

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Social Studies

Grade: 5

ABSTRACT

Social Studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities. An education in Social Studies fosters a population that:

- **Is civic-minded, globally aware, and socially responsible;**
- **Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, 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 relationships between people, places, and resources as well as the implications of an interconnected global economy;**
- **Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world: and**
- **Discerns fact from falsehood and critically analyzes information for validity and relevance.**

ESSEX FELLS PUBLIC SCHOOL

Grade 5 Social Studies

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Topic: Civics, Government & Human Rights <i>September-November: 12 weeks</i>	Topic: Civics, Government & Human Rights <i>December-February: 12 weeks</i>	Topic: Geography, People & Environment <i>March-April: 8 weeks</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	Civics and Political Institutions 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.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels 6.1.5.CivicsPI.4: Describe the services our government provides the people in	Civics and Political Institutions 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.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels 6.1.5.CivicsPI.4: Describe the services our government provides the people in	Human Population Patterns 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. Human Environment Interaction 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).

	the community, state and across the United States. 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. Participation and Deliberation 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).	the community, state and across the United States. 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. • 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. Participation and Deliberation 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.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. Geography, People, and the Environment: Global Interconnections 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.2: Use historical maps to explain what led to the exploration of new water and land routes. 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 History, Culture, and Perspectives: Understanding Perspectives 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.
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	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.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.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need	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.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.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need	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.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture. 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. 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
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	6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Civics, Government, and Human Rights: Civic Mindedness 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.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.	6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Civics, Government, and Human Rights: Civic Mindedness 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.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.	
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> ● <i>ELA companion standards;</i> ● <i>Standards for Mathematical; Practice</i> ● <i>Science;</i> ● <i>Visual/Performing Arts) - Standard 1;</i> ● <i>Comprehensive Health & PE - Standard 2;</i> ● <i>Social Studies - Standard 6;</i> ● <i>World Languages - Standard 7;</i>	English Language Arts RI.CR.5.1 – Quote accurately from informational texts and draw inferences. RI.CI.5.2 – Determine two or more main ideas and explain their support. Health & Physical Education 2.2.5.SSH.1–8 – Social, emotional, and interpersonal communication, collaboration, conflict resolution, and advocacy. 2.1.5.CHSS.1–2 – Community health, safety, and responsible decision-making. Visual & Performing Arts Creating (Cr) – Develop and communicate ideas creatively. Responding (Re) – Analyze and interpret artistic works and messages.		

Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	Career Readiness, Life Literacies, and Key Skills 9.4.5.CI.1–3 – Critical thinking and civic engagement. 9.4.5.GCA.1–2 – Global and cultural awareness. 9.4.5.DC.1 & DC.4 – Digital citizenship and responsible technology use. 9.4.5.TL.3 – Teamwork and leadership. 9.4.5.CT.1–2 – Computational thinking and problem solving.		
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Computer Science & Design Thinking 8.1.5.IC.1–3 – Responsible and ethical participation in digital communities. 8.1.5.DC.1–2 – Practice digital citizenship. 8.1.5.DA.5–6 – Collect and analyze data. 8.2.5.ETW.4 – Collaborate using technology. 8.2.5.ITH.3 – Explore how technology supports communities.		
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary		

	organizations, and families. ● Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). ● Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels ● Describe the services our government provides the people in the community, state and across the United States. Explain how government functions at the local, county, and state level. Distinguish the roles and responsibilities of the three branches of the national government. ● Explain how national and state governments share power in the federal system of government ● Describe how the United States Constitution defines and limits the power of government. ● Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. ● Describe the roles of elected representatives and explain how individuals at local, state, and		
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	national levels can interact with them. ● Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). ● Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges		
Essential Questions: (Follow UbD best practices in the creation of questions)	● What roles do governments play in human environment interaction? ● How do governments shape the way that humans live and make decisions? ● How has the United States grown and developed in its approaches toward governing citizens?	● What roles do governments play in human environment interaction? ● How do governments shape the way that humans live and make decisions? ● How has the United States grown and developed in its approaches toward governing citizens?	
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project</i> 4. <i>Benchmark)</i>	Formative Assessments: ● Class Discussions ● Cooperative Learning Activities that students complete in class where the teacher can assess an individual or group	Formative Assessments: ● Class Discussions ● Cooperative Learning Activities that students complete in class where the teacher can assess an individual or group	Formative Assessments: ● Class Discussions ● Cooperative Learning Activities that students complete in class where the teacher can assess an individual or group

	● In-class Assignments ● Teacher Observations Summative Assessments: ● End of Chapter or Unit Tests ● Inquiry Journal ● Project-Based Assessment Alternative Assessments: ● Journals ● Oral Presentations ● Projects ● Questions for Comprehension ● Peer Assessment ● Self-Assessment Benchmark Assessments: ● Oral/Short Answer Assessment ● Quizzes ● Q&A	● In-class Assignments ● Teacher Observations Summative Assessments: ● End of Chapter or Unit Tests ● Inquiry Journal ● Project-Based Assessment Alternative Assessments: ● Journals ● Oral Presentations ● Projects ● Questions for Comprehension ● Peer Assessment ● Self-Assessment Benchmark Assessments: ● Oral/Short Answer Assessment ● Quizzes ● Q&A	● In-class Assignments ● Teacher Observations Summative Assessments: ● End of Chapter or Unit Tests ● Inquiry Journal ● Project-Based Assessment Alternative Assessments: ● Journals ● Oral Presentations ● Projects ● Questions for Comprehension ● Peer Assessment ● Self-Assessment Benchmark Assessments: ● Oral/Short Answer Assessment ● Quizzes ● Q&A
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STAGE 3: Learning Plan

Learning Activities/Content: *(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:*

- *Amistad Law*
- *Holocaust Law*
- *LGBTQ/Disabilities Law)*

- Jamboard collaborative question stems
- Journaling
- KWL charts
- C-SPAN debate
- Pair and Share Paraphrasing
Internet source evaluation models: determining author’s purpose & navigating bias online
- Citing direct text evidence
Research of government position holders & upcoming elections at the local, state, and federal levels Live election coverage analysis; POV & perspective writing
- Use literature and informational texts that represent **diverse cultures, languages, family structures, and abilities.**
- Establish classroom discussion norms that encourage **respectful dialogue, active listening, and appreciation of different perspectives.**
- Provide **multiple ways for students to demonstrate learning**, including writing, speaking, art, multimedia presentations, and collaborative

	projects. • Incorporate examples of local, national, and global civic leaders from historically underrepresented groups. • Ensure all simulations, debates, and role-playing activities allow every student to participate through accessible materials, flexible grouping, and differentiated supports. • Encourage students to connect civic concepts to their own identities, experiences, and communities, reinforcing that everyone has a voice and can contribute to a democratic society.		
Resources: <i>(Include names of texts and all online resources)</i>	• Newsela • Youtube • National Geographic • Britannica • Online Games • Junior Scholastic • Achieve3000 • EdPuzzle • BrainPop • Readworks • National Geographic • Teach TCI resources	• Newsela • Youtube • National Geographic • Britannica • Online Games • Junior Scholastic • Achieve3000 • EdPuzzle • BrainPop • Readworks • National Geographic • Teach TCI resources	• Newsela • Youtube • National Geographic • Britannica • Online Games • Junior Scholastic • Achieve3000 • EdPuzzle • BrainPop • Readworks • National Geographic • Teach TCI resources

	• primary sources in varied media formats • maps • leveled text, audio, annotation tools	• primary sources in varied media formats • maps • leveled text, audio, annotation tools	• primary sources in varied media formats • maps • leveled text, audio, annotation tools
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced</i> 5. 504)	Special Education: • Individualized Education Plans (IEPs) • Cooperative Learning Groups • Scaffolded Lessons • Modified Assignments and Homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs): • Cultural Responsiveness • Group students with others of different learning levels and abilities • Mnemonic Devices • Modeling • Non-Verbal Assessments • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Student Conferences • Visual Aids	Special Education: • Individualized Education Plans (IEPs) • Cooperative Learning Groups • Scaffolded Lessons • Modified Assignments and Homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs): • Cultural Responsiveness • Group students with others of different learning levels and abilities • Mnemonic Devices • Modeling • Non-Verbal Assessments • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Student Conferences • Visual Aids	Special Education: • Individualized Education Plans (IEPs) • Cooperative Learning Groups • Scaffolded Lessons • Modified Assignments and Homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs): • Cultural Responsiveness • Group students with others of different learning levels and abilities • Mnemonic Devices • Modeling • Non-Verbal Assessments • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) • Student Conferences

	● Cooperative Learning Groups Students At-Risk (BSI): ● Build Background Knowledge ● Cloze Activities ● Graphic Organizers ● Leveled Text ● Opportunities for students to discuss material verbally and also periods of quiet reflection ● Scaffolded Lessons ● Small Group Instruction ● Tiered Assignments Gifted and Talented (Advanced): ● Set individual goals. ● Encourage creative expression by allowing students to choose how to explore a problem ● Invite students to explore points of view ● Allow team-teaching opportunities and collaboration ● Varied levels of reading text ● Enriched hands on center that students can explore independently ● Use Higher-Level Questioning Techniques ● Provide leadership opportunities in groups ● Allow opportunities to analyze and evaluate materials	● Cooperative Learning Groups Students At-Risk (BSI): ● Build Background Knowledge ● Cloze Activities ● Graphic Organizers ● Leveled Text ● Opportunities for students to discuss material verbally and also periods of quiet reflection ● Scaffolded Lessons ● Small Group Instruction ● Tiered Assignments Gifted and Talented (Advanced): ● Set individual goals. ● Encourage creative expression by allowing students to choose how to explore a problem ● Invite students to explore points of view ● Allow team-teaching opportunities and collaboration ● Varied levels of reading text ● Enriched hands on center that students can explore independently ● Use Higher-Level Questioning Techniques ● Provide leadership opportunities in groups ● Allow opportunities to analyze and evaluate materials	● Visual Aids ● Cooperative Learning Groups Students At-Risk (BSI): ● Build Background Knowledge ● Cloze Activities ● Graphic Organizers ● Leveled Text ● Opportunities for students to discuss material verbally and also periods of quiet reflection ● Scaffolded Lessons ● Small Group Instruction ● Tiered Assignments Gifted and Talented (Advanced): ● Set individual goals. ● Encourage creative expression by allowing students to choose how to explore a problem ● Invite students to explore points of view ● Allow team-teaching opportunities and collaboration ● Varied levels of reading text ● Enriched hands on center that students can explore independently ● Use Higher-Level Questioning Techniques ● Provide leadership opportunities in groups ● Allow opportunities to analyze
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	●Design surveys to generate and analyze data to be used in discussion 504 Plans: ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments	●Design surveys to generate and analyze data to be used in discussion 504 Plans: ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments	and evaluate materials ●Design surveys to generate and analyze data to be used in discussion 504 Plans: ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Topic: Economics, Innovation & Technology <i>May-June: 8 weeks</i>		
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	Economics, Innovation, and Technology: Economic Ways of Thinking 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make. 6.1.5.EconET.2: Use		

	quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. Economics, Innovation, and Technology: National Economy 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides. • 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.		
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	6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy. 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society. 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system. Economics, Innovation, and Technology: Global Economy 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world. 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic		
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	interdependence among nations. 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently. 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.		
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • ELA companion standards; • Standards for Mathematical Practice • Science; • Visual/Performing Arts) - Standard 1; • Comprehensive Health & PE - Standard 2; • Social Studies - Standard 6; • World Languages - Standard 7;			
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)			
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one</i>			

<i>standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)			
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	N/A		
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	●		
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>			
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)			

Learning Activities/Content: *(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:*

- *Amistad Law*
- *Holocaust Law*
- *LGBTQ/Disabilities Law)*

Resources: <i>(Include names of texts and all online resources)</i>	● Newsela ● Achieve3000 ● Junior Scholastic ● EdPuzzle ● BrainPop ● Readworks ● Epic ● Freckle ● Webquests		
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education: ● Individualized Education Plans (IEPs) ● Cooperative Learning Groups ● Scaffolded Lessons ● Modified Assignments and Homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs): ● Cultural Responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic Devices ● Modeling ● Non-Verbal Assessments		

- Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations)
- Student Conferences
- Visual Aids
- Cooperative Learning Groups

Students At-Risk (BSI):

- Build Background Knowledge
- Cloze Activities
- Graphic Organizers
- Leveled Text
- Opportunities for students to discuss material verbally and also periods of quiet reflection
- Scaffolded Lessons
- Small Group Instruction
- Tiered Assignments

Gifted and Talented (Advanced):

- Set individual goals.
- Encourage creative expression by allowing students to choose how to explore a problem
- Invite students to explore points of view
- Allow team-teaching opportunities and collaboration
- Varied levels of reading text
- Enriched hands on center that students can explore independently

	● Use Higher-Level Questioning Techniques ● Provide leadership opportunities in groups ● Allow opportunities to analyze and evaluate materials ● Design surveys to generate and analyze data to be used in discussion 504 Plans: ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments		
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