

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Grade 5 Social Studies**

**August 18, 2020**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Course Description**

The fifth grade social studies curriculum is aligned with the New Jersey Student Learning Standards. The guide provides essential questions and objectives for each of the major content areas of study. The objectives are related to the essential questions. At the conclusion of each unit, the student is expected to be able to respond to the essential questions and objectives. In addition, lessons in friendship, respect, and tolerance have been included with NJSA 18A:35-28 Holocaust/Genocide Education and with The Amistad Bill (A 1301).

## Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Native Peoples of North America	15-20
Unit 2: Exploration and Colonization	25-35
Unit 3: Colonial America	25-35
Unit 4: The Struggle for North America	25-35
Unit 5: The New Nation	20-30
Unit 6: Slavery and Emancipation	15-20

## Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p><b>Unit 1: Native Peoples of North America</b></p>	<p>6.1.8.B.1.a 6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.B.1.a 6.1.8.D.1.a 6.1.8.A.1.a 6.1.8.C.1.b</p>	<ul style="list-style-type: none"> <li>● Describe how hunter-gatherers settled the Americas.</li> <li>● Identify unique features of early Middle American cultures.</li> <li>● Trace the development of the first North American cultures.</li> <li>● Understand the significance of Cahokia.</li> <li>● Explain how Native Americans adapted to varied environments.</li> <li>● Describe the cultures of Native Americans living in the Pacific Northwest.</li> <li>● Identify ways the Pueblo adapted to the desert.</li> <li>● Discuss how the Navajo learned to live in a new environment.</li> <li>● Explain the importance of the horse to the Plains peoples.</li> <li>● Identify ways Plains peoples used natural resources.</li> <li>● Explain slash-and-burn agriculture.</li> <li>● Compare the way the Creek and Iroquois lived.</li> <li>● Understand how woodland peoples governed themselves.</li> <li>● Understand how stereotypes about families are reinforced</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom discussions</li> <li>● Timelines</li> <li>● Definitions of key terms</li> <li>● Written responses to questions</li> <li>● Essays</li> <li>● DBQ's</li> <li>● Class debates</li> <li>● Projects</li> <li>● Presentations: Individual &amp; Group</li> <li>● Map Skills &amp; Analysis</li> <li>● Close Reading Activities</li> <li>● Analysis of Graphic Organizers and notes</li> </ul>
<p><b>Suggested Resources</b> <i>Provide links to specific</i></p>	<p>Pearson My World Interactive Social Studies, 2019</p>		

<p><i>resources/activities</i></p>	<p><a href="http://www.niamistadcurriculum.net/history/unit/indigenous-civilizations-americas">http://www.niamistadcurriculum.net/history/unit/indigenous-civilizations-americas</a>  <a href="https://www.tolerance.org/">https://www.tolerance.org/</a>  <a href="https://teachinghistory.org/history-content">https://teachinghistory.org/history-content</a>  <a href="https://ni.gov/education/holocaust/resources/">https://ni.gov/education/holocaust/resources/</a>  <a href="https://www.yadvashem.org/education/educational-materials/books/hana-suitcase.html">https://www.yadvashem.org/education/educational-materials/books/hana-suitcase.html</a>  <a href="https://www.thoughtco.com/interactive-social-studies-websites-3194783">https://www.thoughtco.com/interactive-social-studies-websites-3194783</a>  <a href="http://www.state.nj.us/state/history/kids/NJHistoryKids.htm">http://www.state.nj.us/state/history/kids/NJHistoryKids.htm</a>  <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a>  <a href="https://www.ducksters.com/history/native_americans.php">https://www.ducksters.com/history/native_americans.php</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://kidskonnect.com/">https://kidskonnect.com/</a>  <a href="https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_How_Are_Assumptions_About_Families_Reinforced.pdf">https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_How_Are_Assumptions_About_Families_Reinforced.pdf</a></p>	
<p>Unit 2: Exploration and Colonization</p>	<p>6.1.8.B.1.b  6.1.8.C.1.a  6.1.8.D.1.c  6.1.8.D.2.a  6.1.8.D.1.a  6.1.8.C.1.b  6.1.8.B.1.a</p>	<ul style="list-style-type: none"> <li>• Understand characteristics of Viking culture.</li> <li>• Describe how trade developed between Europe and Asia.</li> <li>• Explain the development of trade in Africa.</li> <li>• Trace the discovery of the water route to India.</li> <li>• Evaluate the importance of the voyages of Columbus.</li> <li>• Understand how contact with Europeans changed the Taino.</li> <li>• Explain the Columbian Exchange.</li> <li>• Explain how the Spanish conquered the Aztec Empire.</li> <li>• Explain the Columbian Exchange.</li> <li>• Understand the Inca culture.</li> <li>• Compare the way the Spanish treated the Inca and the Aztec.</li> <li>• Identify reasons the Spanish explored Florida.</li> <li>• Explain how Spanish colonists met their need for labor.</li> <li>• Understand the social hierarchy of New Spain.</li> <li>• Describe the importance of the Northwest Passage.</li> <li>• Identify the motive for Dutch exploration.</li> <li>• Explain the relationship between the French and Native</li> </ul>

	6.1.8.A.1.a	<p>Americans.</p> <ul style="list-style-type: none"> <li>• Understand the importance of the fur trade.</li> <li>• Understand why the Roanoke colonies failed.</li> <li>• Identify important events in the founding of Jamestown.</li> <li>• Explain why Pilgrims established a colony in Massachusetts Bay.</li> <li>• Describe how Native Americans helped the Pilgrims survive.</li> </ul>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p>Pearson My World Interactive Social Studies, 2019  <a href="http://www.njainstatedcurriculum.net/history/unit/indigenous-civilizations-americas">http://www.njainstatedcurriculum.net/history/unit/indigenous-civilizations-americas</a>  <a href="https://www.tolerance.org/">https://www.tolerance.org/</a>  <a href="https://teachinghistory.org/history-content">https://teachinghistory.org/history-content</a>  <a href="https://nj.gov/education/holocaust/resources/">https://nj.gov/education/holocaust/resources/</a>  <a href="https://www.yadvashem.org/education/educational-materials/books/hana-suitcase.html">https://www.yadvashem.org/education/educational-materials/books/hana-suitcase.html</a>  <a href="https://www.thoughtco.com/interactive-social-studies-websites-3194783">https://www.thoughtco.com/interactive-social-studies-websites-3194783</a>  <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a>  <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://kidskonnnect.com/">https://kidskonnnect.com/</a>  <a href="https://wiki.kidzsearch.com/wiki/Columbian_Exchange">https://wiki.kidzsearch.com/wiki/Columbian_Exchange</a></p>	<ul style="list-style-type: none"> <li>• Identify Puritan values that shaped America.</li> <li>• Explain why rebels formed new colonies.</li> <li>• Understand why conflict broke out between settlers and Native Americans.</li> <li>• Explain how New York became an English colony.</li> <li>• Identify the diverse groups that settled in the Middle Colonies.</li> <li>• Understand the founding of Pennsylvania and Delaware.</li> <li>• Explain why different religions were tolerated in Maryland.</li> <li>• Identify important events in the growth of Georgia.</li> </ul>	
<p><b>Unit 3: Colonial America</b></p>	<p>6.1.8.A.2.a  6.1.8.A.2.b  6.1.8.A.2.c  6.1.8.B.2.a  6.1.8.C.2.a  6.1.8.D.2.b  6.1.8.C.2.b</p>	<ul style="list-style-type: none"> <li>• Identify Puritan values that shaped America.</li> <li>• Explain why rebels formed new colonies.</li> <li>• Understand why conflict broke out between settlers and Native Americans.</li> <li>• Explain how New York became an English colony.</li> <li>• Identify the diverse groups that settled in the Middle Colonies.</li> <li>• Understand the founding of Pennsylvania and Delaware.</li> <li>• Explain why different religions were tolerated in Maryland.</li> <li>• Identify important events in the growth of Georgia.</li> </ul>	

	<p>6.1.8.C.2.c</p> <p>6.1.8.D.2.a</p>	<ul style="list-style-type: none"> <li>• Describe why settlers came to the colonies.</li> <li>• Understand life in the colonies.</li> <li>• Explain how frontier settlement affected Native Americans.</li> <li>• Understand why colonists in the North and South kept slaves.</li> <li>• Describe what living in slavery was like.</li> <li>• Explain how Africans resisted being enslaved.</li> <li>• Analyze how trade policies affected England's relationship with the colonies.</li> <li>• Explain the three legs of the triangular trade.</li> <li>• Describe the economic systems of the colonies</li> <li>• Understand how colonists practiced democracy.</li> <li>• Identify tensions between the colonial assemblies and the king.</li> <li>• Explain how Zenger's trial led to freedom of the press.</li> </ul>	
<p><b>Suggested Resources</b> <i>Provide links to specific resources/activities</i></p>	<p>Pearson My World Interactive Social Studies, 2019  <a href="http://www.njarnistadcurriculum.net/history/unit/establishment-new-nation">http://www.njarnistadcurriculum.net/history/unit/establishment-new-nation</a>  <a href="https://www.tolerance.org/">https://www.tolerance.org/</a>  <a href="https://teachinghistory.org/history-content">https://teachinghistory.org/history-content</a>  <a href="https://nj.gov/education/holocaust/resources/">https://nj.gov/education/holocaust/resources/</a>  <a href="https://www.yadvashem.org/education/educational-materials/books/hana-suitcase.html">https://www.yadvashem.org/education/educational-materials/books/hana-suitcase.html</a>  <a href="https://www.thoughtco.com/interactive-social-studies-websites-3194783">https://www.thoughtco.com/interactive-social-studies-websites-3194783</a>  <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a>  <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://kidskonnect.com/">https://kidskonnect.com/</a>  <a href="https://www.ducksters.com/biography/explorers/">https://www.ducksters.com/biography/explorers/</a></p>	<p>Unit 4: The Struggle for North America</p> <p>6.1.8.D.3.a</p> <p>6.1.8.C.3.a</p> <ul style="list-style-type: none"> <li>• Recognize the importance of LaSalle's voyage down the Mississippi.</li> <li>• Explain French motives for settling the Louisiana</li> </ul>	

	<p>6.1.8.A.2.b</p> <p>6.1.8.C.3.b</p> <p>6.1.8.D.3.e</p> <p>6.1.8.B.3.d</p> <p>6.1.8.D.3.f</p>	<p>Territory.</p> <ul style="list-style-type: none"> <li>● Identify the cause of the French and Indian War.</li> <li>● Describe the changes caused by the war.</li> <li>● Explain how taxes caused growth tension.</li> <li>● Identify two events that led to the American Revolution.</li> <li>● Explain the importance of the Battle of Bunker Hill.</li> <li>● Identify the point at which war became unavoidable.</li> <li>● Identify important actions of the Second Continental Congress.</li> <li>● Explain the significance of the Declaration of Independence.</li> <li>● Discuss challenges of the Patriots.</li> <li>● Compare and contrast forces of the Revolution.</li> <li>● Recognize American support for the war.</li> <li>● Identify the economic impact the war had on Americans.</li> <li>● Explain the significance of the Battle of Trenton.</li> <li>● Describe the turning point of the Revolutionary War.</li> <li>● Explain how Washington's troops became better fighters.</li> <li>● Identify the two British fronts in 1781.</li> <li>● Explain the importance of the Battle of Yorktown.</li> <li>● Describe the results of the American Revolution.</li> </ul>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p>Pearson My World Interactive Social Studies, 2019</p> <p><a href="http://www.njarnistadcurriculum.net/history/unit/establishment-new-nation">http://www.njarnistadcurriculum.net/history/unit/establishment-new-nation</a></p> <p><a href="http://www.njarnistadcurriculum.net/history/unit/constitution-continental-congress">http://www.njarnistadcurriculum.net/history/unit/constitution-continental-congress</a></p> <p><a href="https://www.tolerance.org/">https://www.tolerance.org/</a></p> <p><a href="https://teachinghistory.org/history-content">https://teachinghistory.org/history-content</a></p> <p><a href="https://nj.gov/education/holocaust/resources/">https://nj.gov/education/holocaust/resources/</a></p> <p><a href="https://www.yadvashem.org/education/educational-materials/books/hana-suitecase.html">https://www.yadvashem.org/education/educational-materials/books/hana-suitecase.html</a></p> <p><a href="https://www.thoughtco.com/interactive-social-studies-websites-3194783">https://www.thoughtco.com/interactive-social-studies-websites-3194783</a></p> <p><a href="http://www.state.nj.us/state/history/kids/NJHistoryKids.htm">http://www.state.nj.us/state/history/kids/NJHistoryKids.htm</a></p> <p><a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a></p> <p><a href="https://www.readworks.org/">https://www.readworks.org/</a></p> <p><a href="https://kidskonnnect.com/">https://kidskonnnect.com/</a></p>		



	<p>6.1.8.A.3.b</p> <p>6.1.8.A.3.c</p> <p>6.1.8.A.3.d</p> <p>6.1.8.A.3.c</p> <p>6.1.8.A.3.g</p> <p>6.1.8.B.3.a</p> <p>6.1.8.B.4.a</p> <p>6.1.8.C.3.a</p> <p>6.1.8.B.4.b</p> <p>6.1.8.C.4.b</p> <p>6.1.8.A.4.b</p> <p>6.1.8.D.4.a</p> <p>6.1.8.A.4.c</p>	<ul style="list-style-type: none"> <li>● Identify strengths and weaknesses of the Articles of Confederation.</li> <li>● Explain how Shay's Rebellion led to the Constitutional Convention.</li> <li>● Understand the conflict between large and small states.</li> <li>● Describe the compromises made to reach agreement on the Constitution.</li> <li>● Identify the three branches of the federal government.</li> <li>● Analyze the system of checks and balances.</li> <li>● Explain the purpose of the Bill of Rights.</li> <li>● Describe how George Washington became president.</li> <li>● Identify reasons people migrated west.</li> <li>● Explain the significance of the Louisiana Purchase.</li> <li>● Understand the tensions that led to the War of 1812.</li> <li>● Identify key battles in the War of 1812.</li> <li>● Explain the significance of the Monroe Doctrine.</li> <li>● Identify important inventions during the Industrial Revolution.</li> <li>● Explain how new forms of transportation helped cities grow.</li> <li>● Explain the impact of Andrew Jackson's presidency.</li> <li>● Analyze how westward expansion affected Native Americans.</li> <li>● Understand how the population changed during this period.</li> <li>● Identify sources of conflict between Texans and the Mexican government.</li> <li>● Explain how western territory became part of the United States.</li> <li>● Describe how the Gold Rush helped California grow.</li> </ul>	
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**Unit 5: The New Nation**

<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p>Pearson My World Interactive Social Studies, 2019  <a href="http://www.njannistadcurriculum.net/history/unit/evolution-new-nation-state">http://www.njannistadcurriculum.net/history/unit/evolution-new-nation-state</a>  <a href="https://www.tolerance.org/">https://www.tolerance.org/</a>  <a href="https://teachinghistory.org/history-content">https://teachinghistory.org/history-content</a>  <a href="https://ni.gov/education/holocaust/resources/">https://ni.gov/education/holocaust/resources/</a>  <a href="https://www.yadvashem.org/education/educational-materials/books/hana-suitcase.html">https://www.yadvashem.org/education/educational-materials/books/hana-suitcase.html</a>  <a href="https://www.thoughtco.com/interactive-social-studies-websites-3194783">https://www.thoughtco.com/interactive-social-studies-websites-3194783</a>  <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a>  <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://kidskonnct.com/">https://kidskonnct.com/</a></p>	
<p><b>Unit 6: Slavery and Emancipation</b></p>	<p>6.1.8.D.4.b 6.1.8.D.4.c 6.1.8.D.5.a 6.1.8.B.5.a 6.1.8.D.5.b 6.1.8.C.5.a 6.1.8.A.5.a 6.1.8.D.5.c 6.1.8.C.5.a 6.1.8.D.5.b 6.1.8.A.5.b 6.1.8.C.5.b</p> <ul style="list-style-type: none"> <li>• Explain the importance of cotton to the South's economy.</li> <li>• Identify differences between the North and the South.</li> <li>• Analyze how tariffs increased tensions between the North and the South.</li> <li>• Understand how abolitionists fought slavery.</li> <li>• Explain key conflicts related to the issue of slavery in the territories.</li> <li>• Analyze the significance of the Dred Scott decision.</li> <li>• Explain how the Civil War began.</li> <li>• Explain the importance of the Battle of Bull Run.</li> <li>• Assess the advantages and disadvantages of each side.</li> <li>• Analyze the elements of Scott's Anaconda Plan.</li> <li>• Identify innovations in military technology during the Civil War.</li> <li>• Understand the impact of the Emancipation Proclamation.</li> <li>• Understand the historical significance of Juneteenth</li> <li>• Explain the importance of the fall of Vicksburg.</li> <li>• Identify the turning point of the Civil War.</li> </ul>	

	<p>6.1.8.D.5.d</p> <ul style="list-style-type: none"> <li>● Explain how people on the homefront contributed to the war effort.</li> <li>● Summarize Grant's plan to end the war.</li> <li>● Describe the effects of Sherman's march to the sea.</li> <li>● Identify the events that ended the war.</li> <li>● Explain how the federal government supported newly freed slaves.</li> <li>● Identify civil rights granted by the "Civil War Amendments."</li> <li>● Explain how African Americans' civil rights were restricted.</li> </ul>	
<p><b>Suggested Resources</b> Provide links to specific resources/activities</p>	<p>Pearson My World Interactive Social Studies, 2019  <a href="http://www.njammistadcurriculum.net/history/unit/civil-war-reconstruction">http://www.njammistadcurriculum.net/history/unit/civil-war-reconstruction</a>  <a href="https://www.tolerance.org/">https://www.tolerance.org/</a>  <a href="https://teachinghistory.org/history-content">https://teachinghistory.org/history-content</a>  <a href="https://ni.gov/education/holocaust/resources/">https://ni.gov/education/holocaust/resources/</a>  <a href="https://www.yadvashem.org/education/educational-materials/books/hana-suitcase.html">https://www.yadvashem.org/education/educational-materials/books/hana-suitcase.html</a>  <a href="https://www.thoughtco.com/interactive-social-studies-websites-3194783">https://www.thoughtco.com/interactive-social-studies-websites-3194783</a>  <a href="http://www.state.nj.us/state/history/kids/NJHistoryKids.htm">http://www.state.nj.us/state/history/kids/NJHistoryKids.htm</a>  <a href="http://www.digitalhistory.uh.edu/">http://www.digitalhistory.uh.edu/</a>  <a href="https://www.readworks.org/article/Celebrating-Juneenth/d6bdd404-b31a-4508-9e97-c88479ed5cc1#articleTab:content/">https://www.readworks.org/article/Celebrating-Juneenth/d6bdd404-b31a-4508-9e97-c88479ed5cc1#articleTab:content/</a>  <a href="https://kidskonnect.com/history/juneenth/">https://kidskonnect.com/history/juneenth/</a>  <a href="https://www.ducksters.com/history/civil_war_battles_of_1861_1862.php">https://www.ducksters.com/history/civil_war_battles_of_1861_1862.php</a></p>	

## Curricular Units

### Unit 1: Native Peoples of North America

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples (The Student will be able to:)
<p>6.1.8. B 1.a</p> <p>Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p>6.1.8.B.1.b</p> <p>Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</p>	<p>How did people adapt to life in North America?</p> <p>How did the environments of the West affect the lives of Native Americans?</p> <p>How did the desert affect people’s lives?</p>	<p>Classroom discussions</p> <p>Timelines</p> <p>Definitions of key terms</p> <p>Written responses to questions</p> <p>Essays</p> <p>Class debates</p> <p>Projects</p> <p>Presentations: Individual &amp; Group</p> <p>Map Skills &amp; Analysis</p> <p>Close Reading Activities</p> <p>Analysis of Graphic Organizers and notes</p>	<p>Family stereotypes activity</p> <p>Compare and contrast settlements using Venn diagram and/or foldable</p> <p>Create a timeline and/or to interpret information</p> <p>Project: Make a Model Shelter</p> <p>Analyze how the environment affected the lives of Native Americans</p>
<p>6.1.8.D.1.a</p> <p>Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>	<p>How did the natural resources of the Plains impact Native Americans?</p>	<p>Classroom discussions</p> <p>Timelines</p> <p>Definitions of key terms</p> <p>Written responses to questions</p> <p>Essays</p> <p>Class debates</p>	<p>Analyze how the Native Americans utilized natural resources and the impact it had on their settlements.</p> <p>Discuss the various challenges of living in North America</p>

6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.	How did the environment shape Eastern Woodlands cultures?	Projects Presentations: Individual & Group Map Skills & Analysis Close Reading Activities Analysis of Graphic Organizers and notes	Examine the similarities and differences among the various Native American groups. Students will complete a writing prompt on the following topic: America's Cultural Roots.
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Unit 1 Assessment Plan		Unit 1 Assessment Plan	
<b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Class Discussions, Essays, Exit Tickets	<b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Tests, Quizzes, Projects		

Unit 1 Suggested Modifications/Accommodations/Extension Activities			
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> a. Read written instructions/Google translate b. Students may be provided with note organizers /study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)	

Unit 1 Connections		Unit 1 Connections	
<b>NJSIS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	<b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. 8.1.5.A.5 Create and use a database to answer basic questions. 8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
<b>21st Century Skills</b>		<b>Interdisciplinary Connections</b>	

<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">21st Century Life and Skills</a></p>	<p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NI Student Learning Standards</a></p>
<p>9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4. Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5. Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7. Evaluate the impact of online activities and social media on employer decisions.</p>	<p style="text-align: center;"><b>Hana's Suitcase Book Study</b></p> <p>English: Written responses about the novel. Geography: Map studies; Europe, Czechoslovakia, Japan. Art: Have the students do art in various media of the symbols in the book such as the Star of David, trains, and playground swings. Book Talk: Learning about the Holocaust</p>

## Unit 2: Exploration and Colonization

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</p> <p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.</p>	<p>How did events in Europe affect exploration?</p> <p>How did science and technology impact European exploration?</p>	<p>Classroom discussions Timelines Definitions of key terms Written responses to questions Essays Class debates Projects Presentations: Individual &amp; Group Map Skills &amp; Analysis Close Reading Activities Analysis of Graphic Organizers and notes</p>	<p>Create a graph to analyze the exploration of new water and land routes.</p> <p>Students will research various explorers.</p> <p>Students will identify various technological advances and their impact on exploration.</p>
<p>6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p> <p>6.1.8.D.2.a Analyze the power struggle</p>	<p>What effect did the Colombian Exchange have on the Native Americans?</p> <p>How did Spanish explorers change the</p>	<p>Classroom discussions Timelines Definitions of key terms Written responses to questions Essays Class debates Projects Presentations: Individual &amp; Group Map Skills &amp; Analysis</p>	<p>Students will complete a Colombian Exchange Project.</p> <p>Class debates on the pros/cons of the Colombian Exchange.</p>

<p>among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.1.a</p> <p>Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>	<p>Americas?</p>	<p>Close Reading Activities</p> <p>Analysis of Graphic Organizers and notes</p>	<p>The students will complete a cause/effect chart about Spain's growth of power in North America</p>
<p>6.1.8.C.1.b</p> <p>Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.8.B.1.a</p> <p>Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p>	<p>How did France's relationship with Native Americans affect colonization?</p> <p>What challenges did English settlers face?</p>	<p>Classroom discussions</p> <p>Timelines</p> <p>Definitions of key terms</p> <p>Written responses to questions</p> <p>Essays</p> <p>Class debates</p> <p>Projects</p> <p>Presentations: Individual &amp; Group</p> <p>Map Skills &amp; Analysis</p> <p>Close Reading Activities</p> <p>Analysis of Graphic Organizers and notes</p>	<p>Students will compare/contrast John Cabot and Henry Hudson's expeditions to the Northwest Passage.</p> <p>Students and teacher review reading passages about France's relationship with the Native Americans and form an opinion on the topic.</p> <p>Research and analyze the challenges faced by English settlers.</p>

Unit 2 Assessment Plan			
Formative Assessment		Summative Assessment	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>		<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
Class Discussions, Essays, Exit Tickets		Tests, Quizzes, Projects	
Unit 2 Suggested Modifications/Accommodations/Extension Activities			
<p><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	
<p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>	

d. Extended time on assessments when needed.

Unit 2 Connections	
<p><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.            8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.            8.1.5.A.4 Graph data using a spreadsheet; analyze and produce a report that explains the analysis of the data.            8.1.5.A.5 Create and use a database to answer basic questions.            8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.</p>	<p><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p> <p>CRP1. Act as a responsible and contributing citizen and employee.            CRP2. Apply appropriate academic and technical skills.            CRP3. Attend to personal health and financial well-being.            CRP4. Communicate clearly and effectively and with reason.            CRP5. Consider the environmental, social and economic impacts of decisions.            CRP6. Demonstrate creativity and innovation.            CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.            CRP9. Model integrity, ethical leadership and effective management.            CRP11. Use technology to enhance productivity.</p>
<p><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.            9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.            9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.            9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>Speaking: Oral Report on an Explorer</p> <p>Science: Technological advances made to improve exploration.</p>

Unit 3: Colonial America			
<b>Content Standards</b>	<b>Critical Knowledge &amp; Skills</b> (“Unpacked” Standards)	<b>Content-Specific Practices</b> (when applicable)	<b>Standard Mastery Examples</b> (The Student will be able to:)
6.1.8.A.2.a	Determine the roles of religious	Classroom discussions Timelines	Student will identify Puritan values



<p>freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>	<p>England?</p> <p>What factors influenced the development of the Middle Colonies?</p>	<p>Definitions of key terms Written responses to questions Essays Class debates Projects Presentations: Individual &amp; Group Map Skills &amp; Analysis Close Reading Activities Analysis of Graphic Organizers and notes</p>	<p>that shaped America.</p> <p>Students will explain why rebels formed new colonies.</p> <p>Writing prompt: Explain how New York became an English colony.</p>
<p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>	<p>How did the Southern Colonies differ from other settlements?</p> <p>How did economic needs affect life in the colonies?</p> <p>Why did slavery develop in the English Colonies?</p>	<p>Classroom discussions Timelines Definitions of key terms Written responses to questions Essays Class debates Projects Presentations: Individual &amp; Group Map Skills &amp; Analysis Close Reading Activities Analysis of Graphic Organizers and notes</p>	<p>Students will identify important events in the growth of Georgia.</p> <p>Students will cite reasons why settlers came to the colonies.</p> <p>Students will examine reasons why colonists in the North and South kept slaves.</p> <p>Students will research instances where Africans resisted being enslaved.</p>
<p>6.1.8.C.2.b</p>		<p>Classroom discussions</p>	<p>Students will analyze how trade</p>

<p>Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.8.C.2.c</p> <p>Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8.D.2.a</p> <p>Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p>	<p>What influenced the development of colonial economies?</p> <p>How did values shape colonial governments?</p>	<p>Timelines Definitions of key terms Written responses to questions Essays Class debates Projects Presentations: Individual &amp; Group Map Skills &amp; Analysis Close Reading Activities Analysis of Graphic Organizers and notes</p>	<p>policies affected England's relationship with the colonies. Students will explain the three legs of the triangular trade. Students will compare/contrast the economic systems of the colonies. Understand how colonists practiced democracy. Identify tensions between the colonial assemblies and the king.</p>
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Unit 3 Assessment Plan	
<p><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Class Discussions, Essays, Exit Tickets</p>	<p><b>Summative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 3 Suggested Modifications/Accommodations/Extension Activities			
<p><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Read written instructions</li> <li>Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>Model and provide examples</li> <li>Extended time on assessments when needed.</li> <li>Establish a non-verbal cue to redirect student when not on task.</li> <li>Students may use a bilingual dictionary.</li> <li>Pair Visual Prompts with Verbal Presentations</li> <li>Highlight Key Words &amp; Phrases</li> </ol>	<p><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>Extended time on assessments when needed.</li> <li>Preferred seating to be determined by student and teacher.</li> <li>Provide modified assessments when necessary.</li> <li>Student may complete assessments in alternate setting when requested.</li> <li>Establish a non-verbal cue to redirect student when not on task.</li> </ol>	<p><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Use of Higher Level Questioning Techniques</li> <li>Extension/Challenge Questions</li> <li>Provide Assessments at a Higher Level of Thinking</li> <li>greatsocialstudies.com (Enrichment Activities)</li> </ol>	

**Unit 3 Connections**

<p align="center"><b>NIJLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NI Technology Standards</i></p>	<p align="center"><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NI Career Readiness Practices</i></p>
<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.              8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.              8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.              8.1.5.A.5 Create and use a database to answer basic questions.              8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.              CRP2. Apply appropriate academic and technical skills.              CRP3. Attend to personal health and financial well-being.              CRP4. Communicate clearly and effectively and with reason.              CRP5. Consider the environmental, social and economic impacts of decisions.              CRP6. Demonstrate creativity and innovation.              CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.              CRP9. Model integrity, ethical leadership and effective management.              CRP11. Use technology to enhance productivity.</p>
<p align="center"><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p align="center"><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/ Math/ Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NI Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.              9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.              9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.              9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Math: Timeline of events leading up to the American Revolution.              Technology: Presentation on Explorers              English: Written responses.</p>

**Unit 4: The Struggle for North America**

<p align="center"><b>Content Standards</b></p> <p>6.1.8.D.3.a</p>	<p align="center"><b>Critical Knowledge &amp; Skills</b>                  ("Unpacked" Standards)</p>	<p align="center"><b>Content-Specific Practices</b>                  (when applicable)</p>	<p align="center"><b>Standard Mastery Examples</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various</p>	<p>How did France's control of the Mississippi River affect settlement?</p>	<p>Classroom discussions                  Timelines                  Definitions of key terms                  Written responses to questions                  Essays                  Class debates                  Projects</p>	<p>Students will research LaSalle's voyage down the Mississippi.</p>

<p>groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.C.3.a</p> <p>Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p>	<p>How did the French and Indian War change the colonies?</p> <p>How did taxes and other government regulations affect the colonies?</p>	<p>Presentations: Individual &amp; Group Map Skills &amp; Analysis Close Reading Activities Analysis of Graphic Organizers and notes</p>	<p>Students will identify the causes of the French and Indian War.</p> <p>Students will Identify two events that led to the American Revolution.</p>
<p>6.1.8.A.2.b</p> <p>Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.C.3.b</p> <p>Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p>	<p>What caused the colonists to unite against Great Britain?</p> <p>What caused the American Revolution?</p> <p>Why is the Second Continental Congress important?</p>	<p>Classroom discussions Timelines Definitions of key terms Written responses to questions Essays Class debates Projects Presentations: Individual &amp; Group Map Skills &amp; Analysis Close Reading Activities Analysis of Graphic Organizers and notes</p>	<p>Students will explain the significance of the Declaration of Independence.</p> <p>Students will compare and contrast forces of the Revolution.</p> <p>Students will Identify the economic impact the war had on Americans.</p>
<p>6.1.8.D.3.e</p> <p>Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine</p>	<p>Why challenges the war present?</p> <p>How did Patriots influence the war?</p>	<p>Classroom discussions Timelines Definitions of key terms Written responses to questions Essays Class debates Projects Presentations: Individual &amp; Group Map Skills &amp; Analysis Close Reading Activities Analysis of Graphic Organizers and notes</p>	<p>Students will explain the significance of the Battle of Trenton.</p> <p>Students will Explain how Washington's troops became better fighters.</p>

<p>how these groups were impacted by the war.</p> <p>6.1.8.B.3.d          Explain why New Jersey's location played an integral role in the American Revolution.</p> <p>6.1.8.D.3.f          Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p>	<p>How did the Revolution affect life in America?</p>		<p>Students will identify challenges of the Patriots.</p> <p>Students will Identify the two British fronts in 1781.</p> <p>Students will describe the results of the American Revolution.</p>
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Unit 4 Assessment Plan			
<b>Formative Assessment</b>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Class Discussions, Essays, Exit Tickets			
Tests, Quizzes, Projects			

Unit 4 Suggested Modifications/Accommodations/Extension Activities			
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
<p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>e. Student may complete assessments in alternate setting when requested.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>	

### Unit 4 Connections

NJLS - Technology		Career Readiness Practices	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. 8.1.5.A.5 Create and use a database to answer basic questions. 8.1.5.A.6 Export data from a database into a spreadsheet, analyze and produce a report that explains the analysis of the data.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p> <p>Reading/Writing: Students will read about events pertaining to the American Revolution and respond about them in writing. Art: Students will create protest posters about the American Revolution</p>
21st Century Skills		Interdisciplinary Connections	

### Unit 5: The New Nation

Unit 5: The New Nation			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks</p>	<p>What problems did the government face after the Revolution?</p>	<p>Classroom discussions Timelines Definitions of key terms Written responses to questions Essays Class debates Projects Presentations: Individual &amp; Group</p>	<p>Students will identify strengths and weaknesses of the Articles of Confederation.</p>

<p>and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p>	<p>Why is the Constitution a powerful document?</p>	<p>Map Skills &amp; Analysis Close Reading Activities Analysis of Graphic Organizers and notes</p>	<p>Students will explain how Shay's Rebellion led to the Constitutional Convention.</p>
<p>Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.A.3.c</p> <p>Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p>	<p>Why must a government be able to compromise?</p>		<p>Students will describe the compromises made to reach agreement on the Constitution.</p>
<p>Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.A.3.c</p>			<p>Students will analyze the system of checks and balances.</p>
<p>Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>6.1.8.B.3.a</p> <p>Assess how conflicts and alliances among European countries and Native American groups impacted</p>	<p>What is the significance of the Louisiana Purchase?</p>	<p>Classroom discussions Timelines Definitions of key terms Written responses to questions Essays Class debates Projects Presentations: Individual &amp; Group Map Skills &amp; Analysis Close Reading Activities</p>	<p>Students will identify reasons people migrated west.</p> <p>Students understand will the significance of the Louisiana Purchase.</p>

<p>the expansion of the American colonies.</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p>	<p>How did the expansion of the United States affect North America?</p> <p>How did conflicts with Mexico change the United States?</p>	<p>Analysis of Graphic Organizers and notes</p>	<p>Students will understand the tensions that led to the War of 1812.</p> <p>Students will identify key battles in the War of 1812.</p> <p>Students will explain the significance of the Monroe Doctrine.</p>
<p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.A.4.c</p>	<p>How did the War of 1812 affect Americans?</p> <p>How did the Industrial Revolution change people's lives?</p> <p>How did freedom change for people?</p>	<p>Classroom discussions Timelines Definitions of key terms Written responses to questions Essays Class debates Projects Presentations: Individual &amp; Group Map Skills &amp; Analysis Close Reading Activities Analysis of Graphic Organizers and notes</p>	<p>Students will identify important inventions during the Industrial Revolution.</p> <p>Students will explain the impact of Andrew Jackson's presidency.</p> <p>Students will analyze how westward expansion affected Native Americans.</p> <p>Students will identify sources of conflict between Texans and the Mexican government.</p> <p>Students will explain how western territory became part of the United States.</p>



Assess the extent to which voting rights were expanded during the Jacksonian period.		
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Unit 5 Assessment Plan		
Formative Assessment	Summative Assessment	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
Class Discussions, Essays,, Exit Tickets	Tests, Quizzes, Projects	

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers /study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul>	<ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>E. Student may complete assessments in alternate setting when requested.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> <li>d. greatsocialstudies.com (Enrichment Activities)</li> </ul>

Unit 5 Connections		
NLSLS - Technology	Career Readiness Practices	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
Refer to the <a href="#">NJ Technology Standards</a>	Refer to the <a href="#">NJ Career Readiness Practices</a>	
<ul style="list-style-type: none"> <li>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.</li> <li>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</li> <li>8.1.5.A.5 Create and use a database to answer basic questions.</li> <li>8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.</li> </ul>	<ul style="list-style-type: none"> <li>CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP2. Apply appropriate academic and technical skills.</li> <li>CRP3. Attend to personal health and financial well-being.</li> <li>CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>CRP6. Demonstrate creativity and innovation.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP9. Model integrity, ethical leadership and effective management.</li> <li>CRP11. Use technology to enhance productivity.</li> </ul>	
21st Century Skills	Interdisciplinary Connections	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific EL A/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc.</i>	
Refer to the <a href="#">21st Century Life and Skills</a>	Refer to the <a href="#">NJ Student Learning Standards</a>	

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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

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

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Geography: Students will study a map of the expanding United States.

Reading/Writing: Students will read about events pertaining to the Westward Expansion and respond about them in writing.

## Unit 6: Slavery and Emancipation

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.8.D.4.b</p> <p>Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p>	<p>How did the South affect the nation’s economy and politics?</p>	<p>Classroom discussions</p> <p>Timelines</p> <p>Definitions of key terms</p> <p>Written responses to questions</p> <p>Essays</p> <p>Class debates</p> <p>Projects</p> <p>Presentations: Individual &amp; Group</p> <p>Map Skills &amp; Analysis</p> <p>Close Reading Activities</p> <p>Analysis of Graphic Organizers and notes</p>	<p>Students will explain the importance of cotton to the South’s economy.</p> <p>Students will identify differences between the North and the South.</p> <p>Students will analyze how tariffs increased tensions between the North and the South.</p> <p>Students will explain key conflicts related to the issue of slavery in the territories.</p> <p>Students will analyze the significance of the Dred Scott decision.</p> <p>Students will explain how the Civil War began.</p> <p>Students will assess the advantages and disadvantages of each side.</p>
<p>6.1.8.D.4.c</p> <p>Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p>	<p>How did the issue of slavery affect the United States?</p>		

<p>6.1.8.D.5.a</p> <p>Prioritize the causes and events that led to the Civil War from different perspectives.</p>	<p>How did the challenges of wartime divide the nation?</p>	<p>Classroom discussions</p> <p>Timelines</p> <p>Definitions of key terms</p> <p>Written responses to questions</p> <p>Essays</p> <p>Class debates</p> <p>Projects</p> <p>Presentations: Individual &amp; Group</p> <p>Map Skills &amp; Analysis</p> <p>Close Reading Activities</p> <p>Analysis of Graphic Organizers and notes</p>	<p>Students will identify innovations in military technology during the Civil War.</p> <p>Students will identify the turning point of the Civil War.</p> <p>Students will explain the importance of the Battle of Bull Run.</p>
<p>6.1.8.B.5.a</p> <p>Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.</p>	<p>How did the Civil War impact life in the United States?</p>		<p>Students will explain how people on the home front contributed to the war effort.</p>
<p>6.1.8.D.5.b</p> <p>Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p>	<p>How did the end of the Civil War change the United States?</p>		<p>Students will describe the effects of Sherman's march to the sea.</p>
<p>6.1.8.C.5.a</p> <p>Assess the human and material costs of the Civil War in the North and South.</p>	<p>How did the South change after the war?</p>	<p>Classroom discussions</p> <p>Timelines</p> <p>Definitions of key terms</p> <p>Written responses to questions</p> <p>Essays</p> <p>Class debates</p> <p>Projects</p> <p>Presentations: Individual &amp; Group</p> <p>Map Skills &amp; Analysis</p> <p>Close Reading Activities</p> <p>Analysis of Graphic Organizers and notes</p>	<p>Students will understand the impact of the Emancipation Proclamation.</p> <p>Students will learn the historical significance of Juneteenth.</p>
<p>6.1.8.A.5.a</p> <p>Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p>	<p>What did the Emancipation Proclamation mean to Americans?</p>		<p>Students will identify the events that ended the war.</p> <p>Students will explain how the federal government supported newly freed slaves.</p>
<p>6.1.8.D.5.c</p> <p>Examine the roles of women, African Americans, and Native Americans in the Civil War.</p>	<p>What roles did women, African Americans, and Native Americans play in the Civil War?</p>		<p>Students will identify civil rights granted by the "Civil War Amendments."</p> <p>Project: The roles of women,</p>

		African Americans, and Native Americans in the Civil War
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Unit 6 Assessment Plan		
<b>Formative Assessment</b>		<b>Summative Assessment</b>
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>		<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Class Discussions, Essays, Exit Tickets		Tests, Quizzes, Projects

Unit 6 Suggested Modifications/Accommodations/Extension Activities		
<b>English Language Learners (ELL)</b>	<b>Special Education / 504</b>	<b>Gifted and Talented</b>
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 6 Connections		
<b>NJSLS - Technology</b>	<b>Career Readiness Practices</b>	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
Refer to the NJ Technology Standards	Refer to the NJ Career Readiness Practices	
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. 8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. 8.1.5.A.5 Create and use a database to answer basic questions. 8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	
<b>21st Century Skills</b>	<b>Interdisciplinary Connections</b>	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>	
Refer to the 21st Century Life and Skills	Refer to the NJ Student Learning Standards	

<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Science: Students will study technological advances made during the Civil War.</p> <p>English: Reading about the Civil War and written responses.</p> <p>Technology: Presentation on contributions made by women, African Americans, and Native Americans during the Civil War.</p>
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