

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

Unit name / Theme: Geography, Tables, Graphs
 Textbook: *Harcourt Social Studies - The United States: Making a New Nation*

Dates unit will be taught: September

Time Frame: 3 weeks

Content:

- Define geography
- Understand how the US can be divided into distinct Geographic regions
- Interpret these items to determine size, population, and density
- Identify features on a physical or relief map
- Visualize nature of various landforms Example Supplementary Material: Background Builder - Geography
- Describe the importance of water to the World ecosystem
- Read maps, tables, and graphs to read and interpret precipitation and temperature data
- Identify natural resources
- Identify areas where the United States has natural resources
- Name and locate the hemispheres
- Name and locate the continents of the earth
- Name and locate countries of North America and other important world nations
- Understand that the United States is comprised of 50 states
- Understand the use of cardinal and intermediate directions
- Name and locate the Equator, Prime Meridian, Tropics and Circles
- Use latitude and longitude to locate places
- Be aware of the proportional relationships of size and distance on maps
- Use a map key to determine the meaning of Map symbols
- Read and navigate using a standard road map
- Locate places using a map grid
- Figure road distances and read a mileage chart

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

Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, IXL

Assessments:

Pre-Assessment:

- Geography Knowledge Quiz:
 - Create a short quiz covering basic geography concepts such as continents, countries, capitals, major rivers, and mountain ranges.
 - Include multiple-choice and short-answer questions.
- Assess students' baseline knowledge of fundamental geography facts.
- Mapping Skills Exercise:
 - Provide students with a blank world map and ask them to label continents, oceans, and any countries or major features they know.
 - This can be done with or without the use of reference materials.
 - Evaluate mapping skills and spatial awareness.

Formative Assessment:

- Map Skills Quiz:
 - Administer a short quiz that assesses students' map-reading skills. Include questions about latitude and longitude, scale, and the identification of countries or regions on a map.
 - Evaluate basic map skills and spatial awareness.
- Climate Graph Interpretation:
 - Provide students with climate graphs for different regions. Ask them to interpret the graphs, identify climate types, and make connections between climate and geography.
 - Assess comprehension of climate patterns and the ability to interpret graphical representations.

Self-Reflection/Self-Assessment:

- Learning Logs:
 - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- Goal Setting and Review:
 - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

Summative Assessment:

- Comprehensive Geography Test:
 - Create a comprehensive test that covers various aspects of geography, including map skills, physical and human geography, climate patterns, population distribution, and cultural features. Include a mix of multiple-choice, short-answer, and essay questions.
 - Evaluate overall knowledge and understanding of the geography unit.
- Country or Region Analysis Paper:
 - Assign students to write a detailed analysis paper on a specific country or region. The paper should cover physical and cultural features, economic aspects, historical context, and current geopolitical issues.
 - Evaluate research skills, analytical thinking, and the ability to synthesize information about a particular location.

Alternative Assessment:

- Geographical Storytelling Through Art:

- Have students create visual artwork that tells a story about a specific geographical region or concept. This can include paintings, drawings, or mixed-media pieces accompanied by written reflections.
- Assess artistic expression, creativity, and the ability to convey geographical narratives through visual art.

Benchmarks:

- **Mid-Unit Checkpoint:**
 - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
 - Use this information to make any necessary adjustments to your teaching approach.
- **Skills Development Checkpoint:**
 - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- **Review Sessions:**
 - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Writing Expansion:

- Summarize how the interaction of landforms, climate, and resources has influenced human settlement patterns in various regions.
- How do culture, economics, and physical characteristics play a role in defining different regions within the United States?
- In what ways do the economic factors of different regions in the United States shape the concept of regionalism?
- Investigate the different physical and human characteristics of urban, suburban, and rural communities and identify the factors that might attract individuals to that space. Create a pamphlet using information from the text about each type of area and its impact on population.
- Write a journal entry from the perspective of individuals engaged in voluntary/involuntary migration. Document experiences based on your understanding of information from the text.
- **Mini-Essay:** How do the experiences of those engaged in involuntary migration contrast with those participating in voluntary migration? Use text evidence to support your ideas.
- Read the **article** about geography's influence on the economy. Write an essay exploring the relationship between geography and politics, using historical examples and current events.
- Design a Venn diagram analyzing how the availability of resources affects people across the world differently.

Unit: Geography, Tables, Graphs

Lesson 1: What is Geography?	Lesson 2: Introduction to Maps	Lesson 3: Latitude and Longitude	Lesson 4: Continents and Oceans	Lesson 5: Review and Assessment
Introduction to the concept of geography: definition, importance. Discuss the five themes of geography (location, place, human-environment interaction, movement, region). Activity: Students create a hand map or	Typical map: political, physical, thematic. Activity: Map reading skills - understanding legends, scales, compass directions. Assignment: Bring a simple map from	Understanding coordinates and their significance. Activity: Plotting coordinates on a world map. Assignment: Quiz on basic map terms	Introduction to major continents and oceans. Activity: Labeling continents and oceans on a blank world map. Assignment: Research one continent	Review key concepts: themes of geography, types of maps, continents and oceans. Assessment: Quiz on week 1 topics

poster showing examples of each theme.	home to discuss in class.	and concepts.	and prepare a short presentation.
<p>Lesson 6: Cultural Geography</p> <p>Introduction to cultural geography: diversity, traditions, languages.</p> <p>Activity: Research and present on a country's cultural aspects.</p>	<p>Lesson 7: Physical Geography</p> <p>Introduction to physical geography: landforms, climates, natural resources.</p> <p>Activity: Create a poster showing different landforms and their features.</p>	<p>Lesson 8: Natural Resources</p> <p>Discuss renewable and non-renewable resources.</p> <p>Activity: Group discussion on the impact of resource availability on societies.</p>	<p>Lesson 9: Climate Zones</p> <p>Introduction to different climate zones: tropical, temperate, polar.</p> <p>Activity: Mapping climate zones and discussing their characteristics.</p>
<p>Lesson 11: North America</p> <p>Study the geography of North America: countries, physical features.</p> <p>Activity: Compare and contrast different regions within North America.</p>	<p>Lesson 12: South America</p> <p>Study the geography of South America: countries, physical features.</p> <p>Activity: Create a travel brochure for a South American country.</p>	<p>Lesson 13: Europe</p> <p>Study the geography of Europe: countries, physical features.</p> <p>Activity: Research and present on a European landmark.</p>	<p>Lesson 14: Africa</p> <p>Study the geography of Africa: countries, physical features.</p> <p>Activity: Discuss the diversity of cultures and environments in Africa.</p>
<p>Lesson 16: Review and Assessment</p> <p>Review regional geography concepts.</p> <p>Assessment: Quiz on week 3 topics.</p>	<p>Lesson 17: Culminating Project</p> <p>Students choose a region (or are assigned one) to create a comprehensive project.</p> <p>Project options: Create a detailed map, write a travel journal, prepare a cultural presentation, etc.</p>		<p>Lesson 15: Asia and Australia</p> <p>Study the geography of Asia and Australia: countries, physical features.</p> <p>Activity: Compare and contrast the geography of Asia and Australia.</p>
<p>Lesson 10: Review and Assessment</p> <p>Review cultural and physical geography concepts.</p> <p>Assessment: Quiz on week 2 topics.</p>			

Accommodations/Modifications:

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

At Risk: positive recognition for contributions, teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)

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

ELLs: google translate (as needed for vocabulary), peer and native language support, drawing or pictorial representation of key terms, write

language objectives clearly for students

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.

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.
- 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.CivicsPR.4: Explain how policies are developed to address public problems.
- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

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.

<p>9.2 Career Awareness</p> <p>9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.</p>
<p>Technology:</p> <p>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</p> <ul style="list-style-type: none"> ● 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.
<p>Global Climate Change:</p> <p>MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.</p> <ul style="list-style-type: none"> ● What Are The Effects Of Climate Change On Our Geography? ● Climate changes have brought about increased sea levels from the direct consequence of melting ice caps ● Very small increases in the Earth's temperature can have adverse effects <ul style="list-style-type: none"> ○ Climate.gov, NASA Climate Kids, NOAA Climate Education
<p>Social/Emotional Learning:</p> <p>See options for SEL integration here: LINK</p> <p>based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making</p>

Subject Area: Social Studies Grade Level: 5		
Unit name / Theme: Native Americans	Dates when unit will be taught: October - November	Time Frame: 6 weeks
Content:		
<ul style="list-style-type: none"> ● 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 on 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 culture 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?

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, IXL

Assessments:

Pre-Assessment:

- KWL Chart:
 - Ask students to complete a KWL (Know, Want to know, Learned) chart. In the "Know" column, they can list what they already know about Native Americans. In the "Want to know" column, they can note questions or topics they are curious about.
 - Assess existing knowledge and identify students' interests and questions regarding Native Americans.

- **Mapping Indigenous Nations:**

- Provide students with a blank map of North America and ask them to label the locations of different Native American nations or tribes. Include regions and major cultural groups.
- Evaluate geographical knowledge and understanding of the distribution of Native American communities.

Formative Assessment:

- **Native American Historical Timeline:**
 - Have students collaboratively create a timeline of key events in Native American history. Encourage them to include significant moments, such as contact with Europeans, the Trail of Tears, and the American Indian Movement.
 - Assess collaborative skills, chronological understanding, and knowledge of historical events.
- **Community Mapping Project:**
 - Instruct students to create a map that highlights the locations of different Native American tribes or nations. Encourage them to add cultural and geographical features, fostering spatial awareness.
 - Assess mapping skills, geographical knowledge, and the ability to represent information visually.
- **Cultural Practices Poster:**
 - Assign each student or group a specific Native American tribe or cultural group. Have them create a poster that illustrates key cultural practices, traditions, and ceremonies of their assigned group.
 - Assess research skills, visual communication, and understanding of cultural diversity among Native American groups.

Self-Reflection/Self-Assessment:

- **Learning Logs:**
 - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- **Goal Setting and Review:**
 - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

Summative Assessment:

- **Historical Fiction Narrative:**
 - Ask students to write a historical fiction narrative set in a specific time period and location, focusing on the experiences of a Native American individual or community. The narrative should incorporate historical accuracy and cultural context.
 - Assess historical understanding, storytelling skills, and the ability to convey cultural nuances.
- **Critical Analysis of Primary Sources:**
 - Select primary sources such as treaties, letters, or oral histories related to Native American history. Ask students to critically analyze these sources, considering multiple perspectives and historical context.
 - Assess analytical skills, understanding of primary sources, and the ability to contextualize historical documents.

Alternative Assessment:

- **Indigenous Language Revitalization Campaign:**
 - Students develop a campaign aimed at promoting and preserving an indigenous language. This could include creating promotional materials, social media content, and educational resources.

- Assess communication skills, cultural awareness, and the ability to advocate for language preservation.

Benchmarks:

- **Mid-Unit Checkpoint:**
 - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
 - Use this information to make any necessary adjustments to your teaching approach.
- **Skills Development Checkpoint:**
 - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- **Review Sessions:**
 - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Writing Expansion:

- Read the article about a variety of maps. It explains that certain maps that show distance and location can be used by people to keep from getting lost. What is another type of map mentioned in the passage that can help people? Use text evidence to back up your ideas (RACE).
- Where is New Jersey located and how does its location impact its relationship with the United States and foreign countries?
- Read the article about maps. Describe the process of creating a mental map when exploring a new city. Use specific examples from the text to illustrate how landmarks and cues can help in navigation (RACE).
- How has modern-day technology changed the way we use maps? How has it stayed the same?
- Read the article about what happened to the Leni Lenape.

Unit: Native Americans

<p>Lesson 1: What are Native Americans? Introduction to Native American tribes: diversity, regions, languages. Activity: Map exploration of major Native American tribes and regions.</p>	<p>Lesson 2: Pre-Columbian America Overview of early Native American civilizations (ex: Aztec, Maya, Inca). Activity: Create a timeline of early Native American civilizations.</p>	<p>Lesson 3: Daily Life of Native Americans Study of housing, clothing, food, and daily routines. Activity: Create a diorama or model of a traditional Native American village.</p>	<p>Lesson 4: Native American Beliefs and Traditions Introduction to spiritual beliefs, ceremonies, and traditions. Activity: Role-play a Native American ceremony or storytelling session.</p>	<p>Lesson 5: Review and Assessment Review key concepts: tribes, civilizations, daily life, beliefs. Assessment: Quiz on week 1 topics.</p>
<p>Lesson 6: Northeast Woodlands Tribes Study tribes such as the Iroquois, Algonquian.</p>	<p>Lesson 7: Southeast Tribes Study tribes such as the Cherokee, Seminole. Activity: Compare and contrast</p>	<p>Lesson 8: Plains Tribes Study tribes such as the Lakota (Sioux), Cheyenne. Activity: Research and create a timeline</p>	<p>Lesson 9: Southwest Tribes Study tribes such as the Navajo, Hopi, Pueblo. Activity: Construct a model of a Pueblo</p>	<p>Lesson 10: Pacific Northwest Tribes Study tribes such as the Haida, Tlingit, Chinook. Activity: Create a totem pole or</p>

<p>Activity: Create a poster or presentation on one Northeast Woodlands tribe.</p> <p>Lesson 11: Review and Assessment</p> <p>Review regional tribes and their characteristics.</p> <p>Assessment: Quiz on week 2 topics.</p>	<p>Northeast Woodlands and Southeast tribes.</p> <p>Day 12: European Arrival</p> <p>Study the impact of European exploration and colonization.</p> <p>Activity: Role-play the first encounters between Native Americans and Europeans.</p>	<p>of significant events for Plains tribes.</p> <p>Lesson 13: Changes in Native American Life</p> <p>Discuss the effects of disease, trade, and treaties.</p> <p>Activity: Debate the pros and cons of early interactions with Europeans.</p>	<p>dwelling or design Navajo jewelry.</p> <p>Lesson 14: Review and Assessment</p> <p>Review European contact and its consequences.</p> <p>Assessment: Quiz on week 3 topics.</p>	<p>traditional Pacific Northwest artwork</p> <p>Lesson 15: Native American Rights Today</p> <p>Study contemporary issues such as sovereignty, land rights, and cultural preservation.</p> <p>Activity: Research and present on a current Native American issue.</p>
<p>Lesson 16: Contributions of Native Americans</p> <p>Discuss Native American contributions to agriculture, medicine, and culture.</p> <p>Activity: Create a poster highlighting contributions of a specific Native American tribe.</p>	<p>Lesson 17: Review and Reflection</p> <p>Review key concepts from the entire unit.</p> <p>Reflection: Discuss what students have learned and their perspectives on Native American cultures and history</p>	<p>Lesson 18: Culminating Project</p> <p>Students choose a specific tribe or topic related to Native American history or culture.</p> <p>Project options: Create a presentation, write a research paper, make a cultural artifact, etc.</p>		

Accommodations/Modifications:

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

At Risk: positive recognition for contributions, teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)

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

ELLs: google translate (an needed for vocabulary), peer and native language support, drawing or pictorial representation of key terms, write language objectives clearly for students

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.

NJSLS: Social Studies

- 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.
- 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.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.

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.
<p>Global Climate Change: MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.</p> <ul style="list-style-type: none"> Observed and future impacts from climate change threaten indigenous communities' access to traditional foods such as fish, game, and wild and cultivated crops Resources have provided sustenance as well as cultural, economic, medicinal, and community health for generations <ul style="list-style-type: none"> Climate.gov, PBS Learning Climate Change, NOAA Climate Education
<p>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</p>

Subject Area: Social Studies Grade Level: 5		
<p>Unit name / Theme: Pre-Columbian Exploration of North America</p>	<p>Dates when unit will be taught: December</p>	<p>Time Frame: 4 weeks</p>
<p>Content:</p> <ul style="list-style-type: none"> Trace Scandinavian explorations of North America in the 10th and 11th centuries on a map Identify the individuals responsible for these voyages (Diversity, equity, and inclusion integration through analysis of social and political hierarchy) Describe the ships used to make these voyages Explain theories on why these explorations were eventually stopped Identify Prince Henry of Portugal Explorer; Supplementary Material: Prince Henry the Navigator Describe the school of Navigation founded by Prince Henry Trace the routes of Dias and da Gama in the late 15th century Explain the significance of these voyages to the development of navigation and ship building 		
<p>Essential Questions:</p> <ul style="list-style-type: none"> What nations sponsored early voyages of discovery? Who were the individuals who led these early voyages of discovery? What technology was developed in order to make these early discoveries of exploration possible. 		
<p>Core Instructional Materials: <i>Harcourt Social Studies - The United States: Making a New Nation</i></p>		

Supplementary Instructional Materials: Discovery Education, Brain POP, NewseLA, Junior Scholastic, Big Ideas History, IXL

Assessments:

Pre-Assessment:

- Mapping Indigenous Territories:
 - Provide students with a blank map of North America and ask them to mark and label regions where various indigenous tribes and nations were historically located. Include space for annotations about major cultural and geographical features.
 - Assess students' geographical knowledge and understanding of the distribution of indigenous groups.
- Pre-Columbian Timeline:
 - Have students create a timeline that highlights key events, developments, or achievements of indigenous peoples in North America before Columbus. This can include the rise of civilizations, technological advancements, or cultural practices.
 - Assess students' chronological understanding and knowledge of significant pre-Columbian milestones.

Formative Assessment:

- Cultural Artifact Analysis:
 - Present students with images or replicas of pre-Columbian cultural artifacts. Ask them to analyze the artifacts, make inferences about their purpose, and connect them to the daily life of indigenous peoples.
 - Assess observational skills, critical thinking, and the ability to draw insights from visual sources.
- Mapping Indigenous Cultures:
 - Assign students to map the locations and characteristics of various indigenous cultures in North America before Columbus. This can include details about their settlements, resources, and trade networks.
 - Assess geographical understanding and the ability to connect cultural practices to specific regions.
- Historical Inquiry Project:
 - Have students choose a specific aspect of pre-Columbian exploration (e.g., trade routes, agricultural practices, social structures) and conduct small-scale research projects. They can present their findings to the class.
 - Assess research skills, critical thinking, and the ability to delve into specific historical topics.

Self-Reflection/Self-Assessment:

- Learning Logs:
 - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- Goal Setting and Review:
 - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

Summative Assessment:

- Historical Timeline Project:
 - Have students create a detailed historical timeline that spans the period of Pre-Columbian exploration in North America. They should include significant events, civilizations, and cultural developments.
 - Assess chronological understanding, research skills, and the ability to organize historical information.

- **Comparative Civilization Analysis:**

- Have students compare and contrast two or more Pre-Columbian civilizations in North America. They should analyze elements such as social structures, economic systems, and cultural achievements.
- Assess comparative analysis skills and the ability to identify similarities and differences among civilizations.

Alternative Assessment:

- **Indigenous Science and Innovation Symposium:**
 - Have students research and present on the scientific and technological achievements of indigenous cultures in North America. They can create symposium-style presentations that highlight advancements in areas such as agriculture, medicine, or architecture.
 - Assess research skills, science communication, and the ability to recognize indigenous contributions to various fields.

Benchmarks:

- **Mid-Unit Checkpoint:**
 - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
 - Use this information to make any necessary adjustments to your teaching approach.
- **Skills Development Checkpoint:**
 - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- **Review Sessions:**
 - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Writing Expansion:

- How do you think urbanization has affected the physical environment of New Jersey? Using both print and media sources from multiple perspectives, including aerial photographs or satellite images, write a paragraph explaining your findings (RACE).
- Design a proposal for mitigating human impacts on the physical environment in New Jersey.

Unit: Pre-Columbian Exploration of North America

<p>Lesson 1: Introduction to Exploration</p> <p>Define exploration and discuss reasons Europeans explored the Americas (ex: trade routes, wealth, spreading Christianity).</p> <p>Activity: Brainstorm and create a mind map of reasons for exploration</p>	<p>Lesson 2: Impact on Native Americans</p> <p>Discuss the impact of European exploration on Native American cultures and societies.</p> <p>Activity: Role-play scenarios depicting cultural encounters between explorers and Native Americans.</p>	<p>Lesson 3: Exploration Tools and Navigation</p> <p>Explore the tools and methods used by explorers (ex: astrolabe, compass).</p> <p>Activity: Construct a model of a compass or astrolabe.</p>	<p>Lesson 4: Assessment and Review</p> <p>Review key concepts and explorers.</p> <p>Assessment: Quiz on week 1 topics.</p>	<p>Lesson 5: Spanish Exploration and Settlement</p> <p>Study Spanish explorers (ex: Hernan Cortés, Francisco Pizarro) and their impact on Native American civilizations.</p> <p>Activity: Create a map illustrating Spanish settlements in the Americas</p>
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<p>Lesson 6: Spanish Missions Explore the establishment of Spanish missions and their role in colonizing North America. Activity: Design a brochure promoting a Spanish mission to potential settlers.</p>	<p>Lesson 7: French Exploration and Settlement Study French explorers (ex: Jacques Cartier, Samuel de Champlain) and their efforts to colonize North America. Activity: Role-play a fur trading negotiation between French fur traders and Native American tribes.</p>	<p>Lesson 8: Compare and Contrast Compare Spanish and French colonization methods, motivations, and impacts on Native Americans. Activity: Create a Venn diagram or chart highlighting similarities and differences.</p>	<p>Lesson 9: Assessment and Review Review Spanish and French colonization efforts. Assessment: Quiz on week 2 topics.</p>	<p>Lesson 10: Culminating Project Preparation Introduce culminating project options (ex: research paper, presentation, creative project) related to early European settlement. Activity: Brainstorm ideas and outline project requirements.</p>

Accommodations/Modifications:

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

At Risk: positive recognition for contributions, teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)

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

ELLs: google translate (an needed for vocabulary), native and native language support, drawing or pictorial representation of key terms, write language objectives clearly for students

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).

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.

NJSLS: 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 Lenni 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.
- 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.

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.

- Due to the rapidly melting ice sheets of the Arctic Ocean, Greenland and Antarctica, polar exploration can reveal the immediacy of the world's climate change crisis.
 - [Climate.gov](https://climate.gov), [PBS Learning Climate Change](https://pbs.org/learning/climate-change), [NOAA Climate Education](https://noaa.gov/climate-education)

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 -
February

Time Frame: 6 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 16th and 17th 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 16th and 17th 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 16th and 17th 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 inclusive 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?

Core Instructional Materials: *Harcourt Social Studies - The United States: Making a New Nation*
Supplementary Instructional Materials: Discovery Education, Brain POP, News-12, Junior Scholastic, Big Ideas History, IXL

Assessments:

Pre-Assessment:

- Concept Mapping:
 - Provide students with a blank concept map or graphic organizer and ask them to brainstorm and visually represent their knowledge of the Columbian Exchange. Encourage them to include key people, goods, ideas, and regions involved.
 - Assess the organization of their prior knowledge and identify the main concepts students associate with the Columbian Exchange.
- KWL Chart:
 - Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" section, students list what they already know about the Columbian Exchange. In the "Want to know" section, they write down questions or topics they are curious about.
 - Assess existing knowledge and identify areas where students are eager to learn more.

Formative Assessment:

- Impact Graphic Organizer:
 - Provide students with a graphic organizer to illustrate the positive and negative impacts of the Columbian Exchange. Have them categorize and explain the effects on different regions and societies.
 - Assess understanding of the broader consequences of the Columbian Exchange.
- Historical Journal Entries:
 - Ask students to write journal entries from the perspective of individuals living during the Columbian Exchange. Encourage them to consider the experiences of explorers, indigenous peoples, or merchants.
 - Assess historical empathy and the ability to connect personal experiences with historical events.

Self-Reflection/Self-Assessment:

- Learning Logs:
 - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- Goal Setting and Review:

- Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

Summative Assessment:

- Interactive Timeline Project:
 - Instruct students to create an interactive timeline that visually represents key events and developments during the Columbian Exchange. The timeline should include descriptions, images, and explanations.
 - Assess chronological understanding and the ability to organize historical information.
- Historical Mapping and Analysis:
 - Assign students to create a series of historical maps that depict different aspects of the Columbian Exchange, such as trade routes, the spread of crops, or the diffusion of diseases. Include written analyses for each map
 - Assess geographical understanding and the ability to analyze and interpret historical maps.

Alternative Assessment:

- Historical Dialogue Reconstruction:
 - Assign students historical figures from the Columbian Exchange, such as explorers, indigenous leaders, or merchants. Have them engage in a dialogue, either in writing or through a dramatic presentation, discussing the impact of the exchange.
 - Assess historical empathy, understanding of diverse perspectives, and creative expression.

Benchmarks:

- Mid-Unit Checkpoint:
 - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
 - Use this information to make any necessary adjustments to your teaching approach.
- Skills Development Checkpoint:
 - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- Review Sessions:
 - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Writing Expansion:

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- Using provided resources, evaluate the impact of the movement of people from place to place on individuals, communities, and regions. Write an essay describing your findings.
- Read the article on the Columbian exchange. Imagine you are a Native American living during the time of the Columbian Exchange. Write a journal entry describing your experiences and the changes you witnessed.

Unit: Columbus and the Columbian Exchange

<p>Lesson 1: What is Exploration?</p> <p>Introduction to the concept of exploration: definition, importance.</p> <p>Discuss reasons why Europeans explored (ex: trade routes, wealth, fame).</p> <p>Activity: Create a mind map or poster showing reasons for exploration.</p>	<p>Lesson 2: Early Explorers</p> <p>Study early explorers like Marco Polo and Ibn Battuta.</p> <p>Activity: Compare and contrast their journeys and motivations.</p>	<p>Lesson 3: Age of Discovery</p> <p>Introduction to the Age of Discovery and its impact on European exploration.</p> <p>Activity: Timeline creation of major events in the Age of Discovery.</p>	<p>Lesson 4: Types of Exploration</p> <p>Discuss different types of exploration (ex: sea exploration, land exploration)</p> <p>Activity: Research and present on a famous land explorer.</p>	<p>Lesson 5: Review and Assessment</p> <p>Review key concepts: reasons for exploration, early explorers.</p> <p>Assessment: Quiz on week 1 topics.</p>
<p>Lesson 6: Christopher Columbus</p> <p>Study Columbus' voyages and their impact.</p> <p>Activity: Create a timeline or map showing Columbus' journeys.</p>	<p>Lesson 7: Hernan Cortés</p> <p>Study Cortés' conquest of the Aztecs.</p> <p>Activity: Role-play Cortés negotiating with Montezuma.</p>	<p>Lesson 8: Francisco Pizarro</p> <p>Study Pizarro's conquest of the Inca Empire.</p> <p>Activity: Compare and contrast the conquests of Cortés and Pizarro.</p>	<p>Lesson 9: Ferdinand Magellan</p> <p>Study Magellan's circumnavigation of the globe.</p> <p>Activity: Map exploration of Magellan's route.</p>	<p>Lesson 10: Review and Assessment</p> <p>Review Spanish explorers and their impacts.</p> <p>Assessment: Quiz on week 2 topics.</p>
<p>Lesson 11: Vasco da Gama</p> <p>Study da Gama's exploration to India.</p> <p>Activity: Research and present on trade routes established by da Gama.</p>	<p>Day 12: Jacques Cartier</p> <p>Study Cartier's exploration of Canada and the St. Lawrence River.</p> <p>Activity: Create a map showing Cartier's discoveries.</p>	<p>Lesson 13: Samuel de Champlain</p> <p>Study Champlain's founding of Quebec and exploration of the Great Lakes.</p> <p>Activity: Compare French and Spanish colonization methods.</p>	<p>Lesson 14: Review and Assessment</p> <p>Review Portuguese and French explorers.</p> <p>Assessment: Quiz on week 3 topics.</p>	<p>Lesson 15: John Cabot</p> <p>Study Cabot's exploration of North America.</p> <p>Activity: Create a journal entry from Cabot's perspective.</p>
<p>Lesson 16: Sir Francis Drake</p> <p>Study Drake's circumnavigation and</p>	<p>Lesson 17: Henry Hudson</p> <p>Study Hudson's exploration of North</p>	<p>Lesson 18: Review and Assessment</p>	<p>Lesson 19: Exploration's Impact on Native Americans</p>	<p>Lesson 20: Culminating Project</p> <p>Students choose an explorer or</p>

<p>raids on Spanish ships. Activity: Debate the ethics of privatizing and piracy.</p>	<p>America and the Hudson River Activity: Create a map showing Hudson's discoveries.</p>	<p>Review English and Dutch explorers. Assessment: Quiz on week 4 topics.</p>	<p>Study the impact of European exploration on Native American tribes. Activity: Write a letter from the perspective of a Native American encountering Europeans.</p>	<p>explorations related topic to research in depth. Project options: Create a presentation, write a historical fiction story, design a museum exhibit, etc.</p>
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Accommodations/Modifications:

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan
 At Risk: positive recognition for contributions, teamwork and partners with other students; preferential seating, extra time/help, small group instruction (as needed)
 504s: additional time; preferential seating; other modifications as per the individual plan
 ELLs: google translate (an needed for vocabulary), peer and native language support, drawing or pictorial representation of key terms, write language objectives clearly for students
 G&T: Pursuit of independent self guided projects as a supplement to curriculum

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 or 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.

NJSLS: Social Studies

- 6.1.5.HistoryC.1.0. 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.
- 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 American resulting in changes to conditions
- 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).

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 spreadsheets; 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.

- Cold and drought, as well as storms, afflicted colonial expeditions in different way
- Crops failed and animals died. Diseases spread from exposure, poor water supplies, and malnutrition
- Long winters without fresh food brought scurvy
 - [UNESCO - Climate Change Education](#), [Climate.gov](#), [NASA Climate Kids](#), [NOAA Climate Education](#)

Social/Emotional Learning:

See options for SEL in registration 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: Settlement of North America	Dates unit will be taught: March	Time Frame: 4 weeks
<p>Content:</p> <ul style="list-style-type: none"> ● Identify the first settlers of North America (Diversity, equity, and inclusion integration through, analysis of social and political hierarchy) ● Describe the theories behind the settlement of North America Example Supplementary Materials: <u>Geographical Features of North America</u> ● 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 		
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why did the first settlers of North America come to the continent? ● Where did the first settlers of North America come from? ● How did the first settlers in North America create sedentary cultures and civilization? 		
<p>Core Instructional Materials: <i>Harcourt Social Studies - The United States: Making a New Nation</i> Supplementary Instructional Materials: <u>Discovery Education</u>, <u>Brain POP</u>, <u>Newsela</u>, <u>Junior Scholastic</u>, <u>Big Ideas History</u>, <u>IXL</u></p>		
<p>Assessments:</p> <p>Pre-Assessment:</p> <ul style="list-style-type: none"> ● Impact on Native American Societies: <ul style="list-style-type: none"> ○ Have students research and present information on how European exploration and colonization impacted different Native American societies. This can include changes in lifestyle, conflicts, and adaptations. ○ Assess research skills and understanding of the varied consequences for Native American communities. ● Mapping Exploration Routes: <ul style="list-style-type: none"> ○ Provide students with a blank map of North America and ask them to mark the routes of key explorers, such as Christopher Columbus, John Cabot, or Hernán Cortés. Include space for labels and notes. ○ Assess knowledge of exploration routes and geographical understanding. <p>Formative Assessment:</p>		

- **Timeline Update:**

- Have students add new events, developments, or figures to a timeline throughout the unit. Encourage them to include details and explanations for each addition.
 - Assess chronological understanding and the ability to synthesize information over time.
- **Historical Letter Exchange:**
 - Assign students to write letters from the perspective of individuals during the settlement period, such as explorers, settlers, or Native Americans. Students exchange letters with classmates and respond in character.
 - Assess historical empathy, writing skills, and the ability to express historical perspectives.

- **Self-Reflection/Self-Assessment:**

- **Learning Logs:**
 - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- **Goal Setting and Review:**
 - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

- **Summative Assessment:**

- **Historical Narrative Writing:**
 - Have students write a historical narrative that tells the story of a specific event or period during the settlement of North America. The narrative should incorporate accurate historical details, characters, and plot developments.
 - Assess historical storytelling, writing skills, and the ability to convey historical events in a narrative format.

- **Alternative Assessment:**

- **Creative Writing: Letters from the Past:**
 - Students write a series of creative letters from the perspective of historical figures during the settlement period. The letters can express thoughts, experiences, and emotions related to exploration and colonization.
 - Assess creative writing skills, historical empathy, and the ability to convey historical context through personal narratives.

- **Benchmarks:**

- **Mid-Unit Checkpoint:**
 - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
 - Use this information to make any necessary adjustments to your teaching approach.
- **Skills Development Checkpoint:**
 - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- **Review Sessions:**
 - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

- **Writing Expansion:**

- Read the article about famous European explorers. Choose one European explorer discussed in the text, and write an essay describing their impact on the Age of Exploration. Make sure to include specific details about their voyages, discoveries, and interactions with indigenous peoples. Use evidence from the text to support your analysis.

Unit: Settlement of North America

<p>Lesson 1: Jamestown</p> <p>Study the founding of Jamestown and challenges faced by the settlers.</p> <p>Activity: Create a journal entry from the perspective of a Jamestown settler.</p>	<p>Lesson 2: Plymouth Colony</p> <p>Study the Pilgrims' journey on the Mayflower and their settlement at Plymouth.</p> <p>Activity: Write a letter from a Pilgrim's perspective to their family back in England.</p>	<p>Lesson 3: New England Colonies</p> <p>Explore the establishment of Massachusetts Bay Colony and other New England settlements.</p> <p>Activity: Role-play a town meeting discussing issues faced by early New England settlers.</p>	<p>Lesson 4: Colonial Life</p> <p>Study daily life in early English colonies, including roles of men, women, and children.</p> <p>Activity: Create a diorama depicting daily life in an early colonial settlement.</p>	<p>Lesson 5: Assessment and Review</p> <p>Review English colonization efforts and daily life in colonies.</p> <p>Assessment: Quiz on week 3 topics.</p>
<p>Lesson 6: Dutch Colonies</p> <p>Study New Amsterdam (New York) and Dutch settlements in the Hudson River Valley.</p> <p>Activity: Create a map showing Dutch trading posts and interactions with Native Americans.</p>	<p>Lesson 7: Swedish Colonies</p> <p>Study New Sweden (Delaware Valley) and its impact on the region.</p> <p>Activity: Compare and contrast Dutch and Swedish colonization methods.</p>	<p>Lesson 8: Pilgrims and Separatists</p> <p>Study the religious motivations of the Pilgrims and their decision to leave England.</p> <p>Activity: Create a diary entry from the perspective of a Pilgrim preparing for the journey to America.</p>	<p>Lesson 9: Culminating Project Preparation</p> <p>Introduce culminating project options (ex: research paper, presentation, creative project) related to early European settlement.</p> <p>Activity: Brainstorm ideas and outline project requirements.</p>	<p>Lesson 10: Legacy of Early Settlement</p> <p>Discuss the lasting impact of early European settlement on Native American cultures and the development of the United States.</p> <p>Activity: Write a reflective essay on the positive and negative impacts of European colonization on North America.</p>

Accommodations/Modifications:

Special Education: Modified tests/quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan
 At Risk: positive recognition for contributions, teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)

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

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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.

NJSLS: 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.
- 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 and 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.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.

9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally. 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.
- Due to the rapidly melting ice sheets of the Arctic Ocean, Greenland and Antarctica, polar exploration can reveal the immediacy of the world's climate change crisis
 - Climate.gov, PBS Learning Climate Change, UNESCO - Climate Change Education

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: May
Time Frame: 4 weeks	
Content:	
<ul style="list-style-type: none">● Describe the problems encountered by the Jamestown settlers and their solution to these problems● Explain the significance of John Rolfe, 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?

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, IXL

Assessments:

Pre-Assessment:

- KWL Chart:
 - Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" section, students list what they already know about English colonization. In the "Want to know" section, they write down questions or topics they are curious about.
 - Assess existing knowledge and identify areas where students are eager to learn more.

● Historical Figures Identification:

- Provide students with a list of key historical figures associated with English colonization (e.g., John Smith, Pocahontas, Jamestown settlers). Ask students to match each figure with a brief description of their role.
- Assess familiarity with important individuals from the English colonization era.

Formative Assessment:

- Colonial Diary Entries:

- Ask students to write diary entries from the perspective of a fictional person living in one of the English colonies. Encourage them to include details about daily life, challenges, and interactions with others.
- Assess understanding of colonial life and the ability to empathize with historical perspectives.
- Primary Source Analysis - Colonial Documents:
 - Provide students with excerpts from historical documents of the colonial period, such as charters, letters, or laws. Ask them to analyze and interpret the documents, identifying key ideas and perspectives.
 - Assess document analysis skills and the ability to extract information from primary sources.

Self-Reflection/Self-Assessment:

- Learning Logs:
 - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- Goal Setting and Review:
 - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

Summative Assessment:

- Colonial Region Comparison Essay:
 - Ask students to write an essay comparing and contrasting the characteristics of two or more colonial regions (e.g., New England, Middle, Southern colonies). Emphasize economic, social, and political differences, as well as their impact.
 - Assess analytical and writing skills, as well as the ability to analyze regional distinctions.
- Colonial Exploration Journal Compilation:
 - Have students compile a series of journal entries imagining they are explorers during the colonial period. Entries should describe their journeys, interactions with indigenous peoples, and observations of new lands.
 - Assess creative writing skills and the ability to construct narratives based on historical contexts.

Alternative Assessment:

- Historical Letter Exchange:
 - Assign students specific roles (e.g., settler, indigenous person, colonial leader) and have them engage in a letter exchange. Students compose letters discussing their experiences, perspectives, and reactions to historical events.
 - Assess writing skills, historical imagination, and the ability to embody historical perspectives.

Benchmarks:

- Mid-Unit Checkpoint:
 - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
 - Use this information to make any necessary adjustments to your teaching approach.
- Skills Development Checkpoint:
 - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- Review Sessions:
 - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Writing Expansion:

- Read the article on the 13 colonies. Imagine you are a settler in the Middle Colonies. Write a diary entry describing your experiences and reflections on the region's religious diversity and economic opportunities.
- Read the article comparing Jamestown and Plymouth colonies. Imagine you are a Native American living during the time of European exploration. Write a journal entry describing your thoughts and feelings about the arrival of the European.
- Read the article about the effects of Europeans settling on Native American land. In what ways did the interactions between Native Americans and European settlers shape their relationships? Use text evidence to back up your ideas (RACE).
- European settlement in the New World proved disastrous for Native Americans. They had no immunity to diseases like measles, flu, and smallpox that were carried over by Europeans. Historians estimate that 90% of the Native American population in North America died due to disease. What can we as a society learn from this? Explain in one paragraph incorporating information from your learning.

Unit: English Colonization

<p>Lesson 1: Introduction to New England Colonies</p> <p>Define the New England Colonies and discuss their geographical location and climate.</p> <p>Activity: Create a map showing the New England Colonies and their major cities.</p>	<p>Lesson 2: Plymouth Colony</p> <p>Study the Pilgrims' journey aboard the Mayflower and the founding of Plymouth Colony.</p> <p>Activity: Write a journal entry from the perspective of a Pilgrim describing the challenges of settling in Plymouth.</p>	<p>Lesson 3: Massachusetts Bay Colony</p> <p>Study the Puritans' journey to Massachusetts Bay Colony and the establishment of Boston and other towns.</p> <p>Activity: Create a poster depicting daily life in Massachusetts Bay Colony.</p>	<p>Lesson 4: Rhode Island and Connecticut</p> <p>Study the founding of Rhode Island by Roger Williams and Connecticut by Thomas Hooker.</p> <p>Activity: Compare and contrast the reasons for founding Rhode Island and Connecticut with other New England colonies.</p>	<p>Lesson 5: Assessment and Review</p> <p>Review the establishment and characteristics of the New England Colonies.</p> <p>Assessment: Quiz on week 1 topics.</p>
<p>Lesson 6: Introduction to Middle Colonies</p> <p>Define the Middle Colonies (New York, New Jersey, Pennsylvania, Delaware) and discuss their geographical features and climate.</p> <p>Activity: Create a chart comparing the Middle Colonies with the New England and Southern Colonies.</p>	<p>Lesson 7: New Amsterdam and New York</p> <p>Study the founding of New Amsterdam by the Dutch and its later capture by the English, becoming New York.</p> <p>Activity: Create a timeline illustrating the history of New Amsterdam/New York.</p>	<p>Lesson 8: Pennsylvania and William Penn</p> <p>Study the founding of Pennsylvania by William Penn and the principles of religious tolerance.</p> <p>Activity: Write a letter from William Penn's perspective to settlers inviting them to Pennsylvania.</p>	<p>Lesson 9: Diversity in the Middle Colonies</p> <p>Study the cultural and religious diversity in the Middle Colonies, including the influence of Quakers and other religious groups.</p> <p>Activity: Create a collage or poster illustrating the diversity of the Middle Colonies.</p>	<p>Lesson 10: Assessment and Review</p> <p>Review the establishment and characteristics of the Middle Colonies.</p> <p>Assessment: Quiz on week 2 topics.</p>

<p>Lesson 11: Introduction to Southern Colonies</p> <p>Define the Southern Colonies (Virginia, Maryland, North Carolina, South Carolina, Georgia) and discuss their geographical features and climate.</p> <p>Activity: Create a map showing the Southern Colonies and their major cities.</p>	<p>Lesson 12: Virginia and Jamestown</p> <p>Study the founding of Virginia and the challenges faced by settlers at Jamestown.</p> <p>Activity: Create a model or diorama depicting life in Jamestown.</p>	<p>Lesson 13: Maryland and Lord Baltimore</p> <p>Study the founding of Maryland by Lord Baltimore and its role as a haven for Catholics.</p> <p>Activity: Role-play a debate on religious freedom in colonial Maryland.</p>	<p>Lesson 14: Carolina Colonies</p> <p>Study the founding and development of the Carolina Colonies (North Carolina and South Carolina).</p> <p>Activity: Create a brochure encouraging settlers to move to the Carolina Colonies.</p>	<p>Lesson 15: Assessment and Review</p> <p>Review the establishment and characteristics of the Southern Colonies.</p> <p>Assessment: Quiz on week 3 topics.</p>
<p>Lesson 16: Comparing Colonies</p> <p>Compare and contrast the New England, Middle, and Southern Colonies in terms of geography, economy, society, and culture.</p> <p>Activity: Create a Venn diagram or chart illustrating similarities and differences among the colonies.</p>	<p>Lesson 17: Colonial Economics</p> <p>Study the economic activities of each colonial region (farming, trade, industry).</p> <p>Activity: Role-play a colonial market day or trade negotiation between regions.</p>	<p>Lesson 18: Colonial Society</p> <p>Study social structures and daily life in each colonial region (roles of men, women, and children).</p> <p>Activity: Create a colonial-era newspaper showcasing daily life in all three colonial regions.</p>	<p>Lesson 19: Legacy of Colonialism</p> <p>Discuss the lasting impacts of English colonization on Native American cultures, the environment, and American history.</p> <p>Activity: Write a reflection on the positive and negative legacies of English colonization in North America.</p>	<p>Lesson 20:</p> <p>Culminating Project Preparation: Introduce culminating project options (ex: research paper, presentation, creative project) comparing and analyzing the New England, Middle, and Southern Colonies.</p> <p>Activity: Brainstorm ideas and outline project requirements.</p>

Accommodations/Modifications:

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

At Risk: positive recognition for contributions; teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)

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

ELLs: google translate (as needed for vocabulary), peer and native language support, drawing or pictorial representation of key terms, write language objectives clearly for students

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.

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).

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.
- 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.CivicsDP.1: Using evidence, explain how three 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.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.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.

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.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

- The colonists experience long winters and short summers
- The growing season lasts about five months therefore, a bulk of food has to be harvested to last throughout the winter season
- Cold winters help diminish the escalation of disease throughout the colonies.
 - Climate.gov, NASA Climate Kids, NOAA Climate Education

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
Holocaust/Amistad

Dates when unit will be taught: June

Time Frame: 3 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?
- 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 are belief systems represented throughout history?
- How do beliefs influence different people's behavior?

- How do beliefs influence different people's behavior?
- How does what we know about the world shape the way we view ourselves?
- How do our personal experiences shape our views of others?
- What is the relevance of studying multicultural texts?
- Who defines "truth"?
- How does perspective shape or alter the truth?

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.
5. Students will develop an understanding of the pervasive nature of prejudice and discrimination throughout history and world societies and the human costs of that prejudice and discrimination in the past, present, and future.
6. Human rights are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status.
7. 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.
8. Social and political systems have protected and denied human rights (to varying degrees) throughout time.
9. Individuals have the right to be safe and not to be bullied or discriminated against.
10. Chronological sequencing helps us understand the interrelationship of historical events.
11. Political, economic, social, and cultural factors both change and stay the same over time.
12. Historical events may have single, multiple, and direct and indirect causes and effects.
13. Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Core Instructional Materials: *Harcourt Social Studies - The United States: Making a New Nation*
Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic

Pre-Assessment:

- K-W-L Chart:
 - Ask students to complete a K-W-L (Know-Want to Know-Learned) chart. In the "Know" column, they can list what they already know about the Holocaust. In the "Want to Know" column, they write down questions or topics they are curious about. After the unit, they revisit the chart and fill in the "Learned" column.
- Timeline Construction:

- Provide a timeline template or ask students to create their own timeline of key events leading up to and during the Holocaust. They can include significant dates, policies, and actions taken by the Nazi regime.
- Assess their chronological understanding and knowledge of historical events related to the Holocaust.
- **Personal Connections Reflection:**
 - Ask students to reflect on any personal connections or family histories related to the Holocaust. This can be done through a written reflection or a class discussion, emphasizing the importance of sensitivity and respect.
 - Provide an opportunity for students to share personal connections, if comfortable, and assess their emotional awareness.

Formative Assessment

- **Character Analysis Journals:**
 - Assign students to read accounts, diaries, or biographies of individuals who lived during the Holocaust. Have them create character analysis journals, exploring the thoughts, emotions, and experiences of the individuals they read about.
 - Assess empathy, understanding of historical context, and the ability to analyze the perspectives of individuals during the Holocaust.
- **Holocaust Survivor Letter:**
 - Encourage students to write a letter from the perspective of a Holocaust survivor, expressing their thoughts, emotions, and experiences. This can be based on research, survivor testimonies, or fictional narratives.
 - Assess historical empathy, research skills, and the ability to articulate the experiences of individuals during the Holocaust.

Self-Reflection/Self-Assessment:

- **Learning Logs:**
 - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- **Goal Setting and Review:**
 - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

Summative Assessment:

- **Historical Narratives Project:**
 - Ask students to create historical narratives that incorporate primary sources, survivor testimonies, and fictional elements to tell the stories of individuals or families during the Holocaust.
 - Evaluate storytelling skills, empathy, and the ability to weave historical facts into a compelling narrative.
- **Holocaust Survivor Interview:**
 - Invite a Holocaust survivor or a guest speaker to share their experiences with the class. Following the presentation, students can write reflective essays or conduct interviews with the survivor to document their insights.
 - Assess active listening, empathy, and the ability to engage with firsthand accounts.

Alternative Assessment:

- **Holocaust Personal Connection Project:**
 - Encourage students to explore their family history or personal connections to the Holocaust. They can create a project that includes interviews, family narratives, or artifacts related to their own history.

○ Assess personal connections, empathy, and the ability to explore the impact of the Holocaust on individual families.

Benchmarks:

- **Mid-Unit Checkpoint:**
 - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
 - Use this information to make any necessary adjustments to your teaching approach.
- **Skills Development Checkpoint:**
 - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- **Review Sessions:**
 - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Writing Expansion:

- Imagine you are a Jewish child living in Germany in 1938. Write a diary entry describing how your life has changed since the Nazis came to power.
- Write a letter from the perspective of a child who survived a concentration camp. Describe your experiences and how you feel now that the war is over.
- What lessons can we learn from the Holocaust? How can understanding this history help us create a better future?
- Why is it important to remember and honor the victims and survivors of the Holocaust? How can we ensure that such atrocities do not happen again?
- Create a poem or artwork that reflects on the legacy of the Holocaust. How does this history impact you personally?

Unit: The Holocaust/ Amistad

<p>Lesson 1: What was the Holocaust? Define the Holocaust and explain its significance in history. Discuss the timeline (1933-1945) and major events. Activity: Create a timeline or illustrated booklet of key events during the Holocaust.</p>	<p>Lesson 2: Rise of Nazi Germany Study the rise of Adolf Hitler and the Nazi Party. Discuss Nazi ideology, antisemitism, and propaganda. Activity: Analyze Nazi propaganda posters and discuss their messages.</p>	<p>Lesson 3: Persecution of Jews Study the Nuremberg Laws and other discriminatory measures against Jews. Activity: Read and discuss personal accounts of Jewish individuals during this period.</p>	<p>Lesson 4: Ghettos and Concentration Camps Study the establishment of ghettos and concentration camps. Discuss living conditions and daily life in ghettos. Activity: Create a model or drawing of a ghetto or concentration camp scene.</p>	<p>Lesson 5: Personal Stories Study personal stories of Holocaust survivors. Discuss the resilience and strength shown by survivors. Activity: Write a reflective journal entry from the perspective of a survivor.</p>
<p>Lesson 6: Impact on Jewish Culture Study the impact of the Holocaust on</p>	<p>Lesson 7: Lessons from the Holocaust Discuss the lessons learned from the</p>	<p>Lesson 8: Culminating Project Preparation Introduce culminating project options</p>	<p>Lesson 9: Review and Reflection Review key concepts and reflect on</p>	

<p>Jewish culture and identity.</p> <p>Discuss the importance of preserving and sharing Holocaust stories.</p> <p>Activity: Interview a family member or community member about their knowledge or experiences related to the Holocaust.</p>	<p>Holocaust (ex: tolerance, empathy, standing up against injustice).</p> <p>Activity: Create a class pledge or artwork illustrating lessons learned.</p>	<p>(ex: research paper, presentation, creative project) reflecting on the lessons of the Holocaust.</p> <p>Activity: Brainstorm ideas and outline project requirements.</p>	<p>learning throughout the unit</p> <p>Reflection: Discuss how understanding the Holocaust impacts our understanding of history and society today.</p>
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Accommodations/Modifications:

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

At Risk: positive recognition for contributions, teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)

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

ELLs: google translate (an needed for vocabulary), peer and native language support, drawing or pictorial representation of key terms, write language objectives clearly for students

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 issues 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 grades 6-8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

NJSLS: 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).
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 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.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspective

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

- Climate change and human rights are inextricably connected.
 - [Climate.gov](https://climate.gov), [UNESCO - Climate Change Education](https://unesco.org), [NOAA Climate Education](https://noaa.gov)

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

Differentiate Instruction, depending on individual student needs (students with an IEP 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Use alternate texts at lower readability level (IEP as needed)
- Use alternate texts at lower readability level (504, as needed)
- Use alternate texts at lower readability level (Google Translate for ELLs)
- Work with fewer items per page or line and/or materials in a larger print size (IEP as needed)
- Work with fewer items per page or line and/or materials in a larger print size (504 as needed)
- Work with fewer items per page or line and/or materials in a larger print size (ELL)
- Use magnification device, screen reader, or Braille / Nemeth Code (IEP as needed)
- Use magnification device, screen reader, or Braille / Nemeth Code (504 as needed)
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) (IEP, if needed)
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) (504, if needed)
- Be given a written list of instructions (IEP as needed)
- Be given a written list of instructions (504 as needed)
- Be given a written list of instructions (ELL)
- Record a lesson, instead of taking notes (At Risk)
- Have another student share class notes with him (IEP)
- Have another student share class notes with him (504)
- Have another student share class notes with him (At Risk)
- Have another student share class notes with him (ELL)
- Be given an outline of a lesson (IEP)
- Be given an outline of a lesson (504)

- Be given an outline of a lesson (ELL)
- Be given an outline of a lesson (At Risk)
- Be given a copy of teacher's lecture notes (IEP)
- Be given a copy of teacher's lecture notes (504)
- Be given a copy of teacher's lecture notes (At Risk)
- Be given a study guide to assist in preparing for assessments (IEP)
- Be given a study guide to assist in preparing for assessments (504)
- Be given a study guide to assist in preparing for assessments (ELL, At Risk)
- Use visual presentations of verbal material, such as word webs and visual organizers (IEP)
- Use visual presentations of verbal material, such as word webs and visual organizers (504)
- Use visual presentations of verbal material, such as word webs and visual organizers (ELL, At Risk)
- Use manipulatives to teach or demonstrate concepts (IEP)
- Use manipulatives to teach or demonstrate concepts (504)
- Use manipulatives to teach or demonstrate concepts (At Risk)

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English (IEP, ELL)
- Dictate answers to a scribe (IEP)
- Dictate answers to a scribe (504)
- Dictate answers to a scribe (ELL)
- Capture responses on an audio recorder (IEP)
- Capture responses on an audio recorder (504)
- Capture responses on an audio recorder (At Risk)
- Use a spelling dictionary or electronic spell-checker (IEP, At Risk)
- Use a spelling dictionary or electronic spell-checker (504)
- Use a word processor to type notes or give responses in class (IEP, At Risk, ELL)
- Use a word processor to type notes or give responses in class (504)

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions (IEP, At Risk, ELL)
- Work or take a test in a different setting, such as a quiet room with few distractions (504, if stated)
- Sit where he learns best (for example, near the teacher & away from distractions) (IEP, if stated, At Risk, ELL)
- Sit where he learns best (for example, near the teacher & away from distractions) (504)
- Use special lighting or acoustics (IEP, if stated)
- Use special lighting or acoustics (504, if stated)
- Take a test in small group setting (IEP, if stated, At Risk)
- Take a test in small group setting (504, if stated)

- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) (IEP, if stated, At Risk)
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) (504, if stated)
- Use noise buffers such as headphones, earphones, or earplugs (IEP, if stated)
- Use noise buffers such as headphones, earphones, or earplugs (504, if stated)

Timing Accommodations

- Take more time to complete a task or a test (IEP, if stated, At Risk)
- Take more time to complete a task or a test (504, if stated)
- Have extra time to process oral information and directions (IEP, 504, if stated, At Risk, ELL)
- Have extra time to process oral information and directions (IEP, if stated, At Risk, ELL)
- Take frequent breaks, such as after completing a task (504, if stated)

Scheduling Accommodations

- Take more time to complete a project (IEP, if stated, At Risk)
- Take more time to complete a project (504, if stated)
- Take a test in several timed sessions or over several days (IEP, if stated, At Risk)
- Take a test in several timed sessions or over several days (504, if stated)
- Take sections of a test in a different order (IEP, if stated, At Risk)
- Take sections of a test in a different order (504, if stated)
- Take a test at a specific time of day (IEP, if stated)
- Take a test at a specific time of day (504, if stated)

Organization Skills Accommodations

- Use an alarm to help with time management (IEP, if stated)
- Use an alarm to help with time management (504, if stated)
- Mark texts with a highlighter (IEP, if stated, At Risk)
- Mark texts with a highlighter (504, if stated)

Assignment Modifications

- Answer fewer or different test questions (IEP, if stated, At Risk, ELL)
- Answer fewer or different test questions (504, if stated)
- Create alternate projects or assignments (IEP, 504, if stated, At Risk, ELL, Gifted Students)
- Create alternate projects or assignments (504, if stated)

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill) (Gifted Students)
- Get graded or assessed using a different standard than the one for classmate (504, if stated)

- Get graded or assessed using a different standard than the one for classmate (IEP, if stated, At Risk, ELL, Gifted Students)

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