

**Bedminster Township School District Curriculum**  
**Subject Area: Social Studies**  
**Grade Level: 5**

<b>Unit name / Theme:</b> Geography, Tables, Graphs Textbook: <i>Harcourt Social Studies - The United States: Making a New Nation</i>	<b>Dates unit will be taught:</b> September	<b>Time Frame:</b> 3 weeks
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<b>Content:</b>		
<ul style="list-style-type: none"> <li>● Define geography</li> <li>● Understand how the US can be divided into distinct Geographic regions</li> <li>● Interpret these items to determine size, population, and density</li> <li>● Identify features on a physical or relief map</li> <li>● Visualize nature of various landforms Example Supplementary Material: <u>Background Builder - Geography</u></li> <li>● Describe the importance of water to the World ecosystem</li> <li>● Read maps, tables, and graphs to read and interpret precipitation and temperature data</li> <li>● Identify natural resources</li> <li>● Identify areas where the United States has natural resources</li> <li>● Name and locate the hemispheres</li> <li>● Name and locate the continents of the earth</li> <li>● Name and locate countries of North America and other important world nations</li> <li>● Understand that the United States is comprised of the 50 states</li> <li>● Understand the use of cardinal and intermediate directions</li> <li>● Name and locate the Equator, Prime Meridian, Tropics and Circles</li> <li>● Use latitude and longitude to locate places</li> <li>● Be aware of the proportional relationship of size and distance on maps</li> <li>● Use a map key to determine the meaning of Map symbols</li> <li>● Read and navigate using a standard road map</li> <li>● Locate places using a map grid</li> <li>● Figure road distances and read a mileage chart</li> </ul>		

<b>Assessments:</b> Core Instructional Materials: <i>Harcourt Social Studies - The United States: Making a New Nation</i>		
<b>Supplementary Instructional Materials:</b> Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic		
<b>Benchmark:</b> SGO DBQ in Fall and Spring		
<b>Formative Assessment:</b>		
<ul style="list-style-type: none"> <li>● Quizzes</li> </ul>		

- Homework
- Classwork
- Whole class reviews
- Section outline reviews

**Summative Assessment:**

- Unit Tests
- Essays

**Alternative Assessment:**

- Chunk tests and/or alternate question types
- Verbal responses; written responses

**Accommodations/Modifications:**

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan

504s: additional time; preferential seating; other modifications as per the individual plan

ELLs: google translates

G&T: Pursuit of independent self guided projects as a supplement to curriculum

**New Jersey Student Learning Standards:**

**NJSLS: Reading: History/Social Studies**

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**2020 NJSLS: Social Studies**

- 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.

- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

**21st Century Life and Career Skills:**

- 9.1 Personal Financial Literacy Standard
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.2 Career Awareness
- 9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

**Technology:**

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
  - Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use google classroom and google docs to work in groups remotely.

**Global Climate Change:**

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

**Social/Emotional Learning:**

See options for SEL integration here: **LJNK**  
 based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

**Subject Area: Social Studies**  
**Grade Level: 5**

**Unit name / Theme:** Native Americans

**Dates when unit will be taught:** October

**Time Frame:** 3 weeks

**Content:**

- Identify the geographic and climatic features of this region Example Supplementary Materials: The Great Plains Region
- Locate this region on a map of North America
- Describe the effect of geography and climate on the inhabitants of this area
- Identify the tribal groups and languages of this area (Diversity, equity, and inclusion integration through analysis of tribal groups)
- Identify the crops cultivated and animals hunted in this region
- Describe the shelter and clothing of this region
- Explain the significance of the League of Iroquois and lacrosse to this region

- Identify the geographic and climatic features of this region
- Locate this region on a map of North America
- Describe the effect of geography and climate on the inhabitants of this area
- Identify the tribal groups and languages of this area (Diversity, equity, and inclusion integration through analysis of tribal groups and languages)
- Identify the crops cultivated and animals hunted in this region
- Describe the shelter and clothing of this region
- Explain the significance of the buffalo and Sun Dance to the inhabitants of this region
- Identify the geographic and climatic features of this region
- Describe the effect of geography and climate on the inhabitants of this area
- Locate this region on a map of North America
- Identify the tribal groups and languages of this area (Diversity, equity, and inclusion integration through analysis of tribal groups)
- Identify the crops cultivated and animals hunted in this region
- Describe the importance of irrigation in this region
- Identify the geographic and climatic features of this region
- Describe the effect of geography and climate on the inhabitants of this area
- Identify the tribal groups and languages of this area (Diversity, equity, and inclusion integration through analysis of tribal groups and languages)
- Identify the crops cultivated and animals hunted in this region
- Describe the importance of fishing in this region.
- Explain the significance of the potlatch to the inhabitants of this region
- List and describe the contributions of Native Americans to contemporary American society
- Describe the concept of Tribal Nations within the framework of the United States Constitution (Diversity, equity, and inclusion integration through analysis of government systems)

### Essential Questions:

- How did climate and geography affect the cultures of early Native Americans?
- How did different languages develop in North America?
- How did Native Americans adapt the land in order to survive?
- What were some of the most important cultural contributions of early Native American civilization?

**Assessments:** Core Instructional Materials: *Harcourt Social Studies - The United States: Making a New Nation*

**Supplementary Instructional Materials:** Discovery Education, Brain POP, Newscla, Junior Scholastic, Big Ideas History, Scholastic

Benchmark: SGO DBQ in Fall and Spring

Formative Assessment:

- Quizzes
- Homework

- Classwork
- Whole class reviews
- Section outline reviews

Summative Assessment:

- Unit Tests
- Essays

Alternative Assessment:

- Chunk tests and/or offer alternate question types
- Verbal responses; written responses

**Accommodations/Modifications:**

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan

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ELLs: google translates

G&T: Pursuit of independent self guided projects as a supplement to curriculum

**New Jersey Student Learning Standards:**

**NJSLS: Reading: History/Social Studies**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

6. Assess how point of view or purpose shapes the content and style of a text.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
- 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

**21st Century Life and Career Skills:**

9.2 Career Awareness  
 9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

- Students will become familiar with different careers relating to the study of civilizations, including Native Americans.

**Technology:**

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use google classroom and google docs to work in groups remotely.

**Global Climate Change:**

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

**Social/Emotional Learning:**

See options for SEL integration here: [LINK](#)  
 based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

<b>Subject Area: Social Studies</b> <b>Grade Level: 5</b>		
<b>Unit name / Theme:</b> Settlement of North America	<b>Dates unit will be taught:</b> November	<b>Time Frame:</b> 2 weeks
<b>Content:</b>		
<ul style="list-style-type: none"> <li>● Identify the first settlers of North America (Diversity, equity, and inclusion integration through analysis of social and political hierarchy)</li> <li>● Describe the theories behind the settlement of North America Example Supplementary Materials: <a href="#">Geographical Features of North America</a></li> </ul>		

- Locate the suggested routes taken during the settlement of North America and trace these routes
- Explain how historians date the arrival of the first settlers of North America
- Explain how early settlers of North America gathered food
- Explain why these early societies were not sedentary
- Identify the foods and animals consumed by hunters and gatherers

**Essential Questions:**

- Why did the first settlers of North America come to the continent?
- Where did the first settlers of North American come from?
- How did the first settlers in North America create sedentary cultures and civilization?

**Assessments: Core Instructional Materials:** *Harcourt Social Studies - The United States: Making a New Nation*

**Supplementary Instructional Materials:** Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic Benchmark: SGO DBQ in Fall and Spring

Formative Assessment:

- Quizzes
- Homework
- Classwork
- Whole class reviews
- Section outline reviews

Summative Assessment:

- Unit Tests
- Essays

Alternative Assessment:

- Chunk tests and/or alternate question types
- Verbal responses; written responses

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G&T: Pursuit of independent self guided projects as a supplement to curriculum

**New Jersey Student Learning Standards:**

**NJSLS: Reading: History/Social Studies**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

#### **2020 NJSL: Social Studies**

- 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.

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

9.1 Personal Financial Literacy Standard

9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

9.1.8.B.4 Relate the concept of deferred gratification to (investment), meeting financial goals, and building wealth.

9.2 Career Awareness

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

- Students will compare and contrast legal requirements to enter the workforce during the colonial period to those requirements today.

#### **Technology:**

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



- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use google classroom and google docs to work in groups remotely.

**Global Climate Change:**

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

**Social/Emotional Learning:**

See options for SEL integration here: [LINK](#)  
 based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

<b>Subject Area: Social Studies</b> <b>Grade Level: 5</b>		
<b>Unit name / Theme:</b> Pre-Columbian Exploration of North America	<b>Dates when unit will be taught:</b> December	<b>Time Frame:</b> 5 weeks
<b>Content:</b> <ul style="list-style-type: none"> <li>● Trace Scandinavian explorations of North America in the 10<sup>th</sup> and 11<sup>th</sup> centuries on a map</li> <li>● Identify the individuals responsible for these voyages (Diversity, equity, and inclusion integration through analysis of social and political hierarchy)</li> <li>● Describe the ships used to make these voyages</li> <li>● Explain theories on why these explorations were eventually stopped</li> <li>● Identify Prince Henry of Portugal Example Supplementary Material: <a href="#">Prince Henry the Navigator</a></li> <li>● Describe the school of Navigation funded by Prince Henry</li> <li>● Trace the routes of Dias and da Gama in the late 15<sup>th</sup> century</li> <li>● Explain the significance of these voyages to the development of navigation and ship building</li> </ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What nations sponsored early voyages of discovery?</li> <li>● Who were the individuals who led these early voyages of discovery?</li> <li>● What technology was developed in order to make these early discoveries of exploration possible.</li> </ul>		
<b>Assessments: Core Instructional Materials:</b> <i>Harcourt Social Studies - The United States: Making a New Nation</i> <b>Supplementary Instructional Materials:</b> Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic Benchmark: SGO DBQ in Fall and Spring		

**Formative Assessment:**

- Quizzes
- Homework
- Classwork
- Whole class reviews
- Section outline reviews

**Summative Assessment:**

- Unit Tests
- Essays

**Alternative Assessment:**

- Chunk tests and/or alternate question types
- Verbal responses; written responses

**Accommodations/Modifications:**

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**New Jersey Student Learning Standards:**

**NJSLS: Reading: History/Social Studies**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).**

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

### **2020 NJSL: Social Studies**

- 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.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenape of New Jersey.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

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

#### 9.1 Personal Financial Literacy Standard

9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.

#### 9.2 Career Awareness

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

- Students will compare labor trends today to those from the age of exploration to help understand the cost of exploration for countries.

### **Technology:**

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

- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use google classroom and google docs to work in groups remotely.

### **Global Climate Change:**

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

### **Social/Emotional Learning:**

See options for SEL integration here: **LINK**

based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Subject Area: Social Studies  
Grade Level: 5

**Unit name / Theme:**

Columbus and the Columbian Exchange

**Dates when unit will be taught:** January

**Time Frame:** 4 weeks

**Content:**

- Review the various versions of the story of Christopher Columbus from Spanish, Italian, and Native American points of view Example Supplementary Materials: The Impact of Christopher Columbus
- Trace the various voyages of Christopher Columbus and explain their impact on Spanish and Native American societies
- Identify and explain the Columbian Exchange (Diversity, equity, and inclusion integration through analysis of trade systems)
- Trace the routes, explain the significance, and analyze the impact on Native Americans of the following Spanish sponsored explorers in the 16<sup>th</sup> and 17<sup>th</sup> centuries: Ponce de Leon, Balboa, Magellan, De Soto, Coronado, Cabral
- Describe the empire created by the Spanish in the aftermath of these voyages (Diversity, equity, and inclusion integration through analysis of empires)
- Explain the impact of the Spanish empire on Native American groups within the empire the routes, explain the significance, and analyze the impact on Native Americans of the following French sponsored explorers in the 16<sup>th</sup> and 17<sup>th</sup> centuries: Verrazano, Cartier, Champlain, Marquette, Joliet, LaSalle
- Describe the empire created by the French in the aftermath of these voyages (Diversity, equity, and inclusion integration through analysis of empires)
- Explain the impact of the French empire on Native American groups within the empire
- Trace the routes, explain the significance, and analyze the impact on Native Americans of the following English sponsored explorers in the 16<sup>th</sup> and 17<sup>th</sup> centuries: Henry Hudson, John Cabot, Francis Drake, Walter Raleigh
- Describe the empire created by the English in the aftermath of these voyages (Diversity, equity, and inclusion integration through analysis of empires)
- Explain the impact of the English empire on Native American groups within the empire (Diversity, equity, and inclusion integration through analysis of social systems)

**Essential Questions:**

- What was the background and the real name of Christopher Columbus?
- How did Portugal revolutionize the manner in which European countries built ships and navigated?
- Why were European nations so fixated on exploration in the late 15th and early 16th centuries?
- What was the significance of the four Columbus voyages?

**Assessments:** Core Instructional Materials: *Harcourt Social Studies - The United States: Making a New Nation*

**Supplementary Instructional Materials:** Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic Benchmark: SGO DBQ in Fall and Spring

Formative Assessment:

- Quizzes
- Homework
- Classwork
- Whole class reviews
- Section outline reviews

Summative Assessment:

- Unit Tests
- Essays

Alternative Assessment:

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**New Jersey Student Learning Standards:**

**NJSLS: Reading: History/Social Studies**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

2020 NJSLS: Social Studies

- 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.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.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

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

- 9.1 Personal Financial Literacy Standard
- 9.1.8.B.5 Explain the effect of economy on personal income, individual and family security, and consumer decisions.
- 9.2 Career Awareness
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

### **Technology:**

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
  - Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use google classroom and google docs to work in groups remotely.

### **Global Climate Change:**

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

### **Social/Emotional Learning:**

See options for SEL integration here: [LINK](#)  
 based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

**Subject Area: Social Studies****Grade Level: 5****Unit name / Theme:** English Colonization**Dates when unit will be taught:** February**Time Frame:** 4 weeks**Content:**

- Describe the problems encountered by the Jamestown settlers and their solution to these problems
- Explain the significance of John Smith, John Rolfe, Pocahontas, and tobacco to Jamestown
- Identify when, why, and where the Plymouth colony was established
- Describe the problems encountered by the Plymouth settlers and their solution to these problems
- Explain the significance of John Winthrop, Tisquantum, and the Mayflower Compact on Plymouth colony
- Identify when, why, and where these colonies were established.
- Explain the effect of climate and geography on these colonies
- Describe the agriculture of these colonies
- Describe the role of religion in these colonies. (Diversity, equity, and inclusion integration through analysis of religions)
- Identify important religious, political, and scholarly individuals in these colonies (Diversity, equity, and inclusion integration through analysis of religion, political, and scholars)
- Identify when, why, and where these colonies were established.
- Explain the effect of climate and geography on these colonies Example Supplementary Material: Sir Walter Raleigh and Roanoke
- Describe the agriculture of these colonies
- Describe the role of religion in these colonies. (Diversity, equity, and inclusion integration through analysis of religions)
- Explain the creation of emergence of slavery in these colonies (Diversity, equity, and inclusion integration through analysis of slavery)
- Identify when, why, and where these colonies were established.
- Explain the effect of climate and geography on these colonies
- Describe the agriculture of these colonies
- Describe the role of religion in these colonies. (Diversity, equity, and inclusion integration through analysis of religions)
- Describe the contributions to Swedish and Dutch settlers to these colonies
- Explain the eventual English takeover of these colonies

**Essential Questions:**

- Why did England establish colonies in North America?
- Where did England establish colonies in North America?
- What customs and laws were established by England in North America?
- How did English colonies eventually absorb the pre-existing colonies in North America?

**Assessments: Core Instructional Materials:** *Harcourt Social Studies - The United States: Making a New Nation*

**Supplementary Instructional Materials:** Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic Benchmark: SGO DBQ in Fall and Spring

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**NJSLS: Reading: History/Social Studies**

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5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

**2020 NJSLS: Social Studies**



- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

**21st Century Life and Career Skills:**

- 9.1 Personal Financial Literacy Standard
- 9.1.8.B.5 Explain the effect of economy on personal income, individual and family security, and consumer decisions.
- 9.2 Career Awareness
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- Students will explore the different careers of groups of people throughout the 13 colonies and examine the differences based on where they lived.

**Technology:**

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use google classroom and google docs to work in groups remotely.

**Global Climate Change:**

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century

**Social/Emotional Learning:**

See options for SEL integration here: [LINK](#)

based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

**Subject Area: Social Studies**

**Grade Level: 5**

**Unit name / Theme:** The American Revolution

**Dates when unit will be taught:** March

**Time Frame:** 3 weeks

**Content:**

- List examples of why English colonists believed their rights were restricted by the English.
- Among the areas studied are: French and Indian War, Stamp Tax, Boston Massacre, Boston Tea Party, Intolerable Acts
- Describe the events that led to the opening of hostilities between the English army and American forces Example Supplementary Materials: [History Kids - Major Events of the Revolutionary War](#)
- Locate the following battles on a map and describe the significance of each battle: Bunker Hill, Fort Ticonderoga, Siege of Boston
- Explain how the conflict between colonists and the English became an all out war
- Describe the events leading to the writing of the Declaration of Independence
- List and explain the reasons why Americans felt the English government no longer served their needs according to the Declaration of Independence (Diversity, equity, and inclusion integration through analysis of Declaration of Independence)
- Explain the significance of the following individuals in the writing of the Declaration of Independence: John Adams, Benjamin Franklin, Richard Henry Lee, Thomas Jefferson
- Explain how the issue of slavery was addressed in the Declaration of Independence (Diversity, equity, and inclusion integration through analysis of slavery and government)
- List and describe the accomplishments of George Washington as leader of the Continental Army
- Locate and describe the role of Bedminster in the American Revolutionary War
- Topics should include: Bedminster and the Battle of Princeton, The Artillery Camp in Pluckemin, George Washington's Reception for the French Ambassador in Pluckemin
- Locate and describe the significance of the following battles of the American Revolutionary War: The Battle of Princeton, The Battle of Monmouth, The War in the Carolinas, The Battle of Yorktown

**Essential Questions:**

- Why did England and its colonies go to war?
- How did American colonists differ on how to handle disputes with Great Britain in the 1760's and early 1770's?
- Who were the key figures among American colonists during the Revolutionary War era?
- What ideals on law and society are contained within the Declaration of Independence?

- What were the key battles of the Revolutionary War?
- What was George Washington's role in the Revolutionary War?

**Assessments:** Core Instructional Materials: *Harcourt Social Studies - The United States: Making a New Nation*

**Supplementary Instructional Materials:** Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic Benchmark: SGO DBQ in Fall and Spring

Formative Assessment:

- Quizzes
- Homework
- Classwork
- Whole class reviews
- Section outline reviews

Summative Assessment:

- Unit Tests
- Essays

Alternative Assessment:

- Chunk tests and/or alternate question types
- Verbal responses; written responses

**Accommodations/Modifications:**

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan

504s: additional time; preferential seating; other modifications as per the individual plan

ELLs: google translates

G&T: Pursuit of independent self guided projects as a supplement to curriculum

**New Jersey Student Learning Standards:**

**NJSLS: Reading: History/Social Studies**

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

## 2020 NJSL: Social Studies

- 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
- 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

## 21st Century Life and Career Skills:

- 9.1 Personal Financial Literacy Standard
- 9.1.8.B.5 Explain the effect of economy on personal income, individual and family security, and consumer decisions.
- 9.2 Career Awareness
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

## Technology:

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
  - Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use google classroom and google docs to work in groups remotely.

## Global Climate Change:

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

## Social/Emotional Learning:

See options for SEL integration here: [LINK](#)  
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

**Subject Area: Social Studies**

**Grade Level: 5**

Unit name / Theme: The Constitution	Dates when unit will be taught: March/April	Time Frame: 2 weeks
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● List the strengths and weaknesses of the first government used by the United States (Diversity, equity, and inclusion integration through analysis of government)</li> <li>● Give examples of successes and failure of the government under the Articles of Confederation</li> <li>● List the reasons why a new federal constitution was needed in 1789</li> <li>● Identify the three separate branches of government established by the US Constitution Example Supplementary Material: <u>The Preamble and Articles of the Constitution</u></li> <li>● n (Diversity, equity, and inclusion integration through analysis of three branches of government)</li> <li>● Explain the rights guaranteed to American citizens in the Bill of Rights (Diversity, equity, and inclusion integration through analysis of Bill of Rights)</li> <li>● Explain how the US Constitution can be changed and adapted (Diversity, equity, and inclusion integration through analysis of US Constitution)</li> <li>● Describe the reasons why the United States Constitution has remained in effect for over 200 years (Diversity, equity, and inclusion integration through analysis of US Constitution)</li> </ul>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How did the Framers structure the government to protect the liberties of state governments and individual citizens?</li> <li>● Did compromise undermine the Constitution?</li> <li>● How has the Constitution changed over time to reflect changes in American culture and political thought?</li> <li>● How did the Constitution divide power and create a more effective government?</li> </ul>		
<p><b>Assessments: Core Instructional Materials: Harcourt Social Studies - The United States: Making a New Nation</b></p> <p><b>Supplementary Instructional Materials:</b> Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic</p> <p>Benchmark: SGO DBQ in Fall and Spring</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Homework</li> <li>● Classwork</li> <li>● Whole class reviews</li> <li>● Section outline reviews</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● Essays</li> </ul> <p>Alternative Assessment:</p> <ul style="list-style-type: none"> <li>● Chunk tests and/or offer alternate question types</li> </ul>		

- Verbal responses; written responses

**Accommodations/Modifications:**

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan

504s: additional time; preferential seating; other modifications as per the individual plan

ELLs: google translates

G&T: Pursuit of independent self guided projects as a supplement to curriculum

**New Jersey Student Learning Standards:**

**NJSLS: Reading: History/Social Studies**

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

**2020 NJSLS: Social Studies**

- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.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.
- 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

## 21st Century Life and Career Skills:

- 9.1 Personal Financial Literacy Standard
- 9.1.8.B.4 Relate the concept of deferred gratification to (investment), meeting financial goals, and building wealth.
- 9.2 Career Awareness
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

## Technology:

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
  - Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use google classroom and google docs to work in groups remotely.

## Global Climate Change:

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century

## Social/Emotional Learning:

See options for SEL integration here: [LINK](#)  
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

## Subject Area: Social Studies

### Grade Level: 5

<b>Unit name / Theme:</b> The Early Republic	<b>Dates when unit will be taught:</b> May	<b>Time Frame:</b> 3 weeks
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## Content:

- Explain how inventions and manufacturing changed the way of life of Americans in the early 1800's.
- Explain the concept of **mass production**
- Describe the life of an American factory worker in the early 1800's Example Supplementary Material: [What is Democracy?](#)
- Explain the importance of internal improvements on the transformation of New Jersey's economy through New Jersey's two canals and the Camden and Amboy Railroad
- Describe changes in transportation in the United States in the early 1800's and how they changed the lives of Americans. Topics will include: the Steamboat, Canal Building, Road building in America, the Steam Locomotive

- Describe changes in communication in the early 1800's and how they changed the lives of Americans. Topics will include: the Development of the Postal Service, the telegraph
- List the reasons why Americans moved from the east to the western territories of the United States
- Describe the effect of westward expansion on Native American groups (Diversity, equity, and inclusion integration through analysis of Native American groups)
- Describe the role of immigrants in westward expansion (Diversity, equity, and inclusion integration through analysis of immigrant groups)
- Locate the travels of Lewis and Clark
- Describe the effect of the Lewis and Clark expedition on Native Americans and the environment
- Explain the significance of the Lewis and Clark expedition on the future development of the American nation
- Identify the causes of Texas's revolt against the country of Mexico
- Describe the events in the Mexican War
- Explain the treaty that ended the war between the United States and Mexico
- Describe the battle at the Alamo
- Explain the role of Spanish culture in the American west
- Explain why settlement of California exploded after 1848
- Trace the settlement of the Bear Flag Republic and consequences of California becoming a state in the United States
- Describe the lives of individuals traversing the Oregon Trail
- Locate the pathways west along the Oregon Trail
- List and describe the dangers of travel along the Oregon Trail
- Describe how travelers on the Oregon Trail altered the environment they encountered

### Essential Questions:

- What innovations in technology and communication impacted American life in the early 19th century and how?
- How was the Constitution interpreted by Americans in the early 19th century?
- Who were the key figures in early 19th century American history?
- How did the United States expand their boundaries in the early 19th century?
- What were the differences between northern and southern ways of life in the early 19th century?

**Assessments:** Core Instructional Materials: *Harcourt Social Studies - The United States: Making a New Nation*

**Supplementary Instructional Materials:** Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic Benchmark: SGO BBQ in Fall and Spring

Formative Assessment:

- Quizzes
- Homework
- Classwork
- Whole class reviews



- Section outline reviews

Summative Assessment:

- Unit Tests
- Essays

Alternative Assessment:

- Chunk tests and/or alternate question types
- Verbal responses; written responses

**Accommodations/Modifications:**

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan  
504s: additional time; preferential seating; other modifications as per the individual plan  
ELLs: google translates  
G&T: Pursuit of independent self guided projects as a supplement to curriculum

**New Jersey Student Learning Standards:**

**NJSLS: Reading: History/Social Studies**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

**2020 NJSLS: Social Studies**

- 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
- 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

### 21st Century Life and Career Skills:

- 9.1 Personal Financial Literacy Standard
- 9.1.8.B.4 Relate the concept of deferred gratification to (investment), meeting financial goals, and building wealth.
- 9.2 Career Awareness
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

### Technology:

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
  - Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use google classroom and google docs to work in groups remotely.

### Global Climate Change:

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

### Social/Emotional Learning:

See options for SEL integration here: [LJNK](#)  
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

## Subject Area: Social Studies

### Grade Level: 5

**Unit name / Theme:** The Holocaust/Amistad

**Dates when unit will be taught:** June

**Time Frame:** 2 weeks

### Content:

- Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation
- Define the term Holocaust and its significance to both US and World history
- Understand that our choices have consequences that affect other people
- Examine current issues, events, or themes and relate them to past events Example Supplementary Material: [The World Responds to Holocaust Remembrance Day](#)
- Be able to differentiate between good and bad behaviors of an individual and a group
- Define the following: **Hero, Bystander, Perpetrator, Collaborator**
- Define and describe the following terms: Bigotry, Racism, Prejudice, Genocide, Discrimination, Stereotype, Scapegoat (Diversity, equity, and inclusion integration through analysis of targeted groups)

- Evaluate the impact of prejudice on a group, individuals, and society
- Develop a personal plan to reduce bigotry and prejudices
- Describe Hitler's life and rule in Nazi Germany
- Understand the importance of the Nuremberg Laws and how they came to be law
- Analyze the impact of Kristallnacht – Night of Broken Glass
- Analyze the response of other nations during the Holocaust

**Essential Questions:**

- How do individuals develop values and beliefs?
- What factors shape our values and beliefs?
- How do values and beliefs change over time
- What happens when belief systems of societies and individuals come into conflict?
- To what extent do belief systems shape and/or reflect culture and society
- How do beliefs influence different people's behavior?
- How do our personal experiences shape our views of others?
- What was the history of Germany like from 1870 to 1932?
- What was the role of Jewish people in Germany and Europe prior to 1932?
- How did a minority faction in Germany take over the government?
- How was the Holocaust systematically implemented over a period of ten years?
- What was the basic philosophy of the German National Socialist party?

**Enduring Understandings:**

1. Human rights are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status.
2. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more and they are inherent to every person.
3. Social and political systems have protected and denied human rights (to varying degrees) throughout time.
4. Individuals have the right to be safe and not to be bullied or discriminated against.

**Assessments:** Core Instructional Materials: *Harcourt Social Studies - The United States: Making a New Nation*

**Supplementary Instructional Materials:** Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic Benchmark: SGO DBQ in Fall and Spring

Formative Assessment:

- Quizzes
- Homework
- Classwork
- Whole class reviews
- Section outline reviews
- Word Wall - to define key terms related to understanding prejudice and discrimination
- Found Poems - a strategy best used with diaries or memoirs
- KWL Charts - helps students identify previous knowledge and create inquiry based questions
- Identity Charts - a graphic tool that can help students consider the many factors that shape who we are as individuals
- Life Road Maps - a map of someone's life that highlights the important events and decisions that shaped that person's identity

Summative Assessment:

- Unit Tests
- Essays

Alternative Assessment:

- Chunk tests and/or alternate question types
- Verbal responses; written responses

**Accommodations/Modifications:**

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan

504s: additional time; preferential seating; other modifications as per the individual plan

ELLs: google translates

G&T: Pursuit of independent self guided projects as a supplement to curriculum

**New Jersey Student Learning Standards:**

**NJSLS: Reading: Science & Technical Subjects**

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

10. Read and comprehend complex literary and informational texts independently and proficiently.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

## 2020 NJLSL: Social Studies

- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 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.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 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 and 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.CivicsDP.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/contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

## 21st Century Life and Career Skills:

- 9.1 Personal Financial Literacy Standard
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.2 Career Awareness
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

## Technology:

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use google classroom and google docs to work in groups remotely.

**Global Climate Change:**

MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century

**Social/Emotional Learning:**

See options for SEL integration here: [LINK](#)  
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making