

COURSE TITLE

Grade 5 Social Studies

LENGTH

Full Year

DEPARTMENT

Social Studies

SCHOOL

Pierrepont Upper Elementary School

DATE

Revision Date: 7/15/19

Initial BOE Approval Date (Born on): 6/15/2015

I. Introduction/Overview/Philosophy

In this first decade of the twenty-first century, it has become increasingly imperative to develop in our students the full appreciation of our American heritage. This encompasses a study of our common history, American tradition, civics, and the importance of practicing good citizenship. These values will help insure that our students will be contributing participants in the future of the United States.

To work towards the achievement of these goals, the fifth-grade curriculum will promote the improvement of critical thinking, reading comprehension, writing skills, use of the available technology, research skills, and the use of maps and graphs. Using a wide variety of teaching techniques, teachers will work to provide meaningful lessons for all students, who have many of diverse learning styles. All will be provided for an equal opportunity to express themselves to the best of their abilities. Teachers will incorporate the use of differentiated lessons to enhance student learning. This includes oral discussions, visual enhancements, and reading and writing across the curriculum and technology will be emphasized.

Students are expected to be fully involved in all aspects of the lesson and adhere to school, state, and board of education rules and standards. Current events will be discussed in class as needed. Teachers and students will work together to solve social studies problems, develop student leadership qualities, be prepared to take tests, and improve map and geography skills. The content is a general overview of American's growth and development from the appearance of Native Americans to the present day. Emphasis is upon significant developments affecting the development of American culture and traditions today.

This curriculum adheres to and follows the New Jersey Student Learning Standards and the New Jersey Holocaust and Amistad Mandates. Career Education Standards are also infused into the curriculum.

II. Objectives

Course Outline:

1. Overview of Historical Perspectives
 - a. Chronological order and understanding of historical terms
 - b. Primary sources of information
 - 1) journals
 - 2) oral history
 - 3) artifacts
 - 4) newspapers and historical documents
 - c. Historical determiners
 - 1) people- Early American Cultures- Inuits, Anasazi, Mound builders
 - 2) events- The Ice Age
 - 3) geography
2. First Americans
 - a. Probable methods of arrival - origins and means of travels
 - b. Motivations for migration - economic, social, environmental
 - c. Archaeological evidence - location of sites, types of evidence and analysis of evidence
 - d. North American Native Americans
 - e. South American Native Americans
 - f. Cultural contributions of Native Americans

- 1) language and storytelling
 - 2) environment
 - 3) religion
 - 4) science and inventions
 - 5) government
 - 6) artistic expression
 - 7) tradition and values
 - 8) myths and oral transfer over generations
3. Age of Exploration
- a. Goals of explorers
 - 1) shorter route to the East Indies
 - 2) acquisition of territory
 - 3) gold and other wealth
 - 4) search for a Northwest Passage
 - 5) geographical prospects for colonization
 - b. Viking explorations
 - 1) explorers
 - 2) impact on Native Americans
 - c. Impact of Europeans upon Native Americans
 - 1) disease
 - 2) conflicting cultural values
4. Colonization
- a. Roanoke and St. Augustine as early European settlements
 - b. Jamestown Settlement
 - 1) House of Burgesses
 - 2) Growth of representative democracy
 - c. Arrival of Africans
 - 1) reasons for their appearance
 - 2) sources of this information
 - 3) reasons why indentured servants and slavery developed in North America
 - d. The grouping of colonies is studied with the following concepts
 - 1) reason for settlements
 - 2) difference and similarities among each group
 - 3) the type of economy developed by each and the reasons why
 - 4) geographic factors of each group affecting development
 - a) Plymouth Colony
 - i. Separatists
 - ii. Mayflower Compact
 - b) New England Colonies
 - i. Massachusetts Bay Colony
 - ii. New Hampshire
 - iii. Connecticut
 - iv. Rhode Island
 - c) Southern Colonies
 - i. Virginia
 - ii. Maryland

- iii. Carolinas
 - iv. Georgia
 - d) Middle Colonies
 - i. Pennsylvania
 - ii. New York
 - iii. New Jersey
 - iv. Delaware
- 5. Birth of a Nation
 - a. Events leading to the Revolutionary War
 - 1) French and Indian War - prelude to revolution
 - 2) Reasons for a revolution
 - a) taxation without representation
 - b) significant events
 - 1) Boston Massacre
 - 2) Boston Tea Party
 - 3) Intolerable Acts
 - c) First Continental Congress
 - 1) organizing a military
 - 2) developing goals
 - 3) significant leaders
 - b. Revolutionary War
 - 1) Lexington and Concord - first battles
 - 2) Second Continental Congress
 - 3) Declaration of Independence - Thomas Jefferson
 - a) Preamble
 - b) Statement of Rights
 - c) List of George III's wrongs
 - d) Statement of Independence
 - c. Battles and their significance
 - 1) war on land
 - 2) war on sea
 - d. American victory - reasons for American success
 - 1) peace treaty - significant provisions
 - 2) Articles of Confederation - the first government and its successes and reasons for failure
 - e. The United States Constitution-origins and sources of ideas
 - 1) separation of powers
 - 2) three branches - powers and responsibilities of each
 - a) legislative
 - b) executive
 - c) judicial
 - 3) amendments - peaceful evolution of change to assure success
 - 4) Bill of Rights - protecting people from their government
- 6. American Culture and Changes in U.S. Ways of Life
 - a. First Administrations of American Presidents
 - 1) Washington, Jefferson, Jackson
 - b. Results of improved technological advancements and transportation

- 1) increased natural unity
- 2) Westward Expansion
 - a) Texas
 - i. war with Mexico
 - ii. Lone Star Republic
 - iii. Texas statehood
 - b) California
 - i. Spanish influence
 - ii. Bear Flag Republic
 - iii. gold rush and inflation
 - c) Oregon Country
 - i. mountain men
 - ii. pioneers
 - iii. Oregon Trail
7. Holocaust Studies will be incorporated into lessons when suitable. Studies may include:
 - a. Recognize that each of us has traits and attributes in which we take pride
 - b. Recognize the values that influence each student
 - c. Identify the sources from which people learn their values
 - d. Define and explain the term “prejudice”
 - e. Holocaust and prevent it from happening
 - f. Explain terms such as bigotry, discrimination, racism, stereotyping, scape-goating, ethnocentrism, anti-Semitism, and genocide
 - g. Give examples of prejudice toward individuals and groups in history and in the present
 - h. Analyze how prejudice and discrimination lead to genocide
 - i. Define the term “The Holocaust”
 - j. Analyze the reasons why laws are adopted
 - k. Analyze reasons why individuals and groups act in certain ways
 - l. Examine various aspects of Nazi policies and their impact on individuals and groups (laws, isolation, ghettos, murder, slave labor, separation of families, starvation and sickness, deportation, and concentration camps)
 - m. Identify other groups who were victims of Hitler and Nazi policies: people with disabilities/handicaps, Gypsies/Roma, Poles, Communists, Catholics, Jehovah’s Witnesses, Anti-Nazis, Soviet prisoners of war, blacks, and others
 - n. Explain why it is important to us today to study about the Holocaust and genocide
 - o. Analyze how we might prevent these occurrences from ever happening again
 - p. Demonstrate an understanding that each of us is faced with many choices and the difficulty in making choices
 - q. Understand that choices have consequences for the group and the individual

Student Outcomes:

Students will continue to improve upon and develop the social studies skills learned in previous grades. These skills will be with them as they proceed through the Rutherford school system and will help them throughout their adult and career life. Students are expected to work to their best ability levels in the following skill areas, as measured through student assessment.

Active Citizenship Skills

- Recognize causes and effects of prejudice on individuals, groups, and society
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
- Listen open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Challenge unfair viewpoints and behaviors by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.

Critical Thinking Skills

- Identify main issues
- Recognize assumption
- Evaluate information from various sources
- Distinguish between verifiable and unverifiable data
- Draw inferences
- Evaluate the strength of an argument
- Develop debating skills
- Draw conclusions
- Develop a creative thinking ability
- Understand historic periods

Technology skills

- Use the Internet as a research tool
- Use the graphics on the computer to make visual presentations for oral reports
- Use the Internet to complement and improve knowledge on issues and current events
- Use the Internet to improve social studies skills, including geography, maps, graphics, etc.

Geography and Map Skills

- Orient a map
- Use a grid system to locate places
- Identify and interpret map symbols
- Locate physical and political features
- Understand scales and projections
- Compare various maps
- Use maps to understand and explain historical and current events

Picture, Chart, Graph, and Table Interpretation Skills

- Interpret pictures, apply information and draw conclusions
- Understand cartoons as a means to express views and interpret the view expressed
- Interpret the information given on graphs, charts, and tables, and draw inferences from the data
- Relate the information from pictures, charts, graphs and tables with that gained from other sources
- Understand and construct time lines

Chronology and Time Skills

- Understand the idea of historical time
- Use timelines
- Understand what makes historical periods different

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.5.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

Strand B. Creativity and Innovation

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

Strand C. Communication and Collaboration

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

Strand D. Digital Citizenship

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Strand E. Research and Information Fluency

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand A. Nature of Technology: Creativity and Innovation

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

Strand B. Technology and Society

8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand B. Career Preparation:

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

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

- 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- 6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 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.
- 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.
- 6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.
- 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
- 6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- 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.
- 6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- 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.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- 6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.
- 6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
- 6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed

- 6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government
- 6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights
- 6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- 6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- 6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

III. Proficiency Levels

This course is designed for a heterogeneously grouped grade 5 class.

IV. Methods of Assessment

Student Assessment

- Homework
- Class discussion
- Debates
- Oral reports
- Cooperative learning activities
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research projects
- Tests and quizzes
- Class participation

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

V. Grouping

The course is required of all students in the fifth grade without prerequisites placement criteria.

VI. Articulation/Scope & Sequence/Time Frame

This is a fifth grade course. The class follows the social studies program in growth and development in the Rutherford School District.

VII. Resources

Texts/Supplemental Reading/References

- *The United States*, Scott Foresman, 2003
- Internet sources
- *National Geographic Magazine*
- *Junior Scholastic Magazine*
- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/
- Various texts from other publishers
- *Kids Discovery Magazine*
- School Library
- Map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- Storyworks
- Supplemental reading- Suggested Bibliography: These and many others may be used as needed.

1. Archeology and Oral History

Digging into Yesterday by Fisher

The Riddle of the Rosetta Stone by Giblin

Wonderful World of Archeology by Jessup

Mysteries of American and American Archeology by Marston

Do People Grow on Family Trees?: An Official Ellis Island Handbook by I. Wolfman

2. First Americans*

American Before Columbus by Baity

The Painted Cave by Behn

Sees Behind Trees by M. Dorris

Morning Girl by M. Dorris

The Earliest Americans by Sattler

* A large collection of regional Native American tales also exists

3. Exploration

Around the World in a Hundred Years: From Henry, the Navigator to Magellan by J. Fritz

Morning Girl by M. Dorris

The Captive by S. O'Dell

4. Pilgrims and Early Colonists

Encounter at Easton by Avi

Night Journeys by Avi

Susanna's Candlestick by Albrecht

Hay Foot Straw Foot by Berry

Stranded at Plimoth Plantation 1626 by Bowen

Guests by M. Dorris

The Matchlock Gun by Edmonds

Puritan Adventure by Lenski

A Day in the Life of a Pilgrim Boy by Waters

A Day in the Life of a Pilgrim Girl by Waters

A Wampanoag Indian Boy in Pilgrim Times by Waters

5. Revolutionary War

Grist Mill Secret by Albrecht

Battle Lanterns by Allen

The Fighting Ground by Avi

My Brother Sam is Dead by Collier

Twelve Days to Trenton by Duncan

King George's Head was Made of Lead by Monjo

Katie's Trunk by Turner

6. Westward Expansion

The Barn by Avi

Dandelions by Eve Bunting

Children of the Wild West by Russell Freedman

Sarah Plain and Tall by MacLoughlin

Skylark by MacLoughlin

American Tall Tales by Mary Pope Osbourne

9. World Wars and the Holocaust

My Brother's Keeper by Bernbaum

Farewell to Manzanar by Houston

Clara's Story by Isaacman

Echo by Pam Nunoz Ryan

I Survived The American Revolution, 1776 by Lauren Tarshis

When Hitler Stole Pink Rabbit by Kerr

Number the Stars by Lois Lowery

Journey to America by Levison

The Miracle Tree by Mattingly

Upstairs Room by Reiss

So Far From the Bamboo Grove by Watkins

Devil's Authentic by Yolen

10. Modern America and the Civil Rights Movement

Martin Luther King by Clayton

They Dared to Lead: America's Black Athletes Our Century 1960-1970 by Hollander

The Year They Walked by Seigel

VIII. Suggested Activities

- Geography project relating the topic studied to the proper geographical context.
- Field trips determined by the teacher.
- Primary source reading and informational text reading assignments
- Audio-visual presentations by the students using computer technology combined with oral presentations.
- Research projects and presentations by individuals or groups.
- Read and writing across the curriculum, students will write essays linking social studies to other disciplines such as reading, art, and music.
- Technology using digital cameras and i-Movies to enhance studies.
- Integrating career studies into social studies topics being studied.

IX. Methodologies

To comply with state regulations and mandates, classes are heterogeneously grouped. Therefore, there can be a wide range of academic abilities, backgrounds, and challenged students, all of whom must have and deserve equal educational opportunities. To achieve this, teachers must employ a variety of instructional methods. The following are suggestions, not limits, as to what a teacher can do.

- Differentiated instruction
- Cooperative education
- All other types of group work
- Technology and other web-based programs
- Individualized assignments

X. Interdisciplinary Connections

The teacher should connect the history studied to the music, art, literature, cultural aspects, and technology of each period studied. Discussing these needs with the art, music, and English teachers in their building and using them as resources and/or speakers is suggested.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Allotted time for activities and responses

- Authentic assessments
- Graphic organizers
- Graphic organizers
- Modification of content and student products
- Multiple levels of questioning
- Partner/group presentation
- Pinpointing essential vocabulary
- Pre-teaching of vocabulary and concepts
- Present ideas in a variety of ways to ensure critical thinking
- Re-teaching and review
- Rephrase questions, directions, and explanations
- Scaffolding of assignments
- Small group instruction
- Written responses

Differentiation for Enrichment

- Alternate reading and response options
- Critical/Analytical thinking tasks
- Elevated discussions of textual connections
- Elevated Journal Prompts
- Exemplars of varying levels
- Higher-order thinking skills
- Inquiry-based instruction
- Interest-based content
- Internet research activities
- Multiple levels of questions
- Provide choices of modes working
- Provide extension activities
- Real world problems and scenarios
- Recommended outside readings
- Supplemental material
- Varied work option

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Life in the Western Hemisphere</p> <ul style="list-style-type: none"> ● Credible vs. Noncredible/Primary Sources vs. secondary sources ● Map Skills ● Review Geographical and Historical terms ● Ice Age - Inuit, Anasazi, Mound Builders ● Early American Cultures 	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Pinpointing essential vocabulary ● Written responses ● Re-teaching and review ● Graphic organizers ● Small group instruction ● Scaffolding of assignments <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> ● Elevated Journal Prompts ● Alternate reading and response options ● Supplemental material ● Multiple levels of questions ● Archeological dig 	6.2.8.B.1.a 6.2.8.D.1.c CRP1,2,4,5,6,7, 8,11,12 9.2.8.B.3 8.1.5.A.1-4 8.1.5.B.1 8.1.5.C.1 8.1.5.D.2-4 8.1.5.E.1 8.2.5.A.4 8.2.5.B.6	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Workbook pages ● Class participation ● Primary and Secondary source activities ● Class discussion on early American cultures <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> ● Cultural Poster ● Cultural Slideshow comparing and contrasting the groups

<p>Native Americans</p> <ul style="list-style-type: none"> ● The Eastern Woodlands ● The Great Plains ● The Southwest Desert ● The Northwest Coast ● Cultural contributions of the Native Americans 	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Allotted time for activities and responses ● Graphic organizers ● Multiple levels of questioning ● Present ideas in a variety of ways to ensure critical thinking <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> ● Real world problems and scenarios ● Exemplars of varying levels ● Provide choices of modes working ● Inquiry-based instruction 	<p>6.1.8.A.1.a 6.1.8.B.1.a-b CRP1,2,4,5, 6,7, 8,11,12 9.2.8.B.3 8.1.5.A.1-4 8.1.5.B.1 8.1.5.C.1 8.1.5.D.2-4 8.1.5.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Class discussion on current events: Discuss current Native American cultures ● Compare and Contrast the cultures -Venn diagram with post-its ● Workbook pages <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> ● Multiple Choice Test on Native American cultures ● Google Slides Cultural Region project
<p>Age of Exploration</p> <ul style="list-style-type: none"> ● Goals of explorers ● Traveling Asia’s Silk Road ● Africa’s Trading Empires ● European Explorers ● Spain Builds an Empire ● Impact of European exploration on the Native Americans 	<p>10 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Partner/group presentation ● Multiple levels of questioning ● Modification of content and student products <p><i>For Enrichment</i></p> <ul style="list-style-type: none"> ● Higher-order thinking skills ● Interest-based content ● Elevated discussions of textual connections 	<p>6.1.8.B.1.b 6.1.8.C.1.a-b 6.1.8.D.1.a-c Amistad Holocaust CRP1,2,4,5, 6,7, 8,11,12 9.2.8.B.3 8.1.5.A.1-4 8.1.5.B.1 8.1.5.C.1 8.1.5.D.2-4 8.1.5.E.1 8.2.5.A.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Questioning before/during/after lessons ● Group and Cooperative Work-webquest ● Workbook pages <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> ● Digital Exhibit- develop a slideshow driven by images of the time period ● Debate with teacher provided sources (Columbus Day)

		<ul style="list-style-type: none"> ● Internet research activities 	8.2.5.B.6	
Colonial America <ul style="list-style-type: none"> ● Jamestown settlement ● First Colonies: Plymouth, New England, Southern, Middle colonies ● Colonial Life ● Compare and contrast colonies 	10 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Scaffolding of assignments ● Rephrase questions, directions, and explanations ● Authentic assessments ● Pre-teaching of vocabulary and concepts <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> ● Recommended outside readings ● Exemplars of varying levels ● Varied work option ● Critical/Analytical thinking tasks ● Spanish Armada writing Activity 	6.1.8.A.2.a-c 6.1.8.B.2.a-b 6.1.8.C.2.a-c 6.1.8.D.2.a-b AMISTAD CRP1,2,4,5, 6,7, 8,11,12 9.2.8.B.3 8.1.5.A.1-4 8.1.5.B.1 8.1.5.C.1 8.1.5.D.2-4 8.1.5.E.1	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Virtual Field Trip- Life in Jamestown ● Workbook pages ● Class discussions on The first colonies ● Video on Roanoke ● Comparison activity- the colonies <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> ● Colonial Brochure
The Revolutionary War <ul style="list-style-type: none"> ● Events leading to the Revolutionary War ● Reasons for the Revolution ● Revolutionary war battles and their significance ● American victory ● The US Constitution ● American Culture and Changes in American Life 	10 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Multiple levels of questioning ● Rephrase questions, directions, and explanations ● Modification of content and student products <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> ● Boston Tea Party Skit 	6.1.8.A.3.a-g 6.1.8.B.3.c 6.1.8.D.3.b-e 6.1.8.D.3.g CRP1,2,4,5, 6,7, 8,11,12 9.2.8.B.3 8.1.5.A.1-4 8.1.5.B.1 8.1.5.C.1 8.1.5.D.2-4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Workbook pages ● Virtual Field trip- Museum of Revolution in Philadelphia ● Class discussion - fight for land ● Primary/Secondary source readings <p><i>Summative Assessment</i></p>

	<ul style="list-style-type: none"> ● Alternate reading and response options ● Provide extension activities ● Elevated discussions of textual connections ● Flipped lesson about battles using www.historyanimated.com ● Analyze artwork depicting fighting of French vs. British ● Capture the flag 	<p>8.1.5.E.1 8.2.5.A.4 8.2.5.B.6</p>	<ul style="list-style-type: none"> ● Road to Revolution Project- primary sources responses, timeline, diagrams, interactive student driven project ● Debate - Patriots vs. Loyalists ● LAT on The Fighting Ground and People's History of the American Revolution
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