

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name: Social Studies</b>	<b>Grade Level(s): 4th Grade</b>
<b>Department: Humanities</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: 10/17/2019; 9/15/2022</b>	<b>Revision Date(s): 6/20/2019; 8/2022</b>

## Course Description

The Social Studies curriculum is based on the New Jersey Student Learning Standards Curriculum focuses on the creation of New Jersey from the prehistoric era to present day New Jersey Students first learn about the location and geography surrounding the state of New Jersey along with the climate and physical features of the area Curriculum then moves to the first established villages in New Jersey by the Native Americans, specifically the Lenni Lenape tribes Students learn about their culture and history up to and through the establishment of the 13 colonies From there, lessons weave through the colonial time period covering topics and events such as the Boston Tea Party, the First Continental Congress, the Battles of New Jersey, and the Revolutionary War

## Mission Statement

***The Pittsgrove Township School District believes in growing all learners to thrive*** *The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms The Pittsgrove Township School District strives to highlight critical thinking, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners*

### Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of growing all learners both academically and personally, the following curriculum and instruction goals direct the conversation:

**Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum Pre-K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### How to Read this Document

This curricular document contains both a  *pacing guide*  and  *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to  *when*  critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The  *curriculum units*  contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

<b>NJ Administrative Code and Statutes Key</b>
<b>^=Amistad Law</b> <b>O=Diversity &amp; Inclusion Law</b> <b>&lt;&gt;=Holocaust</b> <b>+ =LGBT and Disabilities Law</b> <b>*=AAPI (Asian American and Pacific Islanders)</b> <b>\$=Financial Literacy</b> <b>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units</b>

### Pacing Guide

**Course Title: Social Studies**

**Prerequisite(s): –**

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<b>Unit 1: New Jersey Geography and Native Americans of New Jersey</b>	<b>3-4 weeks</b>	<b>Power Standards</b> 6.1.5.GeoPP.5, 6 6.1.5.GeoSV.2-4 6.1.5.GeoHE.1, 2 6.1.5.GeoGI.1 6.1.5.HistoryCC.1, 2, 4, 6, 8 6.1.5.HistoryUP.1, 2, 4, 5, 7 <b>Secondary Standards</b> LA.RI.4.1 LA.RI.4.2 LA.RI.4.3	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>● Locate New Jersey in relation to the rest of the world, and also distinguish between climate and weather</li> <li>● Identify four physical regions and landmarks of each region</li> <li>● Study New Jersey's statehood</li> <li>● Learn about various New Jersey emblems</li> <li>● Learn about the Algonquian tribe, New Jersey's original people</li> </ul>	<ul style="list-style-type: none"> <li>● List and locate on a map the name of their city or town, county, and state</li> <li>● Tell that there are 21 counties in New Jersey, write and locate each county on an outline map</li> <li>● Define and contrast the term climate and weather</li> <li>● Name and describe the four geographical regions of New Jersey</li> <li>● Name and describe the six tourist regions of New Jersey</li> <li>● Describe the state flag and the state seal of New Jersey</li> <li>● Describe the events surrounding the discovery of Hadrosaurus foulkii</li> <li>● Explain why oil comes from the ground and understand that oil sources are limited</li> <li>● Describe the Age of the Reptiles and Age of the Mammals and name some of the creatures that existed during this time period</li> <li>● Describe the culture and customs of the</li> </ul>

				<ul style="list-style-type: none"> <li>Algonquian-speaking tribes</li> <li>Describe the Lenni Lenape who inhabited what is now New Jersey</li> </ul>
<b>Unit 2: Colonial America (the Revolutionary War, and the Importance of New Jersey in American Independence)</b>	<b>4-5 weeks</b>	<b>Power Standards</b> 6.1.5.CivicsDP.2, 3 6.1.5.CivicsHR.4 6.1.5.CivicsCM.1-3, 6 6.1.5.GeoSV.5 6.1.5.GeoGI.3, 4 6.1.5.EconET.3 6.1.5.EconEM.1, 2, 4-6 6.1.5.HistoryCC.1-6, 12-15 6.1.5.HistoryUP.5, 6 6.1.5.HistorySE.1 6.1.5.HistoryCA.1 6.3.5.CivicsPD.2 <b>Secondary Standards</b> LA.RI.4.1 LA.RI.4.2 LA.RI.4.3	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>Learn that many of the early European explorers came to America in search of the Northwest Passage</li> <li>Learn about Swedish influence on the early settlements of New Jersey</li> <li>Learn that the fur trade fueled competition between European explorers and about the relationship that developed between the American Indians and Europeans because of the fur trade</li> <li>Learn about the struggles associated with the colony of New Amsterdam and the various conflicts that separated the colony into East and West Jersey</li> <li>Learn that colonial unrest began with a series of laws that the colonists resented</li> <li>Learn that 9 of the colonies joined together</li> <li>Learn about the Sons of</li> </ul>	<ul style="list-style-type: none"> <li>Describe the location of the Northwest Passage and will tell the period of time that explorers were searching for it</li> <li>List the main countries involved in the exploration of the northeast part of North America: the Dutch, English and French</li> <li>Describe some details from the lives of early explorers</li> <li>Tell of the first Swedish settlement in what is now New Jersey</li> <li>Tell of the fall of New Sweden</li> <li>Tell of the nationality of the first traders in North America in the 1600s: English, Dutch, French, Russian and Spanish</li> <li>Tell of the importance of the beaver fur trade in that era</li> <li>Tell why the people who were sent to settle wanted to trade instead of colonize</li> <li>Tell that the New Jersey</li> </ul>

			<p>Liberty</p> <ul style="list-style-type: none"> <li>● Will study the Boston Massacre, the Stamp and Tea Act and the Boston Tea Party</li> <li>● Study the First continental Congress as a response to further laws and taxes enacted by the British</li> <li>● Learn of the Battles of Lexington and Concord</li> <li>● Study the Second Continental Congress and the creation of the Declaration of Independence</li> <li>● Learn about New Jersey's role in the war for independence and the battles</li> <li>● Study the Second Continental Congress and Articles of Confederation</li> <li>● Learn about the conflicts that arose among the colonists during the Constitutional Convention</li> <li>● Learn about the Bill of Rights and the rights it provides for citizens</li> </ul>	<p>colony became the third state</p> <ul style="list-style-type: none"> <li>● Tell of East Jersey and West Jersey and the inhabitants of those communities</li> <li>● Define a tax as the sum of money demanded by a government to support programs or services</li> <li>● List some items we pay taxes on today, such as income, property, food, and fuel</li> <li>● Define massacre as unnecessarily killing a group of people in an instance of revenge</li> <li>● List how we, as Americans, can protest about taxes today</li> <li>● Relate the events just prior to the Declaration of independence</li> <li>● Describe the battles of Lexington</li> <li>● Name the three basic components of the Declaration of Independence</li> <li>● Tell of the attack led by Washington at Trenton on Christmas night</li> <li>● Tell of the disorganized troops at the battle of</li> </ul>
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				<p>Monmouth</p> <ul style="list-style-type: none"> <li>● Tell of the harsh winter the Continental army faced prior to the final battle at Yorktown, Virginia</li> <li>● Tell that the Articles of Confederation established separate rules for each state's government</li> <li>● Tell of the concerns that the Founding Fathers had with the Articles of Confederation</li> <li>● Tell of the fundamental principles of the US Constitution</li> <li>● List and explain the rights provided by the Bill of Rights</li> </ul>
<p><b>Unit 3: A Growing and Changing Nation (Slavery, the Civil War, Women's Rights, the Industrial Revolution and its Impacts on New Jersey)</b></p>	<p><b>3-4 weeks</b></p>	<p><b>Power Standards</b>          6.1.5.CivicsDP.2          6.1.5.CivicsHR.2, 4          6.1.5.CivicsCM.1-3, 5, 6          6.1.5.GeoHE.1, 2          6.1.5.GeoGI.4          6.1.5.EconET.1          6.1.5.EconEM.1, 2, 4          6.1.5.EconNE.3, 4, 7          6.1.5.EconGE.1, 4, 5          6.1.5.HistoryCC.1, 2, 7, 9, 13,15          6.1.5.HistoryUP.5, 6          6.3.5.CivicsPD.2  <b>Secondary Standards</b></p>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Learn about slavery, slave trade, and New Jersey's role in the Triangular trade</li> <li>● Learn about the Civil War</li> <li>● Study the suffragist movement in the United States and learn women's roles in the abolitionist movement</li> <li>● Consider the negative and positive effects of the Industrial Revolution</li> <li>● Study the role of immigration and child labor</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the plight of women in the women's suffrage movement</li> <li>● Discuss the Industrial Revolution as a period of invention and progression</li> <li>● Discuss the plight of children in the workforce prior to the 1900s</li> <li>● Tell of famous New Jersey inventors and inventions</li> <li>● Tell of new transportation methods and the way that they impacted and New Jersey and the United States</li> </ul>

		LA.RI.4.1 LA.RI.4.2 LA.RI.4.3	<ul style="list-style-type: none"> <li>● Study New Jersey’s many inventors and their inventions</li> <li>● Learn about improvements in transportation in New Jersey</li> </ul>	
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Instructional Unit Map			
Course Title: Social Studies			
<b>Unit Title</b>	New Jersey Geography and Native Americans of New Jersey		<b>Start Date:</b> September/October
			<b>Length of Unit:</b> 3-4 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards</b> <b>6.1.5.GeoSV.2</b> - Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. <b>6.1.5.GeoSV.3</b> - Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.	<b>Learning Goals</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Locate New Jersey in relation to the rest of the world, and also distinguish between climate and weather</li> <li>● Identify four physical regions and landmarks of each region</li> <li>● Study New Jersey's statehood</li> <li>● Learn about various New Jersey emblems</li> <li>● Learn about dinosaurs and animals that once inhabited New Jersey</li> <li>● Learn about the Algonquian tribe, New Jersey’s original people</li> </ul>

	<p><b>6.1.5.GeoSV.4</b> - Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p><b>6.1.5.GeoHE.1</b> - Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <p><b>6.1.5.GeoPP.5</b> - Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.<b>O</b></p> <p><b>6.1.5.GeoPP.6</b> - Compare and contrast the voluntary and involuntary migratory</p>		
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	<p>experiences of different groups of people and explain why their experiences differed. <b>O</b></p> <p><b>6.1.5.HistoryCC.4</b> - Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p><b>6.1.5.HistoryCC.6</b> - Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p><b>6.1.5.HistoryCC.8</b> - Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. <b>O</b></p> <p><b>6.1.5.HistoryUP.1</b> - Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey</p>		
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	<p>and America, and cite evidence from multiple perspectives to describe the challenges they encountered.○</p> <p><b>6.1.5.HistoryUP.2</b> - Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.○</p> <p><b>6.1.5.HistoryUP.4</b> - Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.○</p> <p><b>6.1.5.HistoryUP.5</b> - Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p><b>6.1.5.HistoryUP.7</b> - Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>6.1.5.HistoryCC.1</b> - Analyze key historical events from the past to</p>		
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	<p>explain how they led to the creation of the state of New Jersey and the United States.</p> <p><b>6.1.5.HistoryCC.2</b> - Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p><b>6.1.5.GeoHE.2</b> - Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <p><b>6.1.5.GeoGI.1</b> - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p><b>Secondary Standards</b></p> <p><b>LA.RI.4.1.</b> - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from</p>		
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	<p>the text.</p> <p><b>LA.RI.4.2.</b> - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>LA.RI.4.3.</b> - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>									
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How does New Jersey relate to the rest of the United States and the world on a map?</li> <li>2. How do specific symbols/emoblems represent New Jersey?</li> <li>3. How did different geographic traits impact New Jersey and its first settlers, the Algonquian/Lenni Lenape?</li> <li>4. How did the Algonquian/Lenni Lenape impact New Jersey today?</li> </ol>									
<p><b>Assessments</b></p> <p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th data-bbox="575 976 995 1045" style="width: 33%;">Formative</th> <th data-bbox="995 976 1520 1045" style="width: 33%;">Summative</th> <th data-bbox="1520 976 1934 1045" style="width: 33%;">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1045 995 1343"> <ul style="list-style-type: none"> <li>● Vocabulary study</li> <li>● Group discussion</li> <li>● Turn and talk</li> <li>● Teacher Observation</li> <li>● Graphic organizers</li> <li>● Written responses</li> <li>● Post-it note shares</li> </ul> </td> <td data-bbox="995 1045 1520 1343"> <ul style="list-style-type: none"> <li>● Independent practice</li> <li>● End of unit assessment</li> </ul> </td> <td data-bbox="1520 1045 1934 1343"> <ul style="list-style-type: none"> <li>● Google slide presentation</li> <li>● Seesaw activity/ explanation</li> </ul> </td> </tr> </tbody> </table>				Formative	Summative	Alternative	<ul style="list-style-type: none"> <li>● Vocabulary study</li> <li>● Group discussion</li> <li>● Turn and talk</li> <li>● Teacher Observation</li> <li>● Graphic organizers</li> <li>● Written responses</li> <li>● Post-it note shares</li> </ul>	<ul style="list-style-type: none"> <li>● Independent practice</li> <li>● End of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Google slide presentation</li> <li>● Seesaw activity/ explanation</li> </ul>
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	<ul style="list-style-type: none"> <li>● Interactive sites (Kahoot, Quizizz, Plickers, Padlet, Quizlet, etc.)</li> <li>● Quizzes</li> <li>● Self-evaluations</li> </ul>		
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	KWL Chart (individual or whole class) Kahoot/Quizizz/Plickers pre-assessment Seesaw pre-assessment activity (video, voice recording, drawing, or written explanation of what they already know) Post-it note/Padlet share		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● Inquiry, student-based instruction</li> <li>● Turn and talk</li> <li>● Modeling</li> <li>● Partner/Group work</li> <li>● Vocabulary cards</li> <li>● Graphic organizers</li> <li>● Note taking</li> </ul>		
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications/Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>
	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Peer buddy/study buddy</li> <li>● Refer to prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Peer buddy/study buddy</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Refer to prior knowledge</li> <li>● Vocabulary cards</li> <li>● Graphic organizers</li> <li>● Frequently check for understanding</li> </ul>

	<ul style="list-style-type: none"> <li>● Highlight/pre-teach vocabulary</li> <li>● Vocabulary cards</li> <li>● Simplify language/key words</li> <li>● Provide visual/verbal charts and cues</li> <li>● Provide concrete examples/models</li> <li>● Consistent lesson structure</li> <li>● Frequent checks for understanding</li> <li>● Give clear directions</li> <li>● Give directions visually and verbally</li> <li>● Repeat directions</li> <li>● Give directions in native language</li> <li>● Give single step directions</li> </ul>	<ul style="list-style-type: none"> <li>● Refer to prior knowledge</li> <li>● Highlight key terms</li> <li>● Vocabulary cards</li> <li>● Provide concrete examples/models</li> <li>● Consistent lesson structure</li> <li>● Frequent checks for understanding</li> <li>● Give clear directions</li> <li>● Give directions visually and verbally</li> <li>● Repeat directions</li> <li>● Allow for rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>● Clear directions</li> <li>● Concrete examples</li> <li>● Consistent lesson structure</li> <li>● Vary test formats</li> <li>● Highlight key directions</li> <li>● Additional time</li> <li>● Provide study guides</li> <li>● Allow retakes</li> </ul>	<ul style="list-style-type: none"> <li>with investigations/experiments</li> <li>● Provide extension centers</li> <li>● Leveled grouping</li> <li>● Independent study</li> </ul>
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	<ul style="list-style-type: none"> <li>● Highlight key directions</li> <li>● Shorten task/assignment</li> <li>● Study guides provided by teacher in native language</li> <li>● Vary test formats</li> <li>● Additional time</li> <li>● Allow oral responses</li> <li>● Read test/portions aloud</li> <li>● Provide glossary with native language</li> <li>● Allow for retakes</li> </ul>	<ul style="list-style-type: none"> <li>● Highlight key directions</li> <li>● Shorten task/assignment</li> <li>● Provide study guides</li> <li>● Provide modified tests</li> <li>● Additional time</li> <li>● Allow oral responses</li> <li>● Read test/portion s aloud</li> <li>● Allow for retakes</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Chromebook</li> <li>● Interactive Whiteboard</li> <li>● Graphic organizers</li> <li>● Vocabulary cards</li> <li>● Turn and talk</li> <li>● Modeling</li> <li>● Partner/Group work</li> <li>● Graphic organizers</li> </ul>		<ul style="list-style-type: none"> <li>● Presentations (Google Slides, Seesaw)</li> <li>● Reenactments</li> </ul>	

	<ul style="list-style-type: none"> <li>Note taking</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II:</b> map, mountain, plain, resource, river, symbol, history, Native American, location <b>Tier III:</b> geography, longitude, latitude, compass, equator, hemisphere, continent, region, state, country, landmark, landform, custom, heritage, immigration, agriculture, artifact	
<b>Integration of Technology</b> <a href="#">SAMR</a>	S - Use Brainpop & Flocabulary videos to introduce lessons/concepts, Record findings in Google Docs/Slides A - Google Forms, Quizziz, Kahoot, etc. for review/assessment M - Students collaborate to complete graphic organizers/models in Google Docs/Slides R - Students collaborate to complete and explain concepts in Google Docs/Slides or Seesaw and present to the class	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>Career Ready Practices:</b> <ul style="list-style-type: none"> <li><b>CRP1</b> Act as a responsible and contributing citizen and employee.</li> <li><b>CRP2</b> Apply appropriate academic and technical skills.</li> <li><b>CRP4</b> Communicate clearly and effectively and with reason.</li> <li><b>CRP 5</b> Consider the environmental, social, and economic impacts of decisions.</li> <li><b>CRP6</b> Demonstrate creativity and innovation.</li> <li><b>CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li><b>CRP11</b> Use technology to enhance productivity.</li> <li><b>CRP12</b> Work productively in teams while using cultural global competence.</li> </ul>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>	
	<ul style="list-style-type: none"> <li><b>Global Awareness</b> - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories)O</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving - <ul style="list-style-type: none"> <li>NJSLS.9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ <b>9.4.5.GCA.1:</b> Analyze how culture shapes individual and community perspectives and points of view○</li> </ul>	<p>personal, academic, community and global</p> <ul style="list-style-type: none"> <li>● Communication and Collaboration</li> <li>● Information Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance○</li> <li>○ NJSLS.9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions○</li> </ul> </li> <li>● Flexibility and Adaptability</li> <li>● Initiative and Self-direction</li> <li>● Social and Cross-cultural skills</li> <li>● Productivity and Accountability</li> <li>● Leadership and Responsibility</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Teacher Websites: Flocabulary, Brainpop, and Brainpop Jr.</li> <li>● Interactive Websites: Kahoot, Quizziz, Seesaw, etc.</li> <li>● Google Classroom</li> <li>● Social Studies folder</li> <li>● Teacher generated resources</li> <li>● Vocabulary cards</li> <li>● Graphic organizer</li> </ul>	

**Instructional Unit Map**

Course Title: Social Studies			
<b>Unit Title</b>	Colonial America - the Revolutionary War, and the Importance of New Jersey in American Independence	<b>Start Date:</b>	December/January
		<b>Length of Unit:</b>	4-5 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p><b>Power Standards</b></p> <p><b>6.1.5.CivicsDP.3</b> - Describe the role of religious freedom and participatory government in various North American colonies.○</p> <p><b>6.1.5.CivicsCM.6</b> - Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</p> <p><b>6.1.5.GeoSV.5</b> - Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.○</p> <p><b>6.1.5.GeoGI.3</b> - Use geographic tools to determine factors that impacted emigration, settlement patterns, and</p>	<b>Learning Goals</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Learn that many of the early European explorers came to America in search of the Northwest Passage</li> <li>● Learn about Swedish influence on the early settlements of New Jersey○</li> <li>● Learn that the fur trade fueled competition between European explorers and about the relationship that developed between the American Indians and Europeans because of the fur trade</li> <li>● Learn about the struggles associated with the colony of New Amsterdam and the various conflicts that seperated the colony into East and West Jersey</li> <li>● Learn that colonial unrest began with a series of laws that the colonists resented</li> <li>● Learn that 9 of the colonies joined together</li> <li>● Learn about the Sons of Liberty</li> <li>● Will study the Boston Massacre, the Stamp and Tea Act and the Boston Tea Party</li> <li>● Study the First continental Congress as a response to further laws and taxes enacted by the British</li> <li>● Learn of the Battles of Lexington and Concord</li> <li>● Study the Second Continental Congress and the creation of the Declaration of Independence</li> <li>● Learn about New Jersey's role in the war for independence and the battles</li> <li>● Study the Second Continental Congress and Articles of Confederation</li> </ul>

	<p>regional identities of the US colonies.</p> <p><b>6.1.5.GeoGI.4</b> - Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><b>6.1.5.EconEM.2</b> - Identify examples of the variety of resources that are used to produce goods and services.</p> <p><b>6.1.5.EconEM.4</b> - Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p> <p><b>6.1.5.EconEM.5</b> - Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p><b>6.1.5.EconEM.6</b> - Explain the system of mercantilism and its impact on the economies of the colonies</p>		
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	<p>and European countries.</p> <p><b>6.1.5.HistoryCC.1</b> - Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.<b>O</b></p> <p><b>6.1.5.HistoryCC.2</b> - Use a variety of sources to illustrate how the American identity has evolved over time.<b>O</b></p> <p><b>6.1.5.HistoryCC.3</b> - Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p><b>6.1.5.HistoryCC.4</b> - Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.<b>AO</b></p> <p><b>6.1.5.HistoryCC.5</b> - Analyze the power struggle among European</p>		
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	<p>countries and determine its impact on people living in Europe and the Americas.</p> <p><b>6.1.5.HistoryCC.6</b> - Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. <b>O</b></p> <p><b>6.1.5.HistoryCC.12</b> - Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p><b>6.1.5.HistoryCC.13</b> - Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p><b>6.1.5.HistoryCC.15</b> - Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the</p>		
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	<p>Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <p><b>6.1.5.HistorySE.1</b> - Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</p> <p><b>6.1.5.CivicsDP.2</b> - Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</p> <p><b>6.1.5.CivicsHR.4</b> - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.○</p> <p><b>6.1.5.CivicsCM.1</b> - Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.○</p>		
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	<p><b>6.1.5.CivicsCM.2</b> - Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.</p> <p><b>6.1.5.CivicsCM.3</b> - Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p><b>6.1.5.EconET.3</b> - Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p><b>6.1.5.EconEM.1</b> - Explain why individuals and businesses specialize and trade.</p> <p><b>6.1.5.HistoryCC.14</b> - Compare the practice of slavery and indentured servitude in Colonial labor systems.^</p> <p><b>6.1.5.HistoryUP.5</b> - Compare and contrast historians' interpretations of important historical ideas, resources and</p>		
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	<p>events.<b>O</b></p> <p><b>6.1.5.HistoryUP.6</b> - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.<b>O</b></p> <p><b>6.1.5.HistoryCA.1</b> - Craft an argument, supported with historical evidence, for factors such as demographics.</p> <p><b>6.3.5.CivicsPD.2</b> - Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.<b>O</b></p> <p><b>Secondary Standards</b></p> <p><b>LA.RI.4.1.</b> - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>LA.RI.4.2.</b> - Determine the main idea of a text and explain how it is</p>		
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	<p>supported by key details; summarize the text.</p> <p><b>LA.RI.4.3.</b> - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>								
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How did the American colonies begin?</li> <li>2. How did different geographic traits impact the colonies and their goods/services/trade?</li> <li>3. How did the colonies separate from England and become independent?</li> <li>4. How does democracy work?</li> <li>5. What role did New Jersey play in the American Revolution?</li> <li>6. What important documents came out of the American Revolution?</li> </ol>								
<p><b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="575 854 995 927">Formative</th> <th data-bbox="995 854 1520 927">Summative</th> <th data-bbox="1520 854 1934 927">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 927 995 1308"> <ul style="list-style-type: none"> <li>● Vocabulary study</li> <li>● Group discussion</li> <li>● Turn and talk</li> <li>● Teacher Observation</li> <li>● Graphic organizers</li> <li>● Written responses</li> <li>● Post-it note shares</li> <li>● Interactive sites (Kahoot, Quizizz,</li> </ul> </td> <td data-bbox="995 927 1520 1308"> <ul style="list-style-type: none"> <li>● Independent practice</li> <li>● End of unit assessment</li> </ul> </td> <td data-bbox="1520 927 1934 1308"> <ul style="list-style-type: none"> <li>● Google slide presentation</li> <li>● Seesaw activity/explanation</li> </ul> </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> <li>● Vocabulary study</li> <li>● Group discussion</li> <li>● Turn and talk</li> <li>● Teacher Observation</li> <li>● Graphic organizers</li> <li>● Written responses</li> <li>● Post-it note shares</li> <li>● Interactive sites (Kahoot, Quizizz,</li> </ul>	<ul style="list-style-type: none"> <li>● Independent practice</li> <li>● End of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Google slide presentation</li> <li>● Seesaw activity/explanation</li> </ul>
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	<ul style="list-style-type: none"> <li>Plickers, Padlet, Quizlet, etc.)</li> <li>Quizzes</li> <li>Self-evaluations</li> </ul>			
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	KWL Chart (individual or whole class) Kahoot/Quizizz/Plickers pre-assessment Seesaw pre-assessment activity (video, voice recording, drawing, or written explanation of what they already know) Post-it note/Padlet share			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>Inquiry, student-based instruction</li> <li>Turn and talk</li> <li>Modeling</li> <li>Partner/Group work</li> <li>Vocabulary cards</li> <li>Graphic organizers</li> <li>Note taking</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications/Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<ul style="list-style-type: none"> <li>Preferential seating</li> <li>Peer buddy/study buddy</li> <li>Refer to prior knowledge</li> <li>Highlight/</li> </ul>	<ul style="list-style-type: none"> <li>Preferential seating</li> <li>Peer buddy/study buddy</li> <li>Refer to prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Preferential seating</li> <li>Refer to prior knowledge</li> <li>Vocabulary cards</li> <li>Graphic organizers</li> <li>Frequently check for understanding</li> <li>Clear directions</li> <li>Concrete examples</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and build on independent prior knowledge</li> <li>Higher level questioning with investigations/</li> </ul>

	<p>pre-teach vocabulary</p> <ul style="list-style-type: none"> <li>• Vocabulary cards</li> <li>• Simplify language/key words</li> <li>• Provide visual/verbal charts and cues</li> <li>• Provide concrete examples/models</li> <li>• Consistent lesson structure</li> <li>• Frequent checks for understanding</li> <li>• Give clear directions</li> <li>• Give directions visually and verbally</li> <li>• Repeat directions</li> <li>• Give directions in native language</li> <li>• Give single step directions</li> <li>• Highlight key directions</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight key terms</li> <li>• Vocabulary cards</li> <li>• Provide concrete examples/models</li> <li>• Consistent lesson structure</li> <li>• Frequent checks for understanding</li> <li>• Give clear directions</li> <li>• Give directions visually and verbally</li> <li>• Repeat directions</li> <li>• Allow for rest breaks</li> <li>• Highlight key directions</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent lesson structure</li> <li>• Vary test formats</li> <li>• Highlight key directions</li> <li>• Additional time</li> <li>• Provide study guides</li> <li>• Allow retakes</li> </ul>	<p>experiments</p> <ul style="list-style-type: none"> <li>• Provide extension centers</li> <li>• Leveled grouping</li> <li>• Independent study</li> </ul>
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	<ul style="list-style-type: none"> <li>● Shorten task/assignment</li> <li>● Study guides provided by teacher in native language</li> <li>● Vary test formats</li> <li>● Additional time</li> <li>● Allow oral responses</li> <li>● Read test/portions aloud</li> <li>● Provide glossary with native language</li> <li>● Allow for retakes</li> </ul>	<ul style="list-style-type: none"> <li>● Shorten task/assignment</li> <li>● Provide study guides</li> <li>● Provide modified tests</li> <li>● Additional time</li> <li>● Allow oral responses</li> <li>● Read test/portion s aloud</li> <li>● Allow for retakes</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Chromebook</li> <li>● Interactive Whiteboard</li> <li>● Graphic organizers</li> <li>● Vocabulary cards</li> <li>● Turn and talk</li> <li>● Modeling</li> <li>● Partner/Group work</li> <li>● Graphic organizers</li> <li>● Note taking</li> </ul>	<ul style="list-style-type: none"> <li>● Presentations (Google Slides, Seesaw)</li> <li>● Reenactments</li> </ul>		

<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II:</b> trade, freedom, history, independence, government, compromise <b>Tier III:</b> colony, colonist, confederation, congress, custom, heritage, immigration, agriculture, slave trade, treaty, constitution, amendments	
<b>Integration of Technology</b> <a href="#">SAMR</a>	S - Use Brainpop & Flocabulary videos to introduce lessons/concepts, Record findings in Google Docs/Slides A - Google Forms, Quizziz, Kahoot, etc. for review/assessment M - Students collaborate to complete graphic organizers/models in Google Docs/Slides R - Students collaborate to complete and explain concepts in Google Docs/Slides or Seesaw and present to the class	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>Career Ready Practices:</b> <ul style="list-style-type: none"> <li>● <b>CRP1</b> Act as a responsible and contributing citizen and employee.</li> <li>● <b>CRP2</b> Apply appropriate academic and technical skills.</li> <li>● <b>CRP4</b> Communicate clearly and effectively and with reason.</li> <li>● <b>CRP 5</b> Consider the environmental, social, and economic impacts of decisions.</li> <li>● <b>CRP6</b> Demonstrate creativity and innovation.</li> <li>● <b>CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● <b>CRP11</b> Use technology to enhance productivity.</li> <li>● <b>CRP12</b> Work productively in teams while using cultural global competence.</li> </ul>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	Themes Skills	
	<ul style="list-style-type: none"> <li>● <b>Global Awareness</b> - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories)O</li> </ul>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> </ul> </li> <li>● Communication and Collaboration</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>9.4.5.GCA.1:</b> Analyze how culture shapes individual and community perspectives and points of view○</li> </ul>	<ul style="list-style-type: none"> <li>● Information Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance○</li> <li>○ NJSLS.9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions○</li> </ul> </li> <li>● Flexibility and Adaptability</li> <li>● Initiative and Self-direction</li> <li>● Social and Cross-cultural skills</li> <li>● Productivity and Accountability</li> <li>● Leadership and Responsibility</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Teacher Websites: Flocabulary, Brainpop, and Brainpop Jr.</li> <li>● Interactive Websites: Kahoot, Quizziz, Seesaw, etc.</li> <li>● Google Classroom</li> <li>● Social Studies folder</li> <li>● Teacher generated resources</li> <li>● Vocabulary cards</li> <li>● Graphic organizer</li> </ul>	

Instructional Unit Map			
<b>Course Title: Social Studies</b>			
	A Growing and Changing Nation	<b>Start Date:</b>	April/May

<b>Unit Title</b>	(Slavery, the Civil War, Women’s Rights, the Industrial Revolution and its Impacts on New Jersey)		<b>Length of Unit:</b>	3-4 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Power Standards</b> <b>6.1.5.CivicsHR.2</b> - Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations. <b>AO</b> <b>6.1.5.CivicsCM.5</b> - Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. <b>AO</b> <b>6.1.5.CivicsCM.6</b> - Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation. <b>6.1.5.GeoHE.2</b> - Cite examples of how technological advances have changed the environment in New	<b>Learning Goals</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Learn about the conflicts that arose among the colonists during the Constitutional Convention</li> <li>● Learn about the Bill of Rights and the rights it provides for citizens</li> <li>● Study the suffragist movement in the United States and learn women’s roles in the abolitionist movement <b>O</b></li> <li>● Consider the negative and positive effects of the Industrial Revolution</li> <li>● Study the role of immigration and child labor <b>O</b></li> <li>● Study New Jersey’s many inventors and their inventions</li> <li>● Learn about improvements in transportation in New Jersey</li> </ul>	

	<p>Jersey and the United States.</p> <p><b>6.1.5.GeoGI.4</b> - Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p><b>6.1.5.EconET.1</b> - Identify positive and negative incentives that influence the decisions people make.</p> <p><b>6.1.5.EconEM.2</b> - Identify examples of the variety of resources that are used to produce goods and services.</p> <p><b>6.1.5.EconEM.4</b> - Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p> <p><b>6.1.5.EconNE.3</b> - Describe how the development of different transportation systems</p>		
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	<p>impacted the economies of New Jersey and the United States.</p> <p><b>6.1.5.EconNE.4</b> - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.<sup>AO</sup></p> <p><b>6.1.5.EconGE.5</b> - Evaluate the economic impact of science and technology innovations on European exploration.</p> <p><b>6.1.5.HistoryCC.1</b> - Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.<sup>O</sup></p> <p><b>6.1.5.HistoryCC.2</b> - Use a variety of sources to illustrate how the American identity has evolved over time.<sup>O</sup></p> <p><b>6.1.5.HistoryCC.7</b> - Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.<sup>AO</sup></p>		
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	<p><b>6.1.5.HistoryCC.9</b> - Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.<b>O</b></p> <p><b>6.1.5.HistoryCC.13</b> - Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p><b>6.1.5.HistoryCC.15</b> - Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p> <p><b>6.1.5.CivicsDP.2</b> - Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.<b>AO</b></p> <p><b>6.1.5.CivicsHR.4</b> - Identify actions that are</p>		
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	<p>unfair or discriminatory, such as bullying, and propose solutions to address such actions. <b>AO</b></p> <p><b>6.1.5.CivicsCM.1</b> - Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. <b>O</b></p> <p><b>6.1.5.CivicsCM.2</b> - Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.</p> <p><b>6.1.5.CivicsCM.3</b> - Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives, communities, and nations.</p> <p><b>6.1.5.GeoHE.1</b> - Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how</p>		
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	<p>human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</p> <p><b>6.1.5.EconEM.1</b> - Explain why individuals and businesses specialize and trade.</p> <p><b>6.1.5.EconNE.7</b> - Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p><b>6.1.5.EconGE.1</b> - Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p><b>6.1.5.EconGE.4</b> - Compare and contrast how the availability of resources affects people across the world differently.</p> <p><b>6.1.5.HistoryUP.5</b> - Compare and contrast</p>		
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	<p>historians' interpretations of important historical ideas, resources and events. <b>O</b></p> <p><b>6.1.5.HistoryUP.6</b> - Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. <b>O</b></p> <p><b>6.3.5.CivicsPD.2</b> - Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue. <b>O</b></p> <p><b>Secondary Standards</b></p> <p><b>LA.RI.4.1.</b> - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>LA.RI.4.2.</b> - Determine the main idea of a text and explain how it is</p>		
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	<p>supported by key details; summarize the text.</p> <p><b>LA.RI.4.3.</b> - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>									
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. What was slavery in America like?</li> <li>2. What role did New Jersey play in the Underground Railroad?</li> <li>3. What caused the Civil War?</li> <li>4. How did Abraham Lincoln’s Emancipation Proclamation change America?</li> <li>5. How did the Industrial Revolution affect the country and New Jersey?</li> </ol>									
<p><b>Assessments</b></p> <p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th data-bbox="575 813 995 889" style="width: 33%;">Formative</th> <th data-bbox="995 813 1520 889" style="width: 33%;">Summative</th> <th data-bbox="1520 813 1938 889" style="width: 33%;">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 889 995 1349"> <ul style="list-style-type: none"> <li>● Vocabulary study</li> <li>● Group discussion</li> <li>● Turn and talk</li> <li>● Teacher Observation</li> <li>● Graphic organizers</li> <li>● Written responses</li> <li>● Post-it note shares</li> <li>● Interactive sites (Kahoot, Quizizz, Plickers, Padlet, Quizlet, etc.)</li> </ul> </td> <td data-bbox="995 889 1520 1349"> <ul style="list-style-type: none"> <li>● Independent practice</li> <li>● End of unit assessment</li> </ul> </td> <td data-bbox="1520 889 1938 1349"> <ul style="list-style-type: none"> <li>● Google slide presentation</li> <li>● Seesaw activity/ explanation</li> </ul> </td> </tr> </tbody> </table>				Formative	Summative	Alternative	<ul style="list-style-type: none"> <li>● Vocabulary study</li> <li>● Group discussion</li> <li>● Turn and talk</li> <li>● Teacher Observation</li> <li>● Graphic organizers</li> <li>● Written responses</li> <li>● Post-it note shares</li> <li>● Interactive sites (Kahoot, Quizizz, Plickers, Padlet, Quizlet, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Independent practice</li> <li>● End of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Google slide presentation</li> <li>● Seesaw activity/ explanation</li> </ul>
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	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Self-evaluations</li> </ul>			
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	KWL Chart (individual or whole class) Kahoot/Quizizz/Plickers pre-assessment Seesaw pre-assessment activity (video, voice recording, drawing, or written explanation of what they already know) Post-it note/Padlet share			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>• Inquiry, student-based instruction</li> <li>• Turn and talk</li> <li>• Modeling</li> <li>• Partner/Group work</li> <li>• Vocabulary cards</li> <li>• Graphic organizers</li> <li>• Note taking</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications/Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b>			
	<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Peer buddy/study buddy</li> <li>• Refer to prior knowledge</li> <li>• Highlight/pre-teach vocabulary</li> <li>• Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Peer buddy/study buddy</li> <li>• Refer to prior knowledge</li> <li>• Highlight key terms</li> </ul>	<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Refer to prior knowledge</li> <li>• Vocabulary cards</li> <li>• Graphic organizers</li> <li>• Frequently check for understanding</li> <li>• Clear directions</li> <li>• Concrete examples</li> <li>• Consistent lesson structure</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and build on independent prior knowledge</li> <li>• Higher level questioning with investigations/experiments</li> </ul>

	<ul style="list-style-type: none"> <li>● Simplify language/key words</li> <li>● Provide visual/verbal charts and cues</li> <li>● Provide concrete examples/models</li> <li>● Consistent lesson structure</li> <li>● Frequent checks for understanding</li> <li>● Give clear directions</li> <li>● Give directions visually and verbally</li> <li>● Repeat directions</li> <li>● Give directions in native language</li> <li>● Give single step directions</li> <li>● Highlight key directions</li> <li>● Shorten task/assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary cards</li> <li>● Provide concrete examples/models</li> <li>● Consistent lesson structure</li> <li>● Frequent checks for understanding</li> <li>● Give clear directions</li> <li>● Give directions visually and verbally</li> <li>● Repeat directions</li> <li>● Allow for rest breaks</li> <li>● Highlight key directions</li> <li>● Shorten task/assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Vary test formats</li> <li>● Highlight key directions</li> <li>● Additional time</li> <li>● Provide study guides</li> <li>● Allow retakes</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extension centers</li> <li>● Leveled grouping</li> <li>● Independent study</li> </ul>
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	<ul style="list-style-type: none"> <li>● Study guides provided by teacher in native language</li> <li>● Vary test formats</li> <li>● Additional time</li> <li>● Allow oral responses</li> <li>● Read test/portions aloud</li> <li>● Provide glossary with native language</li> <li>● Allow for retakes</li> </ul>	<ul style="list-style-type: none"> <li>● Provide study guides</li> <li>● Provide modified tests</li> <li>● Additional time</li> <li>● Allow oral responses</li> <li>● Read test/portions aloud</li> <li>● Allow for retakes</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Chromebook</li> <li>● Interactive Whiteboard</li> <li>● Graphic organizers</li> <li>● Vocabulary cards</li> <li>● Turn and talk</li> <li>● Modeling</li> <li>● Partner/Group work</li> <li>● Graphic organizers</li> <li>● Note taking</li> </ul>		<ul style="list-style-type: none"> <li>● Presentations (Google Slides, Seesaw)</li> <li>● Reenactments</li> </ul>	

<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II:</b> fairness, freedom, government, history, independence, leader, inventor, transportation, integration, segregation <b>Tier III:</b> custom, heritage, industry, civil rights, discriminate, triangular trade, civil war, slavery, abolitionist, Emancipation Proclamation	
<b>Integration of Technology</b> <a href="#">SAMR</a>	S - Use Brainpop & Flocabulary videos to introduce lessons/concepts, Record findings in Google Docs/Slides A - Google Forms, Quizziz, Kahoot, etc. for review/assessment M - Students collaborate to complete graphic organizers/models in Google Docs/Slides R - Students collaborate to complete and explain concepts in Google Docs/Slides or Seesaw and present to the class	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>Career Ready Practices:</b> <ul style="list-style-type: none"> <li>● <b>CRP1</b> Act as a responsible and contributing citizen and employee.</li> <li>● <b>CRP2</b> Apply appropriate academic and technical skills.</li> <li>● <b>CRP4</b> Communicate clearly and effectively and with reason.</li> <li>● <b>CRP 5</b> Consider the environmental, social, and economic impacts of decisions.</li> <li>● <b>CRP6</b> Demonstrate creativity and innovation.</li> <li>● <b>CRP8</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● <b>CRP11</b> Use technology to enhance productivity.</li> <li>● <b>CRP12</b> Work productively in teams while using cultural global competence.</li> </ul>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b> <span style="float: right;"><b>Skills</b></span>	
	<ul style="list-style-type: none"> <li>● <b>Global Awareness</b> - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (sharing ideas and stories)O</li> </ul>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> </ul> </li> <li>● Communication and Collaboration</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>9.4.5.GCA.1:</b> Analyze how culture shapes individual and community perspectives and points of view○</li> </ul>	<ul style="list-style-type: none"> <li>● Information Literacy - <ul style="list-style-type: none"> <li>○ NJSLS.9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance○</li> <li>○ NJSLS.9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions○</li> </ul> </li> <li>● Flexibility and Adaptability</li> <li>● Initiative and Self-direction</li> <li>● Social and Cross-cultural skills</li> <li>● Productivity and Accountability</li> <li>● Leadership and Responsibility</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Teacher Websites: Flocabulary, Brainpop, and Brainpop Jr.</li> <li>● Interactive Websites: Kahoot, Quizziz, Seesaw, etc.</li> <li>● Google Classroom</li> <li>● Social Studies folder</li> <li>● Teacher generated resources</li> <li>● Vocabulary cards</li> <li>● Graphic organizer</li> </ul>	