

**Mount Holly Township School District
5th GRADE SOCIAL STUDIES CURRICULUM**



**Revised to meet the June 2020 NJSLS-SOCIAL STUDIES
Board Approval: August 2022**

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

<u>Pacing Guide</u>		
<u>Click for Standards and Information</u>		
Topic	Unit #	Unit Length
Earliest Americans	Unit 1	Marking Period 1 About 45 days
Native American Tribes And Regions Of the USA	Unit 2	Marking Period 2 About 45 days
European Exploration of North America	Unit 3	Marking Period 3 About 45 days
European Colonization of North America	Unit 4	Marking Period 4 About 45 days



Unit 1: Earliest Americans

Unit Length: Marking Period 1
(Approx. 45 Days)

Unit Overview

All students will acquire the knowledge that will allow them to understand how indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. The students will then assess how there are differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492. Finally the students will evaluate how European exploration expanded global economic and cultural exchange into the Western Hemisphere.

Enduring Understandings

- Archaeology indicates that early humans traveled by foot across the Bering Strait approximately 13,000 years ago.
- North and South America were difficult to populate due to drastic differences in climate and geography.
- Traces of these ancient city cultures are still represented today in American societies and cultures.
- Native American culture stretched from coast to coast.
- Native Americans of North America were influenced by local landscapes and landforms and demonstrated diversity in tradition, such as in their architecture, crafts, climate, and livelihood.
- Many Native American cultures are still prominent and thriving in today's ever-changing society

Essential Questions

1. Why do people move?
2. When studying history, how do you determine whose point of view matters?
3. How do the resources where you live affect how you live?
4. What are the advantages and disadvantages when cultures interact?
5. How do people in different places and times make decisions about how to utilize their resources?
6. How have the events of the past help shape the present?

District/ School Formative Assessment Plan

- Teacher Observation
- Presentations
- Quizzes/Test
- Portfolios
- Group Projects/Discussions
- Constructed Response

District/ School Summative Assessment Plan

- Performance Tasks
- Summative Assessment

<ul style="list-style-type: none"> • Speeches/Debates 	
Instructional Best Practices	
<ul style="list-style-type: none"> • Identifying Similarities and Differences • Summarizing and Note Taking • Reinforcing Effort and Providing Recognition • Homework and Practice • Modeling • Cooperative Learning • Setting Objectives and Providing Feedback • Cues, Questions, and Advance Organizers • Gradual Release of Responsibility 	<ul style="list-style-type: none"> • Managing response rates • Checks for Understanding • Diagrams, Charts and Graphs • Coaching • Reading Partners • Visuals • Collaborative Problem Solving • Active Engagement Strategies • Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
Social Studies Practices	
<ul style="list-style-type: none"> • Developing Questions and Planning Inquiry • Gathering and Evaluating Sources • Seeking Diverse Perspectives • Developing Claims and Using Evidence • Presenting Arguments and Explanations • Engaging in Civil Discourse and Critiquing Conclusions • Taking Informed Action 	
Routine Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> • Whole group • Pair-Share • Small group Discussion • Teacher directed Discussion • Student-led Discussion • Questioning • Active Listening Strategies • Oral Presentation 	<ul style="list-style-type: none"> • Class Debate • Oral Reports • Socratic Seminar

Routine Writing	Writing Task
<ul style="list-style-type: none"> ● Exit Ticket ● Do Now ● Reflections ● Short Constructed Response ● Note Taking ● 	<ul style="list-style-type: none"> ● Explanatory Writing ● Persuasive Writing
Computer Science and Design Thinking (Technology)	N.J.A.C. 6A:8-2.1 Include technical advances throughout history. CORE Ideas
Diversity, Equity, and Inclusion	See lessons noted with DEI throughout each unit. C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion Sample Lessons Provided by NJ.Gov
Climate Change	Climate Change Standards denoted in each unit. N.J.A.C. 6A:8-2.1 Provide evidence of climate change over a period of time Climate Change Curriculum Guide
Amistad Law	See lessons noted with Amistad Law in each unit. C.18A:35-40 Findings, declarations relative to civics education in public schools. Amistad Homepage
Holocaust Law	See lessons noted with Holocaust Law in Unit 1. 18A:35-28: Instruction on Holocaust, genocides required in elementary, secondary school curriculum To Honor All Children “FROM PREJUDICE, TO DISCRIMINATION, TO HATRED... TO HOLOCAUST.”
LGBT and Disabilities Law	See lessons noted with LGBT-D in Unit 4. C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum. Museum of disABILITY History

	<p>“A physical and virtual museum “dedicated to advancing the understanding, acceptance, and independence of people with disabilities.” Educational resources include grades 4-8 lesson plans aligned with SS NJSL.</p>
Asian Americans/Pacific Islanders	<p>See lesson noted with AA/PI in Unit 3. NJSA 18A:35-4.1 Principles of humanity</p>

Career Readiness, Life Literacies, and Key Skills
9.1 Personal Financial Literacy – Income And Careers

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”
- 9.1.5.EG.2: Describe how tax monies are spent.
- 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.
- 9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

Interdisciplinary Connections

English/Literacy:

- W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- 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. RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.9 Analyze the relationship between a primary and secondary sources on the same topic.
- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or

technical processes. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS Computer Science and Design Thinking: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will:

INDICATOR:

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.2: Compare the amount of storage space required for different types of data
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
- 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
- 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
- 8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.
- 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- 8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

NJSLs Learning Plan (UNIT 1)

Aligned Standards and Exemplar Activities

<p style="text-align: center;"><u>UNIT 1: NJ Student Learning Standards Overview</u></p> <p>Priority NJSLs: <u>Covered Standards in Unit</u> 6.1, 6.2, 6.3, 6.4, 6.5 <u>Specific Aligned</u> 6.1.8.B.1.a, 6.1.8.B.1.b, 6.1.8.C.1.a, 6.1.8.C.1.b, 6.1.8.D.1.a, 6.1.8.D.1</p>	<p style="text-align: center;"><u>Exemplar Lessons and Activities</u></p> <p>Below is a list of supplemental resources that could be used to cover the student learning objectives and standards attached.</p>
<p>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>Aligned SLOs:</p> <ul style="list-style-type: none"> Students will understand how geographic factors influenced the Origin Story Theory Students will understand how geographic factors influenced the Early Arrival Theory 	<p><u>Prehistoric maps of North America</u></p> <p><u>Climate Change and 3 Theories of Migration</u></p> <p><u>Origin Stories</u></p> <p><u>Cave Paintings</u></p> <p>Differentiation: General Accommodations/Modifications:</p> <ul style="list-style-type: none"> Extended time for assignments Alternative forms of assessment if appropriate Visuals for vocabulary Pre-teach new vocabulary when appropriate Reduce auditory and visual distractions Small group instruction as needed <p>Tier II:</p> <ul style="list-style-type: none"> Extended time for assignments Alternative forms of assessment if appropriate Visuals for vocabulary

	<ul style="list-style-type: none"> • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed • Use of checklist for projects <p>Tier III:</p> <ul style="list-style-type: none"> • Provide visuals for references • Additional time for assignments • Provide visuals • Kinesthetic learning • Teacher model with manipulative, students build onto teacher model as needed. • Limit amount of manipulatives. • One-on-one instruction • Teacher can document student progress • Small group instruction • Use of checklists or projects •
<p>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.</p> <p>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>Aligned SLOs:</p> <ul style="list-style-type: none"> • Students will understand how geographic factors influenced the migration to North America • Students will understand how geographic factors influenced the Land Bridge Theory 	<p><u>Where did American's Come From?</u></p> <p><u>Migration Theories</u></p> <p><u>Exploring Beringia</u></p> <p><u>Background Information on Migration Theories</u></p> <p>Differentiation:</p> <p>General Accommodations/Modifications:</p>

	<ul style="list-style-type: none">• Extended time for assignments• Alternative forms of assessment if appropriate• Visuals for vocabulary• Pre-teach new vocabulary when appropriate• Reduce auditory and visual distractions• Small group instruction as needed <p>Tier II:</p> <ul style="list-style-type: none">• Extended time for assignments• Alternative forms of assessment if appropriate• Visuals for vocabulary• Pre-teach new vocabulary when appropriate• Reduce auditory and visual distractions• Small group instruction as needed• Use of checklist for projects <p>Tier III:</p> <ul style="list-style-type: none">• Provide visuals for references• Additional time for assignments• Provide visuals• Kinesthetic learning• Teacher model with manipulative, students build onto teacher model as needed.• Limit amount of manipulatives.• One-on-one instruction• Teacher can document student progress• Small group instruction• Use of checklists or projects•
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6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

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.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict

Amistad Law

C.18A:35-40 Findings, declarations relative to civics education in public schools.

6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in ancient civilizations

Holocaust Law

18A:35-28: Instruction on Holocaust or genocides required in elementary, secondary school curriculum (ancient civilizations human sacrifice)

Aligned SLOs:

- Students will understand how geographic factors influenced the Aztec Civilization
- Students will understand how geographic factors influenced the Mayan Civilization
- Students will understand how geographic factors influenced the Inca Civilization

Create Your Own Civilization

Mayan Civilization

Aztec Civilization

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.

	<ul style="list-style-type: none"> • One-on-one instruction • Teacher can document student progress • Small group instruction • Use of checklists or projects •
<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>-----</p> <p>6.1.8.B.1.a 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>List reasons why people would choose to move, voluntarily and involuntarily.</p> <p>Evaluate maps of North America that have Asia on the left.</p> <p>Predict why people choose to migrate.</p> <p>-----</p> <p>Create a map of the various Native American groups and how they migrated..</p> <p>Explain in your own words why you believe Native Americans needed to migrate.</p> <p>Describe the Land Bridge Theory.</p> <p>Evaluate how migration affected interactions in different regions.</p> <p>Describe how different climates other factors lead Natives from a nomadic lifestyle to an agricultural one.</p> <p>Differentiation:</p> <p>General Accommodations/Modifications:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed <p>Tier II:</p>

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Key Vocabulary

Glacier, Migration Theory Archaeologist, Artifact, Descendant Origin Story, Ancestor, Nomad, Technology, Extinct, Agriculture, Tribe, Civilization, Class, Slavery, Pueblo

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students/Students with 504 Plans
<ul style="list-style-type: none"> • Modifications as stated in IEPs • Scaffolding comprehension questions for content-area reading • Development of target vocabulary • Highlighting key aspects of a topic, eliminating non essential 	<ul style="list-style-type: none"> • Positive Reinforcement • Adjust time for completion of assignments • Modifications as stated in 504 plan • Preferential seating

<p>information</p> <ul style="list-style-type: none"> ● Using visual aids, such as video, illustrations, pictures, and drawings to explain or clarify ● Allowing students to correct errors ● Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) ● Modifying tests to reflect selected objectives ● Reducing the number of answer choices on multiple choice tests ● Allowing the use of note cards or open-book during testing ● Utilizing graphic organizers ● Providing visual aids ● Strategic grouping ● Small group instruction as needed 	<ul style="list-style-type: none"> ● Individual or small group instruction ● Emphasize critical information/key concepts ● Pre-teach vocabulary ● Provide visual aids ● Adjust level of assignment ● Provide directions in multiple ways (Read to student, show examples, provide reference sheet) ● Frequent checks for understanding ● Small group instruction as needed
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ ● Development of target vocabulary ● Scaffolding content-area reading ● Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify ● Eliminating non essential information ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Allowing students to correct errors ● Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) ● Allowing the use of note cards or open-book during testing ● Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students. 	<ul style="list-style-type: none"> ● Modify activities/assignments/projects/ assessments ● Small group and individual enrichment ● Multiple intelligence options ● Multiple or higher level texts on any given subject ● Provide options for alternative activities/ assignments/projects/ assessments ● Bloom's Taxonomy -Stress higher ordering thinking skills ● Flexible grouping ● Independent projects
Required Activities	Suggested Activities

- Do Now/Warm-Up
- Closure
- Whole Group
- Small Groups
- Guided Practice
- Independent Practice
- PBIS Implementation
- Identify and review objectives for lesson
- Stations
- Intervention/Remediation

- Projects Academic
- Academic Games
- Brain Breaks



-----Start of Unit 2 -----

Unit 2:Native American Tribes And Regions Of the USA

**Unit Length: Marking Period 2
(About 45 Days)**

Unit Overview

The students will then evaluate and compare and contrast the differences and similarities among Native Americans who converged throughout the regions of North America. Students will determine what each used to survive in each region.

Enduring Understandings

Essential Questions

<ul style="list-style-type: none"> ● Prior to European exploration, Mesoamericans were the only human inhabitants throughout Central and South America. ● Prior to European exploration, Native American tribes were the only human inhabitants throughout North America. ● Trade between Europe and Asia spread new ideas. ● New learning spread through Europe, leading to better tools for sailors and explorers ● Interaction between cultures will bring about change. ● Societies adapt to their physical environments. ● Many cultural traditions and heritages contribute to the diversity within our state and nation. ● The slave labor system and the loss of Native American lives had a lasting impact on the development of American culture. 	<ol style="list-style-type: none"> 1. What are the major regions and states of The United States of America? 2. How did climate, location, and natural resources affect Northwest Native American Tribes? 3. How did climate, location, and natural resources affect Southwest Native American Tribes? 4. How did climate, location, and natural resources affect Midwest Native American Tribes? 5. How did climate, location, and natural resources affect Eastern Native American Tribe?
Social Studies Best Practices and Media Formats	District/School Supplementary Resources
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 	http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/
District/ School Formative and Summative Assessment Plan	

Unit Quiz/Assessments**Group Project (Native Americans): Research and Informative****Group Project (Create Your Own Tribe): Persuasive and Informative****Instructional Best Practices**

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues, Questions, and Advance Organizers
- Gradual Release of Responsibility

- Managing response rates
- Checks for Understanding
- Diagrams, Charts and Graphs
- Coaching
- Reading Partners
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies
- Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Updated Standards Incorporated**Computer Science and Design Thinking
(Technology)**

N.J.A.C. 6A:8-2.1 Include technical advances throughout history.
[CORE Ideas](#)

Diversity, Equity, and Inclusion

See lessons noted with DEI throughout each unit.
C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion
[Sample Lessons Provided by NJ.Gov](#)

Climate Change

Climate Change Standards denoted in each unit.
N.J.A.C. 6A:8-2.1 Provide evidence of climate change over a period of time
[Climate Change Curriculum Guide](#)

Amistad Law	See lessons noted with Amistad Law in each unit. C.18A:35-40 Findings, declarations relative to civics education in public schools. Amistad Homepage
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Asian Americans/Pacific Islanders	See lesson noted with AA/PI in Unit 3. NJSA 18A:35-4.1 Principles of humanity
Routine Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> ● Whole group ● Pair-Share ● Small group Discussion ● Teacher directed Discussion ● Student-led Discussion ● Questioning ● Active Listening Strategies ● Oral Presentation 	<ul style="list-style-type: none"> ● Class Debate ● Oral Reports ● Socratic Seminar
Routine Writing	Writing Task

- Exit Ticket
- Do Now
- Reflections
- Short Constructed Response
- Note Taking

- Explanatory Writing
- Persuasive Writing

Career Readiness, Life Literacies, and Key Skills

9.1 Personal Financial Literacy – Income And Careers

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”

9.1.5.EG.2: Describe how tax monies are spent.

9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.

9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1 Personal Financial Literacy – Income And Careers

9.1.8. A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8. A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8. A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8. A.4 Relate earning power to quality of life across cultures.

9.2 Career Awareness, Exploration, And Preparation - Career Awareness

9.2.8. B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8. B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

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.

<p>9.1.8. A.5 Relate how the demand for certain skills determines an individual's earning power.</p> <p>9.1.8. A.6 Explain how income affects spending decisions.</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.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8. B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
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Interdisciplinary Connections

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W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

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

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

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SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS Computer Science and Design Thinking: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will:

INDICATOR:

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

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

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

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8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

NJSLS Learning Plan (UNIT 2)

Aligned Standards and Exemplar Activities

UNIT 1: NJ Student Learning Standards Overview

Priority NJSLS:

Covered Standards in Unit

6.1, 6.2, 6.3, 6.4, 6.5

Specific Aligned

6.1.4.B.1, 6.1.4.B.4, 6.1.4.B.5, 6.1.4.B.6, 6.1.8.D.1.a, 6.1.8.D.1.b

Exemplar Lessons and Activities

Below is a list of supplemental resources that could be used to cover the student learning objectives and standards attached.

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

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Aligned SLOs:

- Students will understand the regions and states that make up United States of America
- Students will be able to identify the regions of the United States of America
- Students will be able to locate states on a map

Regions Game

Provide students a map of the USA

-Color in and study the regions

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction

	<ul style="list-style-type: none"> • Teacher can document student progress • Small group instruction • Use of checklists or projects •
<p>6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>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.</p> <p>Aligned SLOs:</p> <ul style="list-style-type: none"> • Students will understand the climate, location, and natural resources used by the Northwest Native American Tribes. • Students will understand the climate, location, and natural resources used by the Southwest Native American Tribes. • Students will understand the climate, location, and natural resources used by the Midwest Native American Tribes. • Students will understand the climate, location, and natural resources used by the Eastern Native American Tribes 	<p><u>Southwest Tribes</u></p> <p><u>Pacific Northwest Tribes</u></p> <p><u>Midwest/Great Plains Tribes</u></p> <p><u>Eastern Woodlands Tribes</u></p> <p>Differentiation:</p> <p>General Accommodations/Modifications:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed <p>Tier II:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed • Use of checklist for projects <p>Tier III:</p>

	<ul style="list-style-type: none"> • Provide visuals for references • Additional time for assignments • Provide visuals • Kinesthetic learning • Teacher model with manipulative, students build onto teacher model as needed. • Limit amount of manipulatives. • One-on-one instruction • Teacher can document student progress • Small group instruction • Use of checklists or projects
<p>6.1.8. D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>	<p>Describe how Native American groups acquired food, what they ate and how they stored it.</p> <p>List tools that were made during the time period and how they impacted the Native Americans way of living.</p> <p>Determine Native American cultural practices and values.</p> <p>Explain the gender roles of Native Americans and how they structured their governments and families.</p> <p>Differentiation:</p> <p>General Accommodations/Modifications:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed <p>Tier II:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate

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<p>6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. \</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</p>	

6.1.8. C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

Determine why trading is important to people and different ways people trade.

Analyze the different things traded by people in this time period and how that helped agricultural civilizations flourish.

Differentiation:

General Accommodations/Modifications:

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- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Extended time for assignments
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- Provide visuals for references
- Additional time for assignments
- Provide visuals
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Key Vocabulary

Adapt, Staple, Surplus, Potlatch Clan, Pit house, Harpoon, Totem pole, Lodge, Sod Tepee, Slash-and-burn, Wigwam, Wampum, Longhouse, Confederation Council

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students/Students with 504 Plans
<ul style="list-style-type: none"> • Modifications as stated in IEPs • Scaffolding comprehension questions for content-area reading • Development of target vocabulary • Highlighting key aspects of a topic, eliminating non essential information • Using visual aids, such as video, illustrations, pictures, and drawings to explain or clarify • Allowing students to correct errors • Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) • Modifying tests to reflect selected objectives • Reducing the number of answer choices on multiple choice tests • Allowing the use of note cards or open-book during testing • Utilizing graphic organizers • Providing visual aids • Strategic grouping 	<ul style="list-style-type: none"> • Positive Reinforcement • Adjust time for completion of assignments • Modifications as stated in 504 plan • Preferential seating • Individual or small group instruction • Emphasize critical information/key concepts • Pre-teach vocabulary • Provide visual aids • Adjust level of assignment • Provide directions in multiple ways (Read to student, show examples, provide reference sheet) • Frequent checks for understanding • Small group instruction as needed

<ul style="list-style-type: none"> ● Small group instruction as needed 	
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ ● Development of target vocabulary ● Scaffolding content-area reading ● Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify ● Eliminating non essential information ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Allowing students to correct errors ● Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) ● Allowing the use of note cards or open-book during testing ● Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students. 	<ul style="list-style-type: none"> ● Modify activities/assignments/projects/ assessments ● Small group and individual enrichment ● Multiple intelligence options ● Multiple or higher level texts on any given subject ● Provide options for alternative activities/ assignments/projects/ assessments ● Bloom's Taxonomy -Stress higher ordering thinking skills ● Flexible grouping ● Independent projects
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks



-----Start of Unit 3 -----

<u>Unit 3:European Exploration of North America</u>	<u>Unit Length: Marking Period 3 (About 45 Days)</u>
Unit Overview	
The students will then evaluate and compare and contrast the differences and similarities among Native Americans who converged throughout the regions of North America. Students will determine what each used to survive in each region.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Trade between Europe and Asia spread new ideas.● New learning spread through Europe, leading to better tools for sailors and explorers● Interaction between cultures will bring about change.● Societies adapt to their physical environments.● Many cultural traditions and heritages contribute to the diversity within our state and nation.	<ol style="list-style-type: none">1. What are the main reasons or causes for exploration?2. What were the consequences of European Expansion in North America?3. How did climate and location influence the natural resources traded along the silk route?4. How did location influence European success and exploration of North America?

<ul style="list-style-type: none"> • The slave labor system and the loss of Native American lives had a lasting impact on the development of American culture. 	
Social Studies Best Practices and Media Formats	District/School Supplementary Resources
<ul style="list-style-type: none"> • Developing Questions and Planning Inquiry • Gathering and Evaluating Sources • Seeking Diverse Perspectives • Developing Claims and Using Evidence • Presenting Arguments and Explanations • Engaging in Civil Discourse and Critiquing Conclusions • Taking Informed Action 	http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> • Teacher Observation • Presentations • Quizzes/Test • Portfolios • Group Projects/Discussions • Constructed Response • Speeches/Debates 	<ul style="list-style-type: none"> • Performance Tasks • Summative Assessment
Instructional Best Practices	

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues, Questions, and Advance Organizers
- Gradual Release of Responsibility

- Managing response rates
- Checks for Understanding
- Diagrams, Charts and Graphs
- Coaching
- Reading Partners
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies
- Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Updated Standards Incorporated

Computer Science and Design Thinking (Technology)

N.J.A.C. 6A:8-2.1 Include technical advances throughout history.
[CORE Ideas](#)

Diversity, Equity, and Inclusion

See lessons noted with DEI throughout each unit.
C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion
[Sample Lessons Provided by NJ.Gov](#)

Climate Change

Climate Change Standards denoted in each unit.
N.J.A.C. 6A:8-2.1 Provide evidence of climate change over a period of time
[Climate Change Curriculum Guide](#)

Amistad Law

See lessons noted with Amistad Law in each unit.
C.18A:35-40 Findings, declarations relative to civics education in public schools.
[Amistad Homepage](#)

Holocaust Law	See lessons noted with Holocaust Law in Unit 1. 18A:35-28: Instruction on Holocaust, genocides required in elementary, secondary school curriculum To Honor All Children “FROM PREJUDICE, TO DISCRIMINATION, TO HATRED... TO HOLOCAUST.”
LGBT and Disabilities Law	See lessons noted with LGBT-D in Unit 4. C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum. Museum of disABILITY History “A physical and virtual museum “dedicated to advancing the understanding, acceptance, and independence of people with disabilities.” Educational resources include grades 4-8 lesson plans aligned with SS NJSLS.
Asian Americans/Pacific Islanders	See lesson noted with AA/PI in Unit 3. NJSA 18A:35-4.1 Principles of humanity
Routine Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> • Whole group • Pair-Share • Small group Discussion • Teacher directed Discussion • Student-led Discussion • Questioning • Active Listening Strategies • Oral Presentation 	<ul style="list-style-type: none"> • Class Debate • Oral Reports • Socratic Seminar
Routine Writing	Writing Task
<ul style="list-style-type: none"> • Exit Ticket • Do Now • Reflections • Short Constructed Response 	<ul style="list-style-type: none"> • Explanatory Writing • Persuasive Writing

- Note Taking

Career Readiness, Life Literacies, and Key Skills

9.1 Personal Financial Literacy – Income And Careers

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”

9.1.5.EG.2: Describe how tax monies are spent.

9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.

9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1 Personal Financial Literacy – Income And Careers

9.1.8. A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8. A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8. A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8. A.4 Relate earning power to quality of life across cultures.

9.1.8. A.5 Relate how the demand for certain skills determines an individual’s earning power.

9.1.8. A.6 Explain how income affects spending decisions.

9.2 Career Awareness, Exploration, And Preparation - Career Awareness

9.2.8. B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8. B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

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

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

Interdisciplinary Connections

English/Literacy:

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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.

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

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L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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NJSLS Learning Plan (UNIT 3)

Aligned Standards and Exemplar Activities

UNIT 1: NJ Student Learning Standards Overview

Priority NJSLS:

Covered Standards in Unit

6.1, 6.2, 6.3, 6.4, 6.5

Specific Aligned

6.1.4.B.3, 6.1.4.B.4, 6.1.4.B.5, 6.1.4.B.6, 6.1.8.C.1.b,

6.1.8.C.1.a, 6.1.8.C.1.b, 6.1.8.D.1.c, 6.1.8.C.2.c, 6.1.8.D.2.a

Exemplar Lessons and Activities

Below is a list of supplemental resources that could be used to cover the student learning objectives and standards attached.

6.1.8. D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.

Aligned SLOs:

6.1.8. C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.

6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.

Asian Americans/Pacific Islanders

NJSA 18A:35-4.1 Principles of humanity to be included in lesson

Aligned SLOs:

- Students will understand the climate and location was influenced by the natural resources traded along the silk route.
- Students will understand the climate and location influenced European success and exploration of North America.

Define the Columbian Exchange.

Explain the social structure that was a result of the Exchange and how European colonists began to hold all of the power.

Yuan Dynasty

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Extended time for assignments
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- Pre-teach new vocabulary when appropriate
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- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.

	<ul style="list-style-type: none"> • One-on-one instruction • Teacher can document student progress • Small group instruction • Use of checklists or projects
<p>6.1.8. A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities</p> <p>6.1.8. C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>Amistad Law C.18A:35-40 Findings, declarations relative to civics education in public schools Aligned SLOs</p> <ul style="list-style-type: none"> • Students will understand the regions and states that make up United States of America influenced exploration 	<p>Students will consider the importance and consequence of various explorers including but not limited to Hernan Cortes, Christopher Columbus, Juan Ponce de Leon, John Cabot, Vasco Nunez de Balboa, Jacques Cartier, and Henry Hudson.</p> <ul style="list-style-type: none"> • Study a map of explorers' journeys and discuss the success rates. <p>Differentiation: General Accommodations/Modifications:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed <p>Tier II:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed • Use of checklist for projects <p>Tier III:</p>

	<ul style="list-style-type: none"> • Provide visuals for references • Additional time for assignments • Provide visuals • Kinesthetic learning • Teacher model with manipulative, students build onto teacher model as needed. • Limit amount of manipulatives. • One-on-one instruction • Teacher can document student progress • Small group instruction • Use of checklists or projects
<p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>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.</p> <p>Aligned SLOs:</p> <ul style="list-style-type: none"> • Students will identify the reasons and causes for exploration. • Students will be able to understand the consequences of European Expansion in North America. 	<p>Describe how Europeans coming to the new world caused cultures to blend.</p> <p>Explain the impact of the Triangular Trade on Africans.</p> <p>List technologies that are used for navigation.</p> <p>Research various navigational tools used during the time period by early explorers.</p> <p>Describe how explorers used religion as a means to justify their explorations.</p> <p>Differentiation:</p> <p>General Accommodations/Modifications:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed <p>Tier II:</p> <ul style="list-style-type: none"> • Extended time for assignments

	<ul style="list-style-type: none"> • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed • Use of checklist for projects <p>Tier III:</p> <ul style="list-style-type: none"> • Provide visuals for references • Additional time for assignments • Provide visuals • Kinesthetic learning • Teacher model with manipulative, students build onto teacher model as needed. • Limit amount of manipulatives. • One-on-one instruction • Teacher can document student progress • Small group instruction • Use of checklists or projects
<p>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.</p> <p>Aligned SLOs:</p> <ul style="list-style-type: none"> • List reasons why people would choose to move, voluntarily and involuntarily. • Evaluate maps of North America that have Asia on the left. • Predict why people choose to migrate. 	<p><u>Detailed Lesson Plan</u></p> <p><u>Early American Explorer Information</u></p> <p><u>Explorer Cards</u></p> <p>Differentiation:</p> <p>General Accommodations/Modifications:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions

	<ul style="list-style-type: none"> • Small group instruction as needed <p>Tier II:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed • Use of checklist for projects <p>Tier III:</p> <ul style="list-style-type: none"> • Provide visuals for references • Additional time for assignments • Provide visuals • Kinesthetic learning • Teacher model with manipulative, students build onto teacher model as needed. • Limit amount of manipulatives. • One-on-one instruction • Teacher can document student progress • Small group instruction • Use of checklists or projects
<p>6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</p>	<p>Columbus Day- Detailed Lesson Columbus Video Distinguish Between Fact and Fiction</p> <p>Detailed Lesson: Who really Discovered America Article 1- Columbus Article 2: Misconceptions about Columbus</p>

Diversity and Inclusion

C.18A:35-4.36a Lessons to include instruction on diversity and inclusion

Aligned SLOs:

- **Investigate** different explorers that came to the new world.
- **Compare and contrast** the pros and cons of each explorers experiences.
- **Determine** why each country and explorer had such competition.
- **Explain** the impact of European colonists and explorers on Native Americans (modern day holidays celebrated, languages spoken, etc).

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.
- Limit amount of manipulatives.
- One-on-one instruction
- Teacher can document student progress
- Small group instruction
- Use of checklists or projects

6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

6.1.8. C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.

Computer Science and Design Thinking (Technology)

N.J.A.C. 6A:8-2.1 Lessens to technical advances throughout history.

Investigate different explorers that came to the new world.

Compare and contrast the pros and cons of each explorers experiences.

Determine why each country and explorer had such competition.

Explain the impact of European colonists and explorers on Native Americans (modern day holidays celebrated, languages spoken, etc).

List technologies that are used for navigation.

Research various navigational tools used during the time period by early explorers.

Describe how explorers used religion as a means to justify their explorations

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

	<ul style="list-style-type: none"> • Provide visuals for references • Additional time for assignments • Provide visuals • Kinesthetic learning • Teacher model with manipulative, students build onto teacher model as needed. • Limit amount of manipulatives. • One-on-one instruction • Teacher can document student progress • Small group instruction • Use of checklists or projects
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Key Vocabulary

Encounter, Empire, Monarch, Renaissance, Compass, City-state, Profit, Navigation, Cartographer, Astrolabe, Caravel, Expedition, Claim, Isthmus, Demarcation, Treaty, Grant, Conquistador, Desertion, Northwest Passage, Estuary, Rapid, Company, Mutiny

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students/Students with 504 Plans
<ul style="list-style-type: none"> • Modifications as stated in IEPs • Scaffolding comprehension questions for content-area reading • Development of target vocabulary • Highlighting key aspects of a topic, eliminating non essential information • Using visual aids, such as video, illustrations, pictures, and drawings to explain or clarify • Allowing students to correct errors • Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) • Modifying tests to reflect selected objectives • Reducing the number of answer choices on multiple choice tests 	<ul style="list-style-type: none"> • Positive Reinforcement • Adjust time for completion of assignments • Modifications as stated in 504 plan • Preferential seating • Individual or small group instruction • Emphasize critical information/key concepts • Pre-teach vocabulary • Provide visual aids • Adjust level of assignment • Provide directions in multiple ways (Read to student, show examples, provide reference sheet) • Frequent checks for understanding • Small group instruction as needed

<ul style="list-style-type: none"> ● Allowing the use of note cards or open-book during testing ● Utilizing graphic organizers ● Providing visual aids ● Strategic grouping ● Small group instruction as needed ● 	
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ ● Development of target vocabulary ● Scaffolding content-area reading ● Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify ● Eliminating non essential information ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Allowing students to correct errors ● Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) ● Allowing the use of note cards or open-book during testing ● Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students. 	<ul style="list-style-type: none"> ● Modify activities/assignments/projects/ assessments ● Small group and individual enrichment ● Multiple intelligence options ● Multiple or higher level texts on any given subject ● Provide options for alternative activities/ assignments/projects/ assessments ● Bloom's Taxonomy -Stress higher ordering thinking skills ● Flexible grouping ● Independent projects
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks

- Identify and review objectives for lesson
- Stations
- Intervention/Remediation



-----Start of Unit 4-----

Unit 4: European Colonization and Settlement of North America

**Unit Length: Marking Period 3
(About 45 Days)**

Unit Overview

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Students will evaluate how the struggle for religious freedom and more equality in the settlements of colonial America shaped their governments. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Religious persecution, political and economic instability and the desire for a better life led many to emigrate to North America in the 1600 and 1700s. • Cultural differences between European colonists and Native Americans led to conflicts that often resulted in wars and the destruction or westward movement of the Native American populations. • Constitutions (compacts and charters) establish governmental structures and protections of essential rights that allow diverse peoples to live in harmony. • Many of the founding documents for the colonies (Mayflower Compact, etc.) were based on the idea of the consent of the governed. • The diverse settlement patterns in colonial NJ necessitated a degree of religious freedom and tolerance in the political structure. • The struggle for religious freedom has been a constant theme in American history. • Primary source documents provide a valuable and authentic record of the past. 	<ol style="list-style-type: none"> 1. Why do people move? 2. When studying history, how do you determine whose point of view matters? 3. How do the resources where you live affect how you live? 4. How do people in different places and times make decisions about how to utilize their resources? 5. What are the advantages and disadvantages when cultures interact? 6. How have the events of the past help shape the present?
Social Studies Best Practices and Media Formats	District/School Supplementary Resources
<ul style="list-style-type: none"> • Developing Questions and Planning Inquiry • Gathering and Evaluating Sources • Seeking Diverse Perspectives • Developing Claims and Using Evidence • Presenting Arguments and Explanations • Engaging in Civil Discourse and Critiquing Conclusions • Taking Informed Action 	<p> http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ </p>

	http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> • Teacher Observation • Presentations • Quizzes/Test • Portfolios • Group Projects/Discussions • Constructed Response • Speeches/Debates 	<ul style="list-style-type: none"> • Performance Tasks • Summative Assessment
Instructional Best Practices	
<ul style="list-style-type: none"> • Identifying Similarities and Differences • Summarizing and Note Taking • Reinforcing Effort and Providing Recognition • Homework and Practice • Modeling • Cooperative Learning • Setting Objectives and Providing Feedback • Cues, Questions, and Advance Organizers • Gradual Release of Responsibility 	<ul style="list-style-type: none"> • Managing response rates • Checks for Understanding • Diagrams, Charts and Graphs • Coaching • Reading Partners • Visuals • Collaborative Problem Solving • Active Engagement Strategies • Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
Updated Standards Incorporated	

Computer Science and Design Thinking (Technology)	N.J.A.C. 6A:8-2.1 Include technical advances throughout history. CORE Ideas
Diversity, Equity, and Inclusion	See lessons noted with DEI throughout each unit. C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion Sample Lessons Provided by NJ.Gov
Climate Change	Climate Change Standards denoted in each unit. N.J.A.C. 6A:8-2.1 Provide evidence of climate change over a period of time Climate Change Curriculum Guide
Amistad Law	See lessons noted with Amistad Law in each unit. C.18A:35-40 Findings, declarations relative to civics education in public schools. Amistad Homepage
Holocaust Law	See lessons noted with Holocaust Law in Unit 1. 18A:35-28: Instruction on Holocaust, genocides required in elementary, secondary school curriculum To Honor All Children "FROM PREJUDICE, TO DISCRIMINATION, TO HATRED... TO HOLOCAUST."
LGBT and Disabilities Law	See lessons noted with LGBT-D in Unit 4. C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum. Museum of disABILITY History "A physical and virtual museum "dedicated to advancing the understanding, acceptance, and independence of people with disabilities." Educational resources include grades 4-8 lesson plans aligned with SS NJSL.
Asian Americans/Pacific Islanders	See lesson noted with AA/PI in Unit 3. NJSA 18A:35-4.1 Principles of humanity

Routine Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> ● Whole group ● Pair-Share ● Small group Discussion ● Teacher directed Discussion ● Student-led Discussion ● Questioning ● Active Listening Strategies ● Oral Presentation 	<ul style="list-style-type: none"> ● Class Debate ● Oral Reports ● Socratic Seminar
Routine Writing	Writing Task
<ul style="list-style-type: none"> ● Exit Ticket ● Do Now ● Reflections ● Short Constructed Response ● Note Taking 	<ul style="list-style-type: none"> ● Explanatory Writing ● Persuasive Writing
Career Readiness, Life Literacies, and Key Skills 9.1 Personal Financial Literacy – Income And Careers	
<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”</p> <p>9.1.5.EG.2: Describe how tax monies are spent.</p> <p>9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.</p> <p>9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.</p> <p>9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.</p> <p>9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.</p>	
9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness

<p>9.1.8. A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.</p> <p>9.1.8. A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.1.8. A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8. A.4 Relate earning power to quality of life across cultures.</p> <p>9.1.8. A.5 Relate how the demand for certain skills determines an individual's earning power.</p> <p>9.1.8. A.6 Explain how income affects spending decisions.</p>	<p>9.2.8. B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.</p> <p>9.2.8. B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</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.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</p> <p>9.2.8. B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
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Interdisciplinary Connections

English/Literacy:

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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.

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

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

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or

technical processes. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS Computer Science and Design Thinking: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will:

INDICATOR:

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.2: Compare the amount of storage space required for different types of data
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
- 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
- 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
- 8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.
- 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- 8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

NJSLs Learning Plan (UNIT 4)

Aligned Standards and Exemplar Activities

<p style="text-align: center;"><u>UNIT 1: NJ Student Learning Standards Overview</u></p> <p>Priority NJSLs: <u>Covered Standards in Unit</u> 6.1, 6.2, 6.3, 6.4, 6.5 <u>Specific Aligned</u> 6.1.4.B.7 , 6.1.4.B.8 C, 6.1.P.D.1, 6.1.8.B.2.a, 6.1.8.B.2.b</p>	<p style="text-align: center;"><u>Exemplar Lessons and Activities</u></p> <p>Below is a list of supplemental resources that could be used to cover the student learning objectives and standards attached.</p>
<p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>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.</p>	<p>Explain the steps necessary to settle a place and the different requirements that are needed (i.e. set of rules).</p> <p>Analyze how the three regions of the colonial era were settled by completing a reading and graphic organizer.</p> <p>Create and present a poster that will persuade colonists to come to your colony by informing them of the social, political and economic opportunities offered.</p> <p>Determine the differences of each colonial region.</p> <p>Differentiation: General Accommodations/Modifications:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed <p>Tier II:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary

	<ul style="list-style-type: none"> • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed • Use of checklist for projects <p>Tier III:</p> <ul style="list-style-type: none"> • Provide visuals for references • Additional time for assignments • Provide visuals • Kinesthetic learning • Teacher model with manipulative, students build onto teacher model as needed. • Limit amount of manipulatives. • One-on-one instruction • Teacher can document student progress • Small group instruction • Use of checklists or projects
<p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p><i>Amistad Law</i> <i>C.18A:35-40 Findings, declarations relative to civics education in public schools.</i></p>	<p><u>Amistad Homepage</u> <u>Amanda Gorman</u></p> <p><u>Southern Colonies Project</u></p> <p>Differentiation: General Accommodations/Modifications:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed <p>Tier II:</p>

	<ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed • Use of checklist for projects <p>Tier III:</p> <ul style="list-style-type: none"> • Provide visuals for references • Additional time for assignments • Provide visuals • Kinesthetic learning • Teacher model with manipulative, students build onto teacher model as needed. • Limit amount of manipulatives. • One-on-one instruction • Teacher can document student progress • Small group instruction • Use of checklists or projects
<p>6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.</p> <p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</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><i>Diversity, Equity, and Inclusion</i></p>	<p><u>Quakers Activities</u></p> <p>Provide examples of how demographics (i.e., race, gender, and economic status) affected opportunities within the 13 colonies.</p> <p>Explain the steps necessary to settle a place and the different requirements that are needed (i.e. set of rules).</p>

C.18A:35-4.36a Lessons to include instruction on diversity and inclusion

Computer Science and Design Thinking (Technology)
N.J.A.C. 6A:8-2.1 Lessons to technical advances throughout history.

Analyze how the three regions of the colonial era were settled by completing a reading and graphic organizer.

Create and present a poster that will persuade colonists to come to your colony by informing them of the social, political and economic opportunities offered.

Determine the differences of each colonial region.

Differentiation:

General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

- Provide visuals for references
- Additional time for assignments
- Provide visuals
- Kinesthetic learning
- Teacher model with manipulative, students build onto teacher model as needed.

	<ul style="list-style-type: none"> • Limit amount of manipulatives. • One-on-one instruction • Teacher can document student progress • Small group instruction • Use of checklists or projects
<p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <ul style="list-style-type: none"> • Describe how the relationship between Native Americans and colonists was positive and negative. 	<p>Determine when, where and why each nation settled in the New World.</p> <p>Research the economic activities, religious activities, government and lifestyle of the New England, Middle, and Southern Colonies.</p> <p>Distinguish the similarities and differences of the three colonial regions and how those differences related to the nations and peoples that settled them.</p>
<p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p> <p>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).</p> <p><i>LGBT and Disabilities Law</i> <i>C.18A:35-40 Findings, declarations relative to civics education in public schools.</i></p>	<p><u>Ted ed Triangular trade</u></p> <p>Lead a Socratic Seminar: How did the triangular change the world? -Tie into today's world</p> <p>Differentiation: General Accommodations/Modifications:</p> <ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed <p>Tier II:</p>

	<ul style="list-style-type: none"> • Extended time for assignments • Alternative forms of assessment if appropriate • Visuals for vocabulary • Pre-teach new vocabulary when appropriate • Reduce auditory and visual distractions • Small group instruction as needed • Use of checklist for projects <p>Tier III:</p> <ul style="list-style-type: none"> • Provide visuals for references • Additional time for assignments • Provide visuals • Kinesthetic learning • Teacher model with manipulative, students build onto teacher model as needed. • Limit amount of manipulatives. • One-on-one instruction • Teacher can document student progress • Small group instruction • Use of checklists or projects
Key Vocabulary	
Colony, Colonist, Buffer zone, Borderlands, Permanent, Self-sufficient Missionary mission Civil war Royal colony Proprietary colony, Proprietor, Plantation, Sea dog, Raw material, Armada, Stock, Prosperity, Cash crop, Legislature Burgess, Authority, Pilgrim, Compact, Self-rule, Majority rule, Classify	
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students/Students with 504 Plans
<ul style="list-style-type: none"> • Modifications as stated in IEPs • Scaffolding comprehension questions for content-area reading 	<ul style="list-style-type: none"> • Positive Reinforcement • Adjust time for completion of assignments

<ul style="list-style-type: none"> ● Development of target vocabulary ● Highlighting key aspects of a topic, eliminating non essential information ● Using visual aids, such as videos, illustrations, pictures, and drawings to explain or clarify ● Allowing students to correct errors ● Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) ● Modifying tests to reflect selected objectives ● Reducing the number of answer choices on multiple choice tests ● Allowing the use of note cards or open-book during testing ● Utilizing graphic organizers ● Providing visual aids ● Strategic grouping ● Small group instruction as needed 	<ul style="list-style-type: none"> ● Modifications as stated in 504 plan ● Preferential seating ● Individual or small group instruction ● Emphasize critical information/key concepts ● Pre-teach vocabulary ● Provide visual aids ● Adjust level of assignment ● Provide directions in multiple ways (Read to student, show examples, provide reference sheet) ● Frequent checks for understanding ● Small group instruction as needed
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ ● Development of target vocabulary ● Scaffolding content-area reading ● Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify ● Eliminating non essential information ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Allowing students to correct errors ● Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) ● Allowing the use of note cards or open-book during testing ● Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students. 	<ul style="list-style-type: none"> ● Modify activities/assignments/projects/ assessments ● Small group and individual enrichment ● Multiple intelligence options ● Multiple or higher level texts on any given subject ● Provide options for alternative activities/ assignments/projects/ assessments ● Bloom's Taxonomy -Stress higher ordering thinking skills ● Flexible grouping ● Independent projects

Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks