

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**DEPARTMENT**

Social Studies

**COURSE TITLE**

Fourth Grade Social Studies

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**BOARD OF EDUCATION INITIAL ADOPTION DATE:**

September 2021

### **Course Philosophy**

Building off of the knowledge students have gained in the previous grades, students will now explore our own state, New Jersey, in depth. Students will analyze how geography, politics, economics and culture changed throughout the history of New Jersey. Students will also gain a sense of our nation's history by learning about the colonial period, the Revolutionary War and founding of the United States, as well as the Westward Expansion. Students will develop an understanding of the diversity within New Jersey as well as the role oppression of minority groups, specifically enslaved people and women, played in past history and envelop our present day. The lessons, in conjunction with discussion based assessments, will allow students to think critically and form opinions on topics, leading to an informed and involved citizen.

### **Course Description**

In this fourth grade Social Studies course, students will explore the geography of New Jersey, the first inhabitants of New Jersey, Colonial and Revolutionary Periods, Formation of the New Nation and the different governments along with the making of both the Garden State and the United States. Students will analyze and explore early New Jersey and United States' history throughout the different units of study while working cooperatively with classmates, engaging in research, and participating in problem based learning.

In Unit 1, students will be exposed to the geography of New Jersey. They will examine maps of the state and point out geographical features. With a geographical understanding of the state, they will shift their focus onto the cultural and economic factors that have been influenced by the influx of immigration.

In Unit 2, students will learn about Indigenous people and the interactions between the colonists and the Lenape. They will examine the dynamics between the two parties and how different purposes led to specific motives. They will be exposed to the direct physical and emotional impact the colonists' arrival had on the Lenape and their civilization.

In Unit 3, students will learn about the Colonial and Revolutionary periods. They will understand how and why the colonies formed, how colonial people went about their daily lives, and how the Colonists began to separate themselves from Europe. Students will learn about the American Revolution and strategies both sides used in order to win independence. They will also be exposed to the system of enslaving people for labor and the conditions enslaved people had to endure during the Revolution.

In Unit 4, students will learn about federal, state, and local government. They will understand how rules, law, and government play a role in the lives of the people, and how branches came to be. They will look over the Bill of Rights and the Constitution and see how they were both written, who wrote them, and how they played a role.

In Unit 5, students will learn about immigration, industrialization, and the Westward Expansion. They will understand why migrants made the decision to come to America and what changes were made to their life because of the move. They will be exposed to the Industrial Revolution and the positives and negatives to the new technology and inventions. Lastly, they will learn about the Westward Expansion and the effect it had on Indigenous People Americans.

**Core and Supplemental Instructional Materials**

Core Materials	Supplemental Materials
<ul style="list-style-type: none"><li>● Newsela</li></ul>	<ul style="list-style-type: none"><li>● Brainpop, Jr.</li><li>● CommonLit</li><li>● Flocabulary</li><li>● IXL</li></ul>

## Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

**Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Example 1:** Students will be expected to reflect upon and share their thoughts, feelings, and experiences through various platforms, such as Morning Meeting activities/shares, Google Slides, journals, etc.

**Example 2:** Students will be expected to reflect on completing their assignments as a self-directed learning using checklists, Exit Slips, etc.

**Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Example 1:** Students will participate in mindfulness activities such as breathing techniques, coloring, yoga, etc; when appropriate, they will reflect and make the decision of which activity would best benefit them in that moment.

**Example 2:** Students will boost their resilience through the benefits and practices of growth mindset.

**Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

**Example 1:** Students will be able to define and identify examples of empathy in read alouds, current events, and/or real life situations.

**Example 2:** Students will engage in accountable talk around diverse read alouds, and independently read or explore diverse texts.

**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**Example 1:** Students will participate in collaborative assignments with their classmates, using appropriate listening/conversation techniques, as well as problem solving skills.

**Example 2:** Students will participate in lessons about an inclusive classroom community, and work together to develop their roles in their classroom community.

**Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

**Example 1:** Students will learn about and practice decision making through the understanding of Cause and Effect.

**Example 2:** Students will learn to manage their daily schedule through checklists and goal sheets, in person, or on Google Classroom.

# Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
<b>Creativity and Innovation</b>	<p>Can be found in unit:</p> <ul style="list-style-type: none"> <li>1- Geography</li> <li>2- Indigenous People</li> <li>3- Colonial and Revolutionary Periods</li> <li>4- Federal, State, and Local Government</li> <li>5-Immigration, Industrialization, and the Westward Expansion</li> </ul> <p>9.4.5.CI.1: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.</p>
<b>Critical Thinking and Problem Solving</b>	<p>Can be found in unit:</p> <ul style="list-style-type: none"> <li>1- Geography</li> <li>2- Indigenous People</li> <li>3- Colonial and Revolutionary Periods</li> <li>4- Federal, State, and Local Government</li> <li>5-Immigration, Industrialization, and the Westward Expansion</li> </ul> <p>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</p> <p>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems (e.g., personal, academic, community, global).</p>
<b>Digital Citizenship</b>	<p>Can be found in unit:</p> <ul style="list-style-type: none"> <li>1- Geography</li> <li>2- Indigenous People</li> <li>3- Colonial and Revolutionary Periods</li> <li>4- Federal, State, and Local Government</li> <li>5-Immigration, Industrialization, and the Westward Expansion</li> </ul> <p>9.4.5.DC.4: Model safe, legal and ethical behavior when using online or offline technology.</p>



<b>Global and Cultural Awareness</b>	<p>Can be found in unit:</p> <ol style="list-style-type: none"> <li>1- Geography</li> <li>2- Indigenous People</li> <li>3- Colonial and Revolutionary Periods</li> <li>4- Federal, State, and Local Government</li> <li>5-Immigration, Industrialization, and the Westward Expansion</li> </ol> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</p>
<b>Information and Media Literacy</b>	<p>Can be found in unit:</p> <ol style="list-style-type: none"> <li>1- Geography</li> <li>2- Indigenous People</li> <li>3- Colonial and Revolutionary Periods</li> <li>4- Federal, State, and Local Government</li> <li>5-Immigration, Industrialization, and the Westward Expansion</li> </ol> <p>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.  9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.  9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.  9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines and cultures to answer questions.</p>
<b>Technology Literacy</b>	<p>Can be found in unit:</p> <ol style="list-style-type: none"> <li>1- Geography</li> <li>2- Indigenous People</li> <li>3- Colonial and Revolutionary Periods</li> <li>4- Federal, State, and Local Government</li> <li>5-Immigration, Industrialization, and the Westward Expansion</li> </ol> <p>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.  • 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively.  9.4.5.TL.5: Collaborate digitally to produce an artifact</p>

## Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

### **Career Awareness and Planning Standards 9.2**

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

In Unit 3, students will be learning about Colonial life and how the economic system led to the expectation of taxes. They will understand the hardships that were faced in colonists' personal financial lives.

9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

In Unit 5, students will learn about the Industrial Revolution, and how from the outside the new technology and inventions looked like a great addition to American life. However, they will see what occurred behind the scenes and the integration of the system of enslaving people for labor and injustice.

### **NJ Climate Change Standards Integration**

As students explore the disciplines within social studies, they will think critically about the reciprocative relationship between people and the environment in relation to resources, populations, and climate change. Embedding the NJ Climate Change Standards throughout the social studies curriculum provides an opportunity to engage in authentic learning experiences related to communities, global social issues, and positive citizenship. Students will partake in advocacy projects and inquiry based learning as they analyze and address developmentally appropriate issues related to climate change. Through these learning experiences, they will apply literacy skills such as gathering and synthesizing information, analyzing data, drawing conclusions, and communicating ideas effectively. With use of this interdisciplinary approach, students will connect scientific processes and concepts related to climate change to the corresponding human consequences and learn how to take appropriate action to develop potential solutions.

**Robbinsville Public Schools**  
**Scope, Sequence, Pacing and Assessment**

**Fourth Grade Social Studies**

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Unit 1: Geography of New Jersey	<ul style="list-style-type: none"> <li>• Various cultural influences have shaped and continue to shape NJ.</li> <li>• People have migrated to NJ for different reasons.</li> <li>• Economic factors and geography have a strong influence on population distribution.</li> <li>• Maps can be used to locate places and geographical features.</li> <li>• New Jersey's physical and human characteristics make it a culturally diverse state in the USA.</li> </ul>	September - October	Formative <ul style="list-style-type: none"> <li>• Notebook checks</li> <li>• Turn and Talk</li> <li>• Question and Answer</li> <li>• Exit Tickets</li> <li>• Posters</li> </ul>
			Summative <ul style="list-style-type: none"> <li>• Formal writing</li> <li>• Open response</li> </ul>
			Common Benchmark Assessments (mid/end of course) Standards <ul style="list-style-type: none"> <li>• Participates in discussions and activities about themselves and the world around them</li> <li>• Identifies similarities and differences between concepts</li> <li>• Applies and models understanding (i.e. orally, through drawing, and/or through writing)</li> <li>• Notebook checks with rubric</li> </ul> Assessments <ul style="list-style-type: none"> <li>• Exit ticket with formal notebook check</li> <li>• Socratic seminar for class discussion</li> </ul>
			AlterIndigenous People Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> <li>• Self reflection checklist</li> </ul>
Unit 2: Indigenous People: First Inhabitants of New Jersey	<ul style="list-style-type: none"> <li>• Dynamics in the interactions between the Colonists and Lenape.</li> <li>• Purpose behind Colonist and Lenape motives.</li> </ul>	October - Mid November	Formative <ul style="list-style-type: none"> <li>• Notebook checks</li> <li>• Turn and Talk</li> <li>• Question and Answer</li> </ul>

	<ul style="list-style-type: none"> <li>Emotional and physical impact that the Colonists had on the Lenape.</li> <li>The climate and physical geography of NJ affected the Lenape's way of life</li> </ul>		<ul style="list-style-type: none"> <li>Exit Tickets</li> <li>Posters</li> </ul>
			Summative <ul style="list-style-type: none"> <li>Formal writing</li> <li>Open response</li> </ul>
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> <li>Notebook checks with rubric</li> </ul>
			AlterIndigenous People Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> <li>Self reflection checklist</li> </ul>
Unit 3: Colonial and Revolutionary Periods	<ul style="list-style-type: none"> <li>The differing motives, beliefs, and interests between Europeans and Indigenous People Americans.</li> <li>After fleeing oppression in Europe, the colonies struggled and then ultimately thrived in the New World.</li> <li>Exploration set the stage for settlements that would become future European colonies.</li> <li>The initial colonies were established primarily to make a profit for the mother country, provide a haven for religious freedom or economic opportunity.</li> <li>The social structure of Colonial America varied by region, gender, race, and class. (In terms of voting rights, property rights, educational opportunities, quality of life).</li> <li>British colonial policies limited the economic and political liberties as well as freedom of movement of the colonists; however, Britain provided military protection and economic and political stability for the colonists.</li> <li>Support or opposition to the American Revolution was influenced by where you lived and your position in society.</li> </ul>	Mid November - Mid January	Formative <ul style="list-style-type: none"> <li>Notebook checks</li> <li>Turn and Talk</li> <li>Question and Answer</li> <li>Exit Tickets</li> <li>Posters</li> </ul>
			Summative <ul style="list-style-type: none"> <li>Formal writing</li> <li>Open response</li> <li>Socratic Circle Discussion with rubric</li> </ul>
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> <li>Notebook checks with rubric</li> </ul>
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> <li>N/A</li> </ul>

	<ul style="list-style-type: none"> <li>• The Declaration of Independence not only established the rationale for why people need government.</li> <li>• On paper, the British appeared to be the stronger force – but the leadership of Washington, the help of the French, fighting on familiar territory, and creating supply problems for Britain all contributed to an American victory.</li> <li>• The war began in New England – the most anti-British of the Washington followed a defensive strategy that sought victory through exhausting the British rather than defeating them. Alliance with the French helped secure victory.</li> <li>• The system of enslaving people for labor was an American cultural, political, and economic issue.</li> <li>• The life of enslaved peoples was harsh, and African enslaved people would often take extreme measures to escape from slavery.</li> </ul>		
Unit 4: New Nation: Federal, State, and Local Governments	<ul style="list-style-type: none"> <li>• The founding fathers that constructed the Constitution were similar in class and educational background that did not represent the minorities.</li> <li>• Rules, laws, and government protect peoples' rights to life, liberty and happiness.. Without checks on the government, people's rights can be threatened.</li> <li>• Wanting to create a more powerful and efficient government but fearing it becoming too powerful, the federal government was divided into three branches.</li> </ul>	Mid January - End of March	Formative <ul style="list-style-type: none"> <li>· Notebook checks</li> <li>· Turn and Talk</li> <li>· Question and Answer</li> <li>· Exit Tickets</li> <li>· Posters</li> </ul>
			Summative <ul style="list-style-type: none"> <li>· Formal writing</li> <li>· Open response</li> </ul>
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> <li>- N/A</li> </ul>
			AlterIndigenous People Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> <li>· Simulation of how a bill becomes a law</li> <li>· Socratic seminar with rubric</li> </ul>

	<ul style="list-style-type: none"> <li>● Debate over ratification centered on the power of the new central government and the lack of individual rights.</li> <li>● The Bill of Rights was established to prevent Congress from taking away basic freedoms as well as protecting the rights of the accused.</li> <li>● The Constitution endures and is called a living document because it allows for change and gives power directly to the people.</li> </ul>		
Unit 5: Immigration ; Industrialization ; Westward Movement	<ul style="list-style-type: none"> <li>● Americans felt that it was their God-given right to settle western land.</li> <li>● Many factors promoted industrialization, including cheap labor, new inventions, technology, and plentiful raw materials.</li> <li>● One of the reasons America did not experience as much tumult was that lower classes were able to move west to find jobs, housing, etc.</li> <li>● Change might not always be progress. The industrial revolution caused pollution, child labor, poor working conditions, and other problems.</li> <li>● The Trail of Tears showcased the negative impact the majority has on marginalized groups.</li> </ul>	April - June	Formative <ul style="list-style-type: none"> <li>· Notebook checks</li> <li>· Turn and Talk</li> <li>· Question and Answer</li> <li>· Exit Tickets</li> <li>· Posters</li> </ul>
			Summative <ul style="list-style-type: none"> <li>· Formal writing</li> <li>· Open response</li> </ul>
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> <li>- N/A</li> </ul>
			AlterIndigenous People Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> <li>· Socratic seminar with rubric</li> </ul>



Unit 1: The Geography of New Jersey

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Various cultural influences have shaped and continue to shape NJ.</li> <li>• People have migrated to NJ for different reasons.</li> <li>• Economic factors and geography have a strong influence on population distribution.</li> <li>• Maps can be used to locate places and geographical features.</li> <li>• New Jersey's physical and human characteristics make it a culturally diverse state in the USA.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why does geography matter and what makes a diverse society?</li> <li>• What are the specific types of maps and what do they show, and how do we read them?</li> <li>• How can maps be used to identify diversified experiences?</li> <li>• Where is NJ located within the US?</li> <li>• How do people's lifestyles differ based on where they live?</li> <li>• Why are some areas better suited for development than others?</li> <li>• What makes NJ culturally-diverse?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• <b>8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</b> <ul style="list-style-type: none"> <li>○ While looking at different maps, students will collect data based on similar/divergent patterns and use information to make informed realizations.</li> </ul> </li> <li>• <b>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b> <ul style="list-style-type: none"> <li>○ Students will be identifying certain patterns and differences in maps to recognize cultural diversity.</li> </ul> </li> </ul>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.5.CivicsPD.3:	Why does geography matter and what makes a diverse society?	<b>Themes:</b> Geography/Environment; Diverse Societies <b>Concepts:</b> geography, landforms, resources, populations, economy, diversity <b>Skills:</b> Discussions, Research	<ul style="list-style-type: none"> <li>• Mini lesson</li> <li>• Class discussion</li> <li>• Centers</li> <li>• Menus</li> <li>• Web Quests</li> <li>• Videos</li> <li>• Read alouds</li> <li>• Maps/photos</li> <li>• Student-generated anchor charts</li> <li>• Illustrations/stories</li> </ul>		-Socratic Seminar using one of the essential questions

6.1.5.G eoSV.1, 6.1.5.G eoSV.2, and 6.1.5.G eoSV.3	<p>What are the specific types of maps and what do they show, and how do we read them?</p> <p>Where is NJ located within the US?</p>	<p><b>Themes:</b> Geography/Environment; Diverse Societies</p> <p><b>Concepts:</b> geography, landforms, resources, populations, economy, diversity</p> <p><b>Skills:</b> Discussions, Research</p>	<ul style="list-style-type: none"> <li>● Mini lesson</li> <li>● Class discussion</li> <li>● Centers</li> <li>● Menus</li> <li>● Web Quests</li> <li>● Videos</li> <li>● Read alouds</li> <li>● Maps/photos</li> <li>● Student-generated anchor charts</li> <li>● Illustrations/stories</li> </ul>	<p>GoogleSlide <a href="#">Types of Maps</a></p> <p>Worksheets <a href="#">Identifying Maps</a> <a href="#">Identifying Maps 2</a></p> <p><a href="#">Where On Earth Are you?</a></p>	
6.1.5.G eoSV.4	<p>How can maps be used to identify diversified experiences?</p>	<p><b>Themes:</b> Geography/Environment; Diverse Societies</p> <p><b>Concepts:</b> geography, landforms, resources, populations, economy, diversity</p> <p><b>Skills:</b> Discussions, Research</p>	<ul style="list-style-type: none"> <li>● Mini lesson</li> <li>● Class discussion</li> <li>● Centers</li> <li>● Menus</li> <li>● Web Quests</li> <li>● Videos</li> <li>● Read alouds</li> <li>● Maps/photos</li> <li>● Student-generated anchor charts</li> <li>● Illustrations/stories</li> </ul>	<p>GoogleSlide <a href="#">Types of Maps</a></p> <p>Worksheets <a href="#">Identifying Maps</a> <a href="#">Identifying Maps 2</a></p> <p><a href="#">Where On Earth Are you?</a></p>	
6.1.5.G eoPP.2	<p>How do people's lifestyles differ based on where they live?</p>	<p><b>Themes:</b> Geography/Environment; Diverse Societies</p> <p><b>Concepts:</b> geography, landforms, resources, populations, economy, diversity</p> <p><b>Skills:</b> Discussions, Research</p>	<ul style="list-style-type: none"> <li>● Mini lesson</li> <li>● Class discussion</li> <li>● Centers</li> <li>● Menus</li> <li>● Web Quests</li> <li>● Videos</li> <li>● Read alouds</li> <li>● Maps/photos</li> <li>● Student-generated anchor charts</li> <li>● Illustrations/stories</li> </ul>	<p>GoogleSlide <a href="#">Types of Maps</a></p> <p>Worksheets <a href="#">Identifying Maps</a> <a href="#">Identifying Maps 2</a></p> <p><a href="#">Where On Earth Are you?</a></p>	

6.1.5.G eoPP.4	Why are some areas better suited for development than others?	<b>Themes:</b> Geography/Environment; Diverse Societies <b>Concepts:</b> geography, landforms, resources, populations, economy, diversity <b>Skills:</b> Discussions, Research	<ul style="list-style-type: none"> <li>● Mini lesson</li> <li>● Class discussion</li> <li>● Centers</li> <li>● Menus</li> <li>● Web Quests</li> <li>● Videos</li> <li>● Read alouds</li> <li>● Maps/photos</li> <li>● Student-generated anchor charts</li> <li>● Illustrations/stories</li> </ul>	GoogleSlide <a href="#">Types of Maps</a>  Worksheets <a href="#">Identifying Maps</a> <a href="#">Identifying Maps 2</a>  <a href="#">Where On Earth Are you?</a>	
6.1.5.Ci vicsCM .5	What makes NJ culturally-diverse?	<b>Themes:</b> Geography/Environment; Diverse Societies <b>Concepts:</b> geography, landforms, resources, populations, economy, diversity <b>Skills:</b> Discussions, Research	<ul style="list-style-type: none"> <li>● Mini lesson</li> <li>● Class discussion</li> <li>● Centers</li> <li>● Menus</li> <li>● Web Quests</li> <li>● Videos</li> <li>● Read alouds</li> <li>● Maps/photos</li> <li>● Student-generated anchor charts</li> <li>● Illustrations/stories</li> </ul>	GoogleSlide <a href="#">Types of Maps</a>  Worksheets <a href="#">Identifying Maps</a> <a href="#">Identifying Maps 2</a>  <a href="#">Where On Earth Are you?</a>	

Unit # 2 : Indigenous People: First Inhabitants of NJ

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Dynamics in the interactions between the Colonists and Lenape.</li> <li>● Purpose behind Colonist and Lenape motives.</li> <li>● Emotional and physical impact that the Colonists had on the Lenape.</li> <li>● The climate and physical geography of NJ affected the Lenape's way of life</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Who are the Lenape and what was their purpose?</li> <li>● Who were the colonists and what was their purpose?</li> <li>● How are the Lenape alike and different from us?</li> <li>● What are the beliefs, values, and behaviors of the Lenape?</li> <li>● How did the lives of the Lenape change after the arrival of the Europeans?</li> <li>● How did the Lenape solve problems related to food, shelter, wants, and needs?</li> <li>● How did the intentions behind the Colonists actions affect their interactions with the Lenape?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● <b>RI.4.9.</b> Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. <ul style="list-style-type: none"> <li>○ Students will be exposed to texts detailing the colonist and Lenape experience, and use both perspectives to reflect on physical and emotional trauma both parties endured.</li> </ul> </li> <li>● <b>9.4.5.GCA.1:</b> Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). <ul style="list-style-type: none"> <li>○ Through reading and understanding the perspectives of the Colonists and Lenape, students will recognize how their personalities and ways of life were shaped through their culture.</li> </ul> </li> </ul>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.5.HistoryC.8	Who are the Lenape and what was their purpose?	<p><b>Theme:</b> Indigenous People</p> <p><b>Concept:</b> Lenape, Colonists, purpose of colonization, Lenape beliefs / values, Colonist beliefs / values, Lenape/Colonist influence</p> <p><b>Skills:</b> Discussions, Research</p>	<ul style="list-style-type: none"> <li>● Mini lesson</li> <li>● Class discussion</li> <li>● Centers</li> <li>● Menus</li> <li>● Web Quests</li> <li>● Videos</li> <li>● Read alouds</li> <li>● Maps/photos</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Lenape Life Videos</a></li> <li>● <a href="#">History of NJ</a></li> <li>● <a href="#">Colonial and Indigenous</a></li> </ul>	<p>-Socratic Seminar</p> <p>Question / Topic Possibilities:</p> <ol style="list-style-type: none"> <li>1. Colonists vs. Lenape - Role play discussion</li> <li>2. Discuss emotions felt,</li> </ol>

			<ul style="list-style-type: none"> <li>• Student-generated anchor charts</li> <li>• Illustrations/stories</li> </ul>	<a href="#">People</a> <a href="#">American Life</a> <ul style="list-style-type: none"> <li>• <a href="#">Lenape Fables</a></li> <li>• <a href="#">Video: Truth Behind First Thanksgiving</a></li> <li>• <a href="#">Video: Indigenous People American Life</a></li> </ul>	<p>perspectives, etc.</p> <p>3. Do you think Indigenous People are properly represented in America today?</p>
6.1.5.Hi storyC C.6	Who were the colonists and what was their purpose?	<b>Theme:</b> Indigenous People <b>Concept:</b> Lenape, Colonists, purpose of colonization, Lenape beliefs / values, Colonist beliefs / values, Lenape/Colonist influence <b>Skills:</b> Discussions, Research			
6.1.5.Hi storyC C.8	How are the Lenape alike and different from us?	<b>Theme:</b> Indigenous People <b>Concept:</b> Lenape, Colonists, purpose of colonization, Lenape beliefs / values, Colonist beliefs / values, Lenape/Colonist influence <b>Skills:</b> Discussions, Research			
6.1.5.Hi storyC C.8	What are the beliefs, values, and behaviors of the Lenape?	<b>Theme:</b> Indigenous People <b>Concept:</b> Lenape, Colonists, purpose of colonization, Lenape beliefs / values, Colonist beliefs / values, Lenape/Colonist influence <b>Skills:</b> Discussions, Research			
6.1.5.Hi storyC C.6	How did the lives of the Lenape change after the arrival of the Europeans?	<b>Theme:</b> Indigenous People <b>Concept:</b> Lenape, Colonists, purpose of colonization, Lenape beliefs / values, Colonist beliefs / values, Lenape/Colonist influence <b>Skills:</b> Discussions, Research			
6.1.5.G eoSV.5	How did the Lenape solve problems related to food, shelter, wants, and needs?	<b>Theme:</b> Indigenous People <b>Concept:</b> Lenape, Colonists, purpose of colonization, Lenape beliefs / values, Colonist beliefs / values, Lenape/Colonist influence <b>Skills:</b> Discussions, Research			

6.1.5.Hi storyC C.6	How did the intentions behind the Colonists actions affect their interactions with the Lenape?	<b>Theme:</b> Indigenous People <b>Concept:</b> Lenape, Colonists, purpose of colonization, Lenape beliefs / values, Colonist beliefs / values, Lenape/Colonist influence <b>Skills:</b> Discussions, Research			
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Unit # 3 : Colonial and Revolutionary Periods

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The differing motives, beliefs, and interests between Europeans and Indigenous People Americans.</li> <li>● After fleeing oppression in Europe, the colonies struggled and then ultimately thrived in the New World.</li> <li>● Exploration set the stage for settlements that would become future European colonies.</li> <li>● The initial colonies were established primarily to make a profit for the mother country, provide a haven for religious freedom or economic opportunity.</li> <li>● The social structure of Colonial America varied by region, gender, race, and class. (In terms of voting rights, property rights, educational opportunities, quality of life).</li> <li>● British colonial policies limited the economic and political liberties as well as freedom of movement of the colonists; however, Britain provided military protection and economic and political stability for the colonists.</li> <li>● Support or opposition to the American Revolution was influenced by where you lived and your position in society.</li> <li>● The Declaration of Independence not only established the rationale for why people need government.</li> <li>● On paper, the British appeared to be the stronger force – but the leadership of Washington, the help of the French, fighting on familiar territory, and creating supply problems for Britain all contributed to an American victory.</li> <li>● The war began in New England – the most anti-British of the Washington followed a defensive strategy that sought victory through exhausting the British rather than defeating them. Alliance with the French helped secure victory.</li> <li>● the system of enslaving people for labor was an American cultural, political, and economic institution..</li> <li>● The lives of enslaved peoples were harsh, and enslaved peoples would often take extreme measures to escape from enslavement. .</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How are the colonial people alike and different from us?</li> <li>● What were some of the challenges that Colonists faced? (technology and resources)</li> <li>● What were the beliefs, values, and behaviors of Colonists?</li> <li>● How did the Colonists establish themselves and begin to separate from the European countries?</li> <li>● What were the key differences between England’s government and the government after the American Revolution?</li> <li>● What factors contributed to the successes and failures of the early English settlements?</li> <li>● Why did some people support independence while others favored staying with Great Britain?</li> <li>● How does the Declaration of Independence answer the question of “Why do we need a new government?”</li> <li>● What were the strengths and weaknesses of each side in the American Revolution?</li> <li>● What were tactics and strategies used by both sides and how did they evolve as the war dragged on?</li> <li>● What impact did the system of enslaving people for labor have on both sides in the American Revolution?</li> <li>● How did prominent individuals and other nations contribute to the causes, execution, and outcome of the American Revolution?</li> <li>● How did France aid the Patriots in their victory?</li> <li>● What sort of conditions did African enslaved people endure throughout their experience in the colonies?</li> <li>● Why were African enslaved people more desirable as enslaved people than indentured servants?</li> <li>● How did the interactions between the African enslaved people and the European settlers impact the Slave’s beliefs, values, and behaviors?</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	

- **9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).**
  - Multiple sources will be used in order for students to see how the system of enslaving people for labor came to be and know the answers to questions about the effects of slavery, the conditions the enslaved people had to endure, and how it is still present today.
- **NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**
  - Students will be reading articles about the Colonists' way of life and use their comprehension skills to recognize what their beliefs, values, and typical behaviors were.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.5.HistoryC.C.4  6.1.5.HistoryC.A.1:  6.1.5.HistoryC.C.14	<ul style="list-style-type: none"> <li>● What motivates people to explore and colonize other lands?</li> <li>● How are the colonial people alike and different from us?</li> <li>● What were the beliefs, values, and behaviors of Colonists?</li> <li>● How did the Colonists establish themselves and begin to separate from the European countries?</li> </ul>	<p><b>Theme:</b> Colonial and Revolutionary Periods</p> <p><b>Concept:</b> Colonization, Colonial life, Separation from Europe, American Revolution, Tactics and Strategies in War, Declaration of Independence, the system of enslaving people for labor</p> <p><b>Skills:</b> Discussions, Research</p>	<ul style="list-style-type: none"> <li>● Mini lesson</li> <li>● Class discussion</li> <li>● Centers</li> <li>● Menus</li> <li>● Web Quests</li> <li>● Videos</li> <li>● Read alouds</li> <li>● Maps/photos</li> <li>● Student-generated anchor charts</li> <li>● Illustrations/stories</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Colonial America</a></li> <li>● <a href="#">American Revolution</a></li> <li>● <a href="#">Colonial America Video</a></li> <li>● <a href="#">Colonial Times Video</a></li> <li>● <a href="#">American Revolution</a></li> <li>● <a href="#">PBS American Revolution</a></li> <li>● <a href="#">Declaration of Independence</a></li> <li>● <a href="#">Video: Declaration of Independence</a></li> <li>● <a href="#">Liberty Kids</a></li> <li>● <a href="#">the system of enslaving people for labor</a> (Watch before showing, can</li> </ul>	<p>Socratic Seminar</p> <p>Questions / Possible Topics</p> <ul style="list-style-type: none"> <li>- enslaved people vs. Colonists perspective discussion</li> <li>- What issues did the system of enslaving people for labor lead to that are still present in our world today?</li> </ul>



				show smaller portions) • <a href="#">Brain Pop: Slavery</a> • <a href="#">Africans in the Revolutionary Period</a>	
	<ul style="list-style-type: none"> <li>• What were the key differences between England's government and the government after the American Revolution?</li> <li>• What were the strengths and weaknesses of each side in the American Revolution?</li> <li>• What were tactics and strategies used by both sides and how did they evolve as the war dragged on?</li> <li>• What impact did the system of enslaving people for labor have on both sides in the American Revolution?</li> <li>• How did prominent individuals and other nations contribute to the causes, execution, and outcome of the American Revolution?</li> <li>• How did France aid the Patriots in their victory?</li> </ul>				

	<ul style="list-style-type: none"> <li>• What factors contributed to the successes and failures of the early English settlements?</li> </ul>				
	<ul style="list-style-type: none"> <li>• How does the Declaration of Independence answer the question of “Why do we need a new government?”</li> </ul>				
	<ul style="list-style-type: none"> <li>• What sort of conditions did African enslaved people endure throughout their experience in the colonies?</li> <li>• Why were African enslaved people more desirable as enslaved people than indentured servants?</li> <li>• How did the interactions between the African enslaved people and the European settlers impact the Slave’s beliefs, values, and behaviors?</li> </ul>				

Unit # 4 : The New Nation: Federal, State, and Local Government

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The founding fathers that constructed the Constitution were similar in class and educational background that did not represent the minorities.</li> <li>● Rules, laws, and government protect peoples' rights to life, liberty and happiness.. Without checks on the government, people's rights can be threatened.</li> <li>● Wanting to create a more powerful and efficient government but fearing it becoming too powerful, the federal government was divided into three branches.</li> <li>● Debate over ratification centered on the power of the new central government and the lack of individual rights.</li> <li>● The Bill of Rights was established to prevent Congress from taking away basic freedoms as well as protecting the rights of the accused.</li> <li>● The Constitution endures and is called a living document because it allows for change and gives power directly to the people.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● According to the new government and the Bill of Rights, did everyone receive the same levels of freedom? (women, enslaved people, people of color)</li> <li>● How do fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy?</li> <li>● How is the United States government organized?</li> <li>● How does the United States Constitution define and limit the power of government?</li> <li>● What are the purposes and uses for the roles and responsibilities of the three branches of the national government?</li> <li>● How do national and state governments share power in the federal system of government?</li> <li>● How does the United States function as a representative democracy?</li> <li>● How do civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin contribute toward the development of the United States government?</li> <li>● What was the setting for and who was involved in writing the Constitution?</li> <li>● How did the similarities in the Founding Fathers class and educational background influence the Constitution and its ability to protect all peoples?</li> <li>● Why is the Constitution called a "Living Document"?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> <li>● Students will interpret the Bill of Rights and Preamble of the Constitution and transcribe the documents into their own words. To do this, they will have to understand the meaning behind the words that the Founding Fathers used.</li> </ul>	

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- Students will look at multiple sources of information about the government to interpret their meaning.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.5.CivicsHR.1  6.1.5.CivicsPD.3	<p>-How do fundamental human rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy?</p> <p>-According to the new government and the Bill of Rights, did everyone receive the same levels of freedom? (women, enslaved people, people of color)</p>	<p><b>Theme:</b> Human rights,/how society functions/Equality/Fairness/Law Making</p> <p><b>Concepts:</b> culture, values, traditions, customs, religion, rights, equality</p> <p><b>Skills:</b> discussions, research, higher-level thinking, inquiry, problem solving, comparing, contrasting</p>	<ul style="list-style-type: none"> <li>Mini lesson</li> <li>Class discussion</li> <li>Centers</li> <li>Menus</li> <li>Videos</li> <li>Read alouds</li> <li>Maps/photos</li> <li>Student-generated anchor charts</li> <li>Illustrations/stories</li> <li>PBLs</li> </ul>	<p>Bill of Rights Resource from the Constitution Center <a href="#">Constitution Center</a></p> <p><a href="#">Bill of Rights Video (Scholastic)</a></p> <p><a href="#">Write your own preamble</a></p> <p>Schoolhouse Rock <a href="#">Preamble</a></p> <p>Do I Have A Right? Game - <a href="https://www.icivics.org/games/bill-of-rights">https://www.icivics.org/games/bill-of-rights</a></p> <p>Resources <a href="http://government.mrdonn.org/billofrights.html">http://government.mrdonn.org/billofrights.html</a></p> <p><a href="#">Bill of Rights kinesthetic memory</a> (Suggest <u>not</u> showing video, but instead</p>	<p>Socratic Seminar:</p> <p>Are we the nation we set out to be?</p> <p>Socratic Seminar.</p> <p>What does it mean to be free?</p>

				practicing the motions)	
6.1.5.CivicsPI.6  6.1.5.CivicsPI.7  6.1.5.CivicsPI.7  6.1.5.CivicsPI.3	<p>- What are the purposes and uses for the roles and responsibilities of the three branches of the national government?</p> <p>-How is the United States government organized?</p> <p>-How do national and state governments share power in the federal system of government?</p> <p>-How does the United States Constitution define and limit the power of government?</p> <p>-How does the United States function as a representative democracy?</p>	<p><b>Theme:</b> Checks and Balances/ Democracy/ Government</p> <p><b>Concepts:</b> culture, values, traditions, customs, religion, rights</p> <p><b>Skills:</b> discussions, research, higher-level thinking, inquiry, problem solving, comparing, contrasting</p>	<ul style="list-style-type: none"> <li>● Mini lesson</li> <li>● Class discussion</li> <li>● Centers</li> <li>● Menus</li> <li>● Videos</li> <li>● Read alouds</li> <li>● Maps/photos</li> <li>● Student-generated anchor charts</li> <li>● Illustrations/stories</li> <li>● PBLs</li> </ul>	<a href="#">Branches of Government</a>	<p>Socratic Seminar:</p> <p>Do we need a government?</p>
6.1.5.HistoryCC.3	How do civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin	<p><b>Theme:</b> Leadership</p> <p><b>Concepts:</b> values, traditions, customs, leadership</p>	<ul style="list-style-type: none"> <li>● Mini lesson</li> <li>● Class discussion</li> <li>● Centers</li> <li>● Menus</li> <li>● Videos</li> <li>● Read alouds</li> <li>● Maps/photos</li> </ul>	<a href="#">Information on George Washington's Role in the Constitutional Convention:</a>  <a href="#">Founding Fathers specific to NJ</a>	<p>Socratic Seminar:</p> <p>What qualities should a leader have?</p>

	Franklin contribute toward the development of the United States government?	<b>Skills:</b> discussions, research, higher-level thinking, inquiry, problem solving, comparing, contrasting	<ul style="list-style-type: none"> <li>● Student-generated anchor charts</li> <li>● Illustrations/stories</li> <li>● PBLs</li> </ul>	<a href="#">Founding Fathers Resource with links to videos and kid friendly resources.</a>	
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## Robbinsville Public Schools

### Unit # 5 : Immigration, Industrialization and Westward Movement

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Americans felt that it was their God-given right to settle western land.</li> <li>Many factors promoted industrialization, including cheap labor, new inventions, technology, and plentiful raw materials.</li> <li>One of the reasons America did not experience as much tumult was that lower classes were able to move west to find jobs, housing, etc.</li> <li>Change might not always be progress. The industrial revolution caused pollution, child labor, poor working conditions, and other problems.</li> <li>The Trail of Tears showcased the negative impact the majority has on marginalized groups.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How do people and new technology shape a nation?</li> <li>Why did people migrate West?</li> <li>How did the idea of Manifest Destiny influence the settlement of the West?</li> <li>What were the effects of westward expansion on the early 1800's?</li> <li>What hardships did emigrants face on the journey west?</li> <li>What was the Trail of Tears and how did it impact the Indigenous People's mental and emotional well-being?</li> <li>What were the lasting effects on the relationship between the Indigenous People and the government?</li> <li>Did industry improve society?</li> <li>Why did workers form unions?</li> <li>What was the Industrial Revolution?</li> <li>How did the Industrial Revolution change America?</li> </ul>
<p><b>Interdisciplinary Connections</b></p> <p>4.MDA.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <ul style="list-style-type: none"> <li>Students will be able to use data about the distance that the settlers traveled during their migration West.</li> </ul> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <ul style="list-style-type: none"> <li>Students will be able to compare and contrast different accounts of the Trail of Tears.</li> </ul>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.5.G eoPP.6	-Why did people migrate to the Western territories?	<b>Theme:</b> Migration/ Change/ Entitlement	<ul style="list-style-type: none"> <li>Mini lesson</li> <li>Class discussion</li> <li>Centers</li> <li>Menus</li> <li>Web Quests</li> </ul>	<a href="#">Westward Expansion info</a>	
6.1.5.G eoPP.3					

	<p>-How did the idea of Manifest Destiny influence the settlement of the West?</p>	<p><b>Concepts:</b> environment, resources, landforms, laws, inventions, technology, conflict</p> <p><b>Skills:</b> discussions, research, higher-level thinking, inquiry, problem solving, comparing, contrasting</p>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Read alouds</li> <li>• Maps/photos</li> <li>• Student-generated anchor charts</li> <li>• Illustrations/stories</li> </ul>	<p><a href="#">Elbow Room (WE video - Schoolhouse Rock)</a></p> <p><a href="#">Westward Expansion &amp; Native Americans</a></p> <p><a href="#">About this Era</a></p> <p><a href="#">Timeline</a></p> <p><a href="#">Interactive Maps of the various trails</a></p> <p><a href="#">Gold Rush</a></p> <p>Gold Rush - <a href="#">Possible Math connection</a></p>	
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<p>6.1.5.G eoPP.3</p> <p>6.1.5.G eoPP.5</p> <p>6.1.5.G eoPP.6</p> <p>6.1.5.Hi storyC C.4</p>	<p>-What was the Trail of Tears and how did it impact the Indigenous People's mental and emotional well-being?</p> <p>-What were the lasting effects on the relationship between the Indigenous People and the United States government?</p>	<p><b>Theme:</b>Cultures/Discrimination/Changes in society/Identity</p> <p><b>Concepts:</b> environment, resources, migration, treaties, human rights, injustice</p> <p><b>Skills:</b> discussions, research, higher-level thinking, inquiry, problem solving, comparing, contrasting</p>	<ul style="list-style-type: none"> <li>● Mini lesson</li> <li>● Class discussion</li> <li>● Centers</li> <li>● Menus</li> <li>● Web Quests</li> <li>● Videos</li> <li>● Read alouds</li> <li>● Maps/photos</li> <li>● Student-generated anchor charts</li> <li>● Illustrations/stories</li> </ul>	<p><a href="#">Trail of Tears</a></p> <p><a href="#">The Trail of Tears: The Basics</a></p> <p><a href="#">Images of the Trail of Tears</a></p> <p><a href="#">Africans in America</a></p>	
<p>6.1.5.E conNM .7</p>	<p>-How do people and new technology shape a nation?</p>	<p><b>Theme:</b> Bravery/ Change/ Industry/Progress</p> <p><b>Concepts:</b> environment, need for new technology, human rights,</p>	<ul style="list-style-type: none"> <li>● Mini lesson</li> <li>● Class discussion</li> <li>● Centers</li> <li>● Menus</li> <li>● Web Quests</li> </ul>	<p>Digital Picture book</p> <p><a href="http://www.mito-books/edu">http://www.mito-books/edu</a></p>	<p>Socratic Seminar: Is change always progress?</p>

6.1.5.E conNM .4	-Did industry improve society?	<b>Skills:</b> discussions, research, higher-level thinking, inquiry, problem solving, comparing, contrasting	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Read alouds</li> <li>• Maps/photos</li> <li>• Student-generated anchor charts</li> <li>• Illustrations/stories</li> </ul>	<a href="#">cation/westward-expansion-and-the-industrial-revolution-4751467</a>  <a href="#">BrianPop - Industrial Revolution</a>	
6.1.5.G eoHE.2	-Why did workers form unions?				
	-What was the Industrial Revolution?				
	-How did the Industrial Revolution change America?				

### General Differentiated Instruction Strategies

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| <ul style="list-style-type: none"> <li>● Leveled texts</li> <li>● Chunking texts</li> <li>● Choice board</li> <li>● Socratic Seminar</li> <li>● Tiered Instruction</li> <li>● Small group instruction</li> <li>● Guided Reading</li> <li>● Sentence starters/frames</li> <li>● Writing scaffolds</li> <li>● Tangible items/pictures</li> <li>● Adjust length of assignment</li> </ul> | <ul style="list-style-type: none"> <li>● Repeat, reword directions</li> <li>● Brain breaks and movement breaks</li> <li>● Brief and concrete directions</li> <li>● Checklists for tasks</li> <li>● Graphic organizers</li> <li>● Assistive technology (spell check, voice to type)</li> <li>● Study guides</li> <li>● Tiered learning stations</li> <li>● Tiered questioning</li> <li>● Data-driven student partnerships</li> <li>● Extra time</li> </ul> |
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### Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Timeline with due dates for reports and projects</li> <li>● Communication system between home and school</li> <li>● Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Small group instruction</li> <li>● Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-made checklist</li> <li>● Use visual graphic organizers</li> <li>● Reference resources to promote independence</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>

## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

## English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-[www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://www.Mobymax.com)
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

## Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and

contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>