL.PE.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.II.5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.PI.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Mathematics:

- 5.DL.A Understand and analyze data visualizations.
- 5.DL.B. Represent and interpret data.

Science:

- 5-ESS2 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Learning Targets

Unit Essential Questions:

What can geography teach us about the United States?

How did Native Americans adapt to different environments in North America?

How and why did Native American cultural regions differ?

Unit Enduring Understandings:

Geography defines the way people live and influences the culture that develops due to environmental factors in different regions.

Native Americans adapted to different environments by utilizing natural resources in a variety of ways.

Native American cultural regions differed due to the availability of natural resources and the environmental demands required to survive in a given area.

Vocabulary: climate, compass, geography, globe, government, landform, latitude, longitude, physical feature, vegetation, adaptation, environment, kiva, migration, natural resource, origin story, artifact, cultural region, culture, gorge, mesa, nomadic

Students will be able to: *Diversity & Inclusion [DEI],*

- Identify key elements of a world map and key geographic terms.
- Determine absolute locations on Earth using latitude and longitude
- Recognize and label major physical features of the United States.
- Sketch and label a map.
- Identify and trace the migration routes of Native Americans into North America.
- Summarize key features of four environments.
- Identify ways in which the Inuits adapted to their Arctic environment.
- Identify, compare, and contrast seven Native American cultural regions.
- Analyze artifacts to identify which ones Native Americans may have used as they adapted to each region.

Learning Activities: *Diversity & Inclusion [DEI],*

- Cover the big ideas with engaging reading and thought-provoking notes.
- Buddy & Independent Reading
- Write to respond to prompts
- Tools to scaffold comprehension - small group differentiated activities
- Vocabulary, grammar and spelling activities
- *Stress tolerance and acceptance for all races and cultures when discussing ways people get through difficult situations*
- Hands on Activity - Mapping the United States
- Hands on Activity - Investigating Native American Culture
- Hands on Activity - Categorizing Artifacts

Assessment Evidence

Formative Assessments:

- End of Lesson Quizzes
- Class discussions, Teacher observations
- Activity book entries
- Show What You Know - Notebook Entries

Summative Assessments:

- Unit Inquiry Projects: America's Geographic Setting

Common Benchmark Assessments:

- Unit Vocabulary Assessment
- Unit Essay

Alternative Assessments

- Unit Projects - Social Studies Stories

Core Instructional & Supplemental Materials (including various levels of texts)

All Resources available in the TCI: *Social Studies Alive! America's Past*, 2022

- Video Library, Biography Library, Civics Library, Primary Source Library
- Maps
- Lesson Games
- Vocabulary Cards

Epic Book Titles focused on Geography & Native Americans

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Desired Results

Unit Title #2: Colonial Times

Unit Summary: Students will develop an understanding of the impact of geography and civics on the settlers and colonies leading to the birth of our nation.

Unit Learning Targets

NJSLS Standards:

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). • 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives
6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict
6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Interdisciplinary Connections

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Mathematics:

5.DL.A Understand and analyze data visualizations.
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Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What challenges did the first English colonies face? How were the three colonial regions alike and different? What was the impact of slavery on African people?	Despite many hardships, it became the first successful English colony in North America. Diversity in America began with the 3 different colonial regions. West Africans who were sold into slavery endured a life that was painful and traumatic. Through tenacity, self preservation and faith, their ancestors have survived.

Vocabulary: (Contextual) - colonist, democratic, Mayflower Compact, migration, monarchy, representative government, settlement, assembly, economy, granted, indentured servant, industry, plantation, West Indies, auction, enslaver, Middle Passage, overseer, triangular trade, bill, capitol, craftsman, politics, royal colony, trade, Williamsburg

Students will be able to: *Diversity & Inclusion [DEI]*, *Amistad*,

- Identify challenges that the first English colonies faced.
- Compare and contrast the first three English colonies (Roanoke, Jamestown, and Plymouth.
- *Describe the impact of slavery on African people.*
- Discuss the key parts of life for Southern Colonists in the 1700s, specifically in Williamsburg, the center of British authority in Colonial Virginia.
- *Explain why the triangle trade lasted for centuries.*

Learning Activities: *Diversity & Inclusion [DEI]*, *Amistad*,

- Cover the big ideas with engaging reading and thought-provoking notes.
- Lesson Games
- Buddy & Independent Reading
- Write to respond to prompts
- Tools to scaffold comprehension - small group differentiated activities
- Vocabulary activities
- *Stress tolerance and acceptance for all races and cultures when discussing ways people get through difficult situations*
- Write a letter describing life in Williamsburg and compare it with life in your community.
- Write an evidence-based paragraph comparing the New England, Middle, and Southern colonies.

Assessment Evidence

Formative Assessments:

- End of Lesson Quizzes
- Class discussions, Teacher observations
- Activity book entries
- Show What You Know - Notebook Entries

Summative Assessments:

- Unit Inquiry Projects: Colonial Times

Common Benchmark Assessments:

- Unit Vocabulary Assessment
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Alternative Assessments

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504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.
Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Desired Results

Unit Title #3: The American Revolution

Unit Summary: Students will develop an understanding of how the relationship between Great Britain and the American Colonies evolved into the birth of our country.

Unit Learning Targets

NJSLS Standards:

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
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- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

• 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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Mathematics:

5.DL.A Understand and analyze data visualizations.
5.DL.B. Represent and interpret data.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What British actions angered the colonists in the 1700s? What were the arguments for and against colonial independence from Great Britain? What are the main ideas in the Declaration of Independence? How did the colonists win the American Revolution?	Great Britain created the colonies and thought that the colonies should follow its laws. However, the colonies wanted a greater role in making decisions, to which they were denied, making them angry. Understanding the perspectives of different colonists is important when learning about the American Revolution. The Declaration of Independence explains why the colonists wanted to form a separate nation. Fighting at home and a strong motivation to win gave the colonists an advantage and helped them win the war.

Vocabulary: (Contextual) - act, boycott, delegates, First Continental Congress, import, massacre, Parliament, proclamation, protest, repeal, taxation without representation, independence, Loyalists, neutral, Patriots, traitor, Declaration of Independence, militia, Minutemen' Second Continental Congress, enlist mercenary, revolution, strategy, tactic, treaty, turning point, volunteer

Students will be able to: *Diversity & Inclusion [DEI],*

- Identify reasons the colonists were angry at the British.
- Describe arguments for and against colonial independence from Great Britain.
- Discuss the main ideas of the Declaration of Independence.
- Explain how the colonists won the American Revolution.

Learning Activities: *Diversity & Inclusion [DEI]*

- Cover the big ideas with engaging reading and thought-provoking notes.
- Lesson Games
- Buddy & Independent Reading
- Write to respond to prompts
- Tools to scaffold comprehension - small group differentiated activities
- Vocabulary activities
- *Stress tolerance and acceptance for all races and cultures when discussing ways people get through difficult situations*

Assessment Evidence

Formative Assessments:

- End of Lesson Quizzes
- Class discussions, Teacher observations
- Activity book entries
- Show What You Know - Notebook Entries

Summative Assessments:

- Unit Inquiry Projects: The American Revolution

Common Benchmark Assessments:

- Unit Vocabulary Assessment
- Unit Essay

Alternative Assessments

- Unit Projects - Social Studies Stories

Core Instructional & Supplemental Materials (including various levels of texts)

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- Maps
- Lesson Games
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Epic Book Titles focused on The American Revolution

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
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Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Desired Results

Unit Title #4: Civics and Economics in America

Unit Summary: Students will examine the key features of the Constitution and the rights it gives to the American people.

Unit Learning Targets

NJSLS Standards:

6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Computer Science & Design Thinking (*CS & DT*):

• 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

• 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

• 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

• 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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Learning Targets

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What are the key features of the U.S. Constitution? What are the basic rights and freedoms of the American people? What does it mean to be a citizen of the United States? How did the Founding Fathers create the economy we use today?	Interactions of people and events throughout history have shaped the world we experience today. Fundamental rights allow democratic societies to function and can be seen at all levels of government and society. It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. The Constitution affects people's economic freedoms and prosperity.

Vocabulary: (Contextual) - Articles of Confederation, cabinet, checks and balances, compromise, Constitution, Constitutional Convention, executive branch, impeach, judicial branch, legislative branch, veto, amendment, Bill of Rights, civil, due process, jury, prejudice, ratify, civic values, democratic responsibilities, interest group, political party, consumer, demand, free market economy, interest, producer, specialization, supply, tariff

Students will be able to: *Diversity & Inclusion [DEI],*

- Discuss the key features of the constitution.
- Share the relationship between the Magna Carta and the Constitution.
- Discuss the responsibilities of being a US Citizen.
- List the first ten amendments of the constitution.
- Identify the 3 branches of government.
- Identify the buildings where the branches of government meet by correctly labeling pictures of each building with the corresponding branch of government.
-

Learning Activities: *Diversity & Inclusion [DEI]*

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