

# Social Studies

## Curriculum Guide

Grade 5

Department of Equity, Curriculum and  
Instruction

Revised: July 2022

Pending approval by the Montclair Board of Education: August 2022



# Montclair Public Schools

**Course Title:** Social Studies Grade 5

**Curriculum Area:** Social Studies

**2022 Curriculum Writers**

Tai Matthews

Sean Coogan

## Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high-quality instruction for all learners.

### 2020 New Jersey Student Learning Standards for Social Studies

The Montclair Public Schools' Social Studies Curriculum Guide has been revised to reflect the New Jersey Student Learning Standards (NJSLs) for Social Studies, as revised in 2020, and to provide teachers with a scope, sequence and pacing of thematic units to ensure that all standards are incorporated into teaching and learning for each grade level.

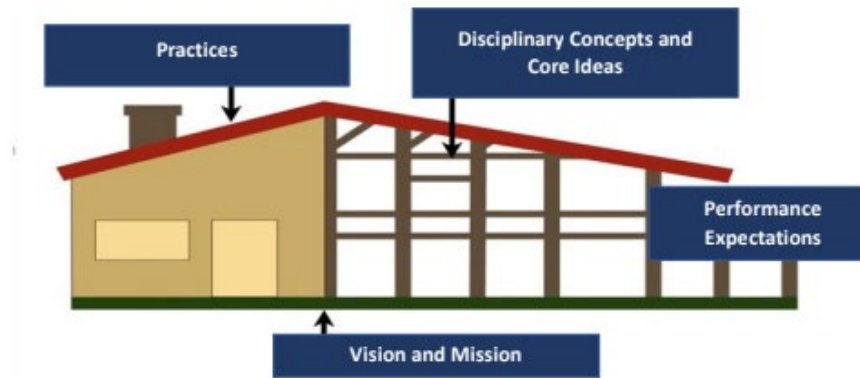
According to the State of NJ DOE, "The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources."\*

*\*For the full text of NJSLs for Social Studies, go to <https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-SS.pdf>*

As stated, the revised NJSLs-SS is designed to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and,
- reflect the habits of mind central to social studies that lead to post-secondary success.

The diagram for this Framework is as follows:



According to the NJDOE,

- The Vision and Mission serve as the foundation for each content area's standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The Performance Expectations are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important as students prepare for post-secondary success.
- The Disciplinary Concepts and Core Ideas are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The Practices are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are an integral part of K-12 students' learning of the disciplines.

**Coding of Performance Expectations**

To promote a unified vision of the NJSLSS, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

**Civics, Government and Human Rights (Civics)**

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Human and Civil Rights (HR)
- Civic Mindedness (CM)

**Geography, People and the Environment (Geo)**

- Spatial Views of the World (SV)
- Human Population Patterns (PP)
- Human Environment Interaction (HE)
- Global Interconnections (GI)

**Economics, Innovation and Technology (Econ)**

- Economic Ways of Thinking (ET)
- Exchanges and Markets (EM)
- National Economy (NE)
- Global Economy (GE)

**History, Culture and Perspectives (History)**

- Continuity and Change (CC)
- Understanding Perspectives (UP)
- Historical Sourcing and Evidence (SE)
- Claims and Argumentation (CA)

For Standards 6.1, grades K–2 and 3–5, and 6.3, all grades, the performance expectation code should be interpreted as follows (e.g., 6.1.2.CivicsCP.1):

<b>6.1</b>	<b>2</b>	<b>CivicsCP</b>	<b>1</b>
Standard number	By the end of grade	Strand Disciplinary Concept	Performance Expectation

## Social Studies Practices

Real-world practitioners in the field of Social Science utilize several practices in their work that students can apply to their study and their daily lives. The practices listed below should be developed in tandem with the content knowledge presented in the Curriculum.

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

## How to Use this Guide

The following Montclair Public Schools Social Studies (Grade 5) Curriculum Guide was designed to include Four (4) thematic Instructional Units to be facilitated over the course of the school year. The structure is as follows:

Grading Cycle 1	Grading Cycle 2	Grading Cycle 3
Unit 1- Geography & Me Unit 2-Native American Cultures	Unit 3- Exploration & Settlement	Unit 4- Colonialism

In addition to the core instructional content, each unit also includes supplemental activities, links and resources aligned to *American Holidays and Celebrations*; **and**, state and local *instructional mandates*.

Each individual **Unit Guide** Includes:

- \*Big ideas, Essential Questions and Enduring Understandings
- \*List of Standards, Critical Knowledge, Performance Indicators and Skills
- \*Depth of Knowledge Indicators
- \*Suggested Activities
- \*Resources for Differentiation
- \*Formative & Summative Assessment plans including a Project for each Unit
- \*Hyperlinked Resources & Materials Throughout
- \*Texts and/or Supplemental Resources
- \*Suggested Platforms for Instructional Technology Integration
- \*Best Practices for each Unit

### Instructional Mandates:

**Amistad Law:** N.J.S.A. 18A 52:16A-88-Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law:** N.J.S.A. 18A:35-28-Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**AAPI:** In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year.

## Yearly Overview & Pacing Guide

Overview	Theme	Skills	Essential Questions	Standards & Strands
<p><b><u>Unit 1</u></b> <b><u>Geography &amp; Me</u></b></p>	<p><b>The Five Themes of Geography</b> <b>*September</b></p>	<ul style="list-style-type: none"> <li>-Define the 5 Themes Of Geography</li> <li>-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</li> <li>-Cite examples of how technological advances have changed the environment</li> <li>-Analyze the effects of catastrophic environmental and technological events on human settlements and migration</li> <li>-Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.</li> </ul>	<p>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</p>	<p><b>Geography, People and the Environment</b> <i>Human Environment Interaction (HE)</i> 6.1.5.GeoHE.1 6.1.5.GeoHE.2 6.1.5.GeoHE.3 6.3.5.GeoHE.1</p>
	<p><b>All About Maps</b> <b>*October</b></p>	<ul style="list-style-type: none"> <li>-Identify the maps or types of maps most appropriate for specific purposes</li> <li>-Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li> <li>-Use a variety of geographic representations to describe the similarities and differences between</li> </ul>	<p>Why is “where” important?</p>	<p><b>Geography, People and the Environment</b> <i>Spatial Views of the World (SV)</i> 6.1.5.GeoSV.1 6.1.5.GeoSV.3 6.1.5.GeoSV.4</p>



		places in New Jersey, the United States and the world		
<p><b>Unit 1</b>  <b>Supplementals- American Holidays &amp; Celebrations*</b></p> <p><i>*Amistad, Holocaust, and Genocide, AAPI Mandate Resources &amp; Activities linked below</i></p>	<p><a href="#">Hispanic Heritage Month</a></p> <ol style="list-style-type: none"> <li><a href="#">Exploring Immigrant Stories</a></li> <li><a href="#">Afro-Latino- Deeply Rooted</a></li> <li><a href="#">Anti-Latino Discrimination in America</a></li> <li><a href="#">Asian Latinos</a></li> <li><a href="#">Historical Contributions of Asian Latinos</a></li> <li><a href="#">Asian Diaspora in Latin America- Video</a></li> </ol> <p><a href="#">Rosh Hashanah</a>  <a href="#">Yom Kippur</a></p> <p><a href="#">Labor Day</a></p> <ol style="list-style-type: none"> <li><a href="#">African Americans and the American Labor Movement</a></li> <li><a href="#">A House Divided</a></li> <li><a href="#">How Black Activists Shaped the Labor Movement-</a> May need to be printed</li> <li><a href="#">1982 Garment Workers Strike</a></li> <li><a href="#">7 Labor Activists to Know</a></li> </ol>	<p>-Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>-Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>-Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>-Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p>	<p>How does what we know about the world shape the way we view ourselves? Others?</p> <p>How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p> <p>How does the past influence the present and future?</p> <p>How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</p>	<p><b>Geography, People and the Environment</b>  <i>Global Interconnections (GI)</i>  6.1.5.GeoGI.1</p> <p><b>History, Culture and Perspectives</b>  <i>Historical Sourcing and Evidence (SE)</i>  6.1.5.HistorySE.2</p> <p><b>History, Culture and Perspectives</b>  <i>Understanding Perspectives (UP)</i>  6.1.5.HistoryUP.7</p> <p><b>Civics, Government and Human Rights</b>  <i>Participation and Deliberation (PD)</i>  6.1.5.CivicsPD.2</p>

<p><b><u>Unit 2</u></b> <b><u>Native American</u></b> <b><u>Cultures</u></b></p>	<p><b>Early Migration &amp; Settlement</b> <b>*October</b></p> <p><b>The First Americans</b> <b>*November-December</b></p>	<p>-Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>-Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>-Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>-Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>-Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p>	<p>How does culture develop?</p> <p>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</p> <p>How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p> <p>Does the past influence the present and the future?</p> <p>How are societies organized?</p>	<p><b>Geography, People and the Environment</b> <i>Human Population Patterns (PP)</i> 6.1.5.GeoPP.5</p> <p><b>History, Culture and Perspectives</b> <i>Understanding Perspectives (UP)</i> 6.1.5.HistoryUP.4 6.1.5.HistoryUP.7</p> <p><b>History, Culture and Perspectives</b> <i>Continuity &amp; Change (CC)</i> 6.1.5.HistoryCC.4 6.1.5.HistoryCC.11</p>
<p><b><u>Unit 2</u></b> <b><u>Supplementals-</u></b> <b><u>American</u></b> <b><u>Holidays &amp;</u></b> <b><u>Celebrations</u></b></p>	<p><a href="#">Columbus Day</a> <a href="#">Indigenous Peoples Day</a> <a href="#">Thanksgiving</a> <a href="#">Native American Heritage Month</a></p>	<p>-Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>-Use evidence to document how the interactions among African,</p>	<p>How does what we know about the world shape the way we view ourselves? Others?</p> <p>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>	<p><b>Geography, People and the Environment</b> <i>Global Interconnections (GI)</i> 6.1.5.GeoGI.1</p> <p><b>History, Culture and Perspectives</b> <i>Continuity &amp; Change (CC)</i></p>

<p><u><i>*Amistad, Holocaust, and Genocide, AAPI Mandate Resources &amp; Activities linked below</i></u></p>	<p><a href="#">Diwali</a> <a href="#">Veterans Day</a></p> <p><a href="#">Election Day</a></p>	<p>European, and Native American groups impacted their respective cultures.</p> <p>--Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>-Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>-Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p>	<p>How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p> <p>How does the past influence the present and future?</p> <p>How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</p>	<p>6.1.5.HistoryCC.5</p> <p><b>History, Culture and Perspectives</b> <i>Understanding Perspectives (UP)</i> 6.1.5.HistoryUP.7</p> <p><b>History, Culture and Perspectives</b> <i>Historical Sourcing and Evidence (SE)</i> 6.1.5.HistorySE.2</p> <p><b>Civics, Government and Human Rights</b> <i>Participation and Deliberation (PD)</i> 6.1.5.CivicsPD.2</p>
<p><u><b>Unit 3 Exploration &amp; Settlement</b></u></p>	<p><b>Emergence of the Global Age</b> <b>*December</b></p>	<p>-Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>-Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>-Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>	<p>How do cultures interact?</p> <p>How is the problem of scarcity solved in a</p>	<p><b>Geography, People, and the Environment</b> <i>Global Interconnections (GI)</i> 6.1.5.GeoGI.1 6.1.5.GeoGI.2 6.1.5.GeoGI.4</p>

	<p><b>European Explorers</b> *January- February</p>	<ul style="list-style-type: none"> <li>-Explain why individuals and businesses specialize and trade.</li> <li>-Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</li> <li>-Describe how supply and demand influence price and output of products.</li> <li>-Explain why individuals and societies trade, how trade functions, and the role of trade.</li> <li>-Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</li> <li>-Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</li> <li>-Identify positive and negative incentives that influence the decisions people make.</li> <li>-Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> </ul>	<p>society?</p> <p>How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</p> <p>How do cultures interact?</p> <p>How is the problem of scarcity solved in a society?</p>	<p><b>Economics, Innovation, and Technology</b> <i>Exchange and Markets (EM)</i> 6.1.5.EconEM.1 6.1.5.EconEM.2 6.1.5.EconEM.3 6.1.5.EconEM.5</p> <p><b>Geography, People and the Environment</b> <i>Human Population Patterns (PP)</i> 6.1.5.GeoPP.3 6.1.5.GeoPP.6</p> <p><b>Economics, Innovation, and Technology</b> <i>Economic Ways of Thinking(ET)</i> 6.1.5.EconET.1 6.1.5.EconET.3</p>
--	---	--	--	---

	<p><b>Early Spanish &amp; French Settlement in the Americas</b> *March</p>	<ul style="list-style-type: none"> <li>-Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</li> <li>-Explain how the availability of private and public goods and services is influenced by the government and the global economy.</li> <li>-Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> <li>-Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</li> <li>-Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</li> <li>-Use economic data to explain how trade leads to increasing economic interdependence among nations.</li> <li>-Compare and contrast how the availability of resources affects people across the world differently.</li> </ul>		<p><b>Economics, Innovation, and Technology</b> <i>National Economy(NM)</i> 6.1.5.EconNM.4 6.1.5.EconNM.5 6.1.5.EconNM.7</p> <p><b>Economics, Innovation, and Technology</b> <i>Global Economy(GE)</i> 6.1.5.EconGE.1 6.1.5.EconGE.2 6.1.5.EconGE.3 6.1.5.EconGE.4 6.1.5.EconGE.5</p>
--	--	---	--	---

		<p>-Evaluate the economic impact of science and technology innovations on European exploration.</p> <p>-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.</p> <p>-Use a variety of sources to illustrate how the American identity has evolved over time.</p> <p>-Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>-Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>-Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p>-Investigate an economic issue that impacts children and propose a solution.</p> <p>-Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</p>	<p>How do we know what happened in the past?</p> <p>What are the other consequences of global connections?</p> <p>What is the relationship between freedom and responsibility?</p> <p>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>	<p><b>History, Culture and Perspectives</b>  <i>Continuity &amp; Change (CC)</i>  6.1.5.HistoryCC.1  6.1.5.HistoryCC.2  6.1.5.HistoryCC.4  6.1.5.HistoryCC.5  6.1.5.HistoryCC.7  6.1.5.HistoryCC.10</p> <p><b>Economics, Innovation, and Technology</b>  <i>Economic Ways of Thinking(ET)</i>  6.3.5.EconET.1</p> <p><b>History, Culture and Perspectives</b>  <i>Understanding Perspectives (UP)</i>  6.1.5.HistoryUP.3  6.1.5.HistoryUP.5  6.1.5.HistoryUP.6  6.1.5.HistoryUP.7</p>
--	--	---	--	---

		<p>-Compare and contrast historians' interpretations of important historical ideas, resources and events.</p> <p>-Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>-Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>-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>-Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p>How does the media shape our view of the world and ourselves?</p>	<p><b>History, Culture and Perspectives</b>  <i>Historical Sourcing and Evidence (SE)</i>          6.1.5.HistorySE.1          6.1.5.HistorySE.2</p>
<p><b>Unit 3</b>  <b>Supplementals-</b>  <b>American Holidays &amp; Celebrations</b>  <u><i>*Amistad, Holocaust, and Genocide, AAPI Mandate Resources &amp; Activities linked below</i></u></p>	<p><a href="#">Hanukkah</a>  <a href="#">Christmas</a>  <a href="#">Kwanzaa</a>  <a href="#">New Year's Day</a>  <a href="#">Holi</a>  <a href="#">Ramadan</a>  <a href="#">Lunar New Year</a>  <a href="#">President's Day</a></p>	<p>-Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>-Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>	<p>How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p>	<p><b>History, Culture and Perspectives</b>  <i>Understanding Perspectives (UP)</i>          6.1.5.HistoryUP.7</p> <p><b>History, Culture and Perspectives</b>  <i>Historical Sourcing and Evidence (SE)</i>          6.1.5.HistorySE.2</p>

	<p><a href="#">MLK Day</a></p> <p><a href="#">Black History Month</a> 1. <a href="#">1619 Project</a></p> <p><a href="#">Women's History Month</a> 1. <a href="#">400 Years of Inequality</a> a. <a href="#">TG</a></p>	<p>-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, inspired social activism in subsequent generations.</p> <p>-Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).</p> <p>-Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>-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>	<p>How do individuals influence a society? How does a society influence individuals?</p> <p>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p> <p>How does the past influence the present and future?</p>	<p><b>Civics, Government and Human Rights</b> <i>Human &amp; Civil Rights (HR)</i> 6.1.5.CivicsHR.2</p> <p><b>Civics, Government and Human Rights</b> <i>Participation &amp; Deliberation (PD)</i> 6.1.5.CivicsPD.2 6.1.5.CivicsPD.3</p> <p><b>Civics, Government and Human Rights</b> <i>Civic Mindedness (CM)</i> 6.1.5.CivicsCM.1</p>
<p><b><u>Unit 4</u></b> <b><u>Colonialism</u></b></p>	<p><b>Early English Settlement in North America</b> <b>*March-April</b></p>	<p>-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>-Identify positive and negative incentives that influence the decisions people make.</p>	<p>How do individuals influence a society? How does a society influence individuals?</p>	<p><b>Geography, People and the Environment</b> <i>Spatial Views of the World (SV)</i> 6.1.5.GeoSV.5</p> <p><b>Economics, Innovation, and Technology</b> <i>Economic Ways of Thinking(ET)</i> 6.1.5.EconET.1</p>



	<p><b>The 13 English Colonies</b> *April-June</p>	<p>-Describe the role of religious freedom and participatory government in various North American colonies.</p> <p>-Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p>-Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>-Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>-Explain why individuals and businesses specialize and trade.</p> <p>-Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>-Describe how supply and demand influence price and output of products.</p> <p>-Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p>	<p>What are the roots of our social, political and economic systems?</p> <p>How are societies organized?</p> <p>What physical and other characteristics lead to the creation of regions?</p> <p>How do individuals influence a society? How does a society influence individuals?</p>	<p><b>Civics, Government and Human Rights</b> <i>Democratic Principles (DP)</i> 6.1.5.CivicsDP.3</p> <p><b>Geography, People and the Environment</b> <i>Human Population Patterns (PP)</i> 6.1.5.GeoPP.4</p> <p><b>Geography, People and the Environment</b> <i>Global Interconnections (GI)</i> 6.1.5.GeoGI.3</p> <p><b>Economics, Innovation, and Technology</b> <i>Economic Ways of Thinking(ET)</i> 6.1.5.EconET.3</p> <p><b>Economics, Innovation, and Technology</b> <i>Exchange and Markets (EM)</i> 6.1.5.EconEM.1 6.1.5.EconEM.2 6.1.5.EconEM.3 6.1.5.EconEM.6</p>
--	---	---	---	---

		<ul style="list-style-type: none"> <li>-Examine the qualities of entrepreneurs in a capitalistic society.</li> <li>-Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> <li>-Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</li> <li>-Use economic data to explain how trade leads to increasing economic interdependence among nations.</li> <li>-Compare and contrast how the availability of resources affects people across the world differently.</li> <li>-Use a variety of sources to illustrate how the American identity has evolved over time.</li> <li>-Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</li> <li>-Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations,</li> </ul>	<p>How do we learn about the past?</p> <p>How do cultures interact?</p> <p>How can we evaluate the usefulness and degree of reliability of different historical sources?</p>	<p><b>Economics, Innovation, and Technology</b>  <i>National Economy(NM)</i>  6.1.5.EconNM.6  6.1.5.EconNM.7</p> <p><b>Economics, Innovation, and Technology</b>  <i>Global Economy(GE)</i>  6.1.5.EconGE.2  6.1.5.EconGE.3  6.1.5.EconGE.4</p> <p><b>History, Culture and Perspectives</b>  <i>Continuity &amp; Change (CC)</i>  6.1.5.HistoryCC.2  6.1.5.HistoryCC.4  6.1.5.HistoryCC.6  6.1.5.HistoryCC.7  6.1.5.HistoryCC.11  6.1.5.HistoryCC.12  6.1.5.HistoryCC.13  6.1.5.HistoryCC.14  6.1.5.HistoryCC.15</p>
--	--	---	--	--

		<p>including the Lenni Lenape of New Jersey.</p> <ul style="list-style-type: none"> <li>-Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> <li>-Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</li> <li>-Determine the roles of religious freedom and participatory government in various North American colonies.</li> <li>-Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</li> <li>-Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> <li>-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).</li> <li>-Compare and contrast forms of governance, belief systems, and</li> </ul>	<p>How does interdependence brought on by globalization impact local economies and social systems?</p> <p>What is the relationship between freedom and responsibility?</p> <p>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>	
--	--	--	--	--

		<p>family structures among African, European, and Native American groups.</p> <p>-Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</p> <p>-Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>		<p><b>History, Culture and Perspectives</b> <i>Understanding Perspectives (UP)</i> 6.1.5.HistoryUP.2 6.1.5.HistoryUP.6</p> <p><b>History, Culture and Perspectives</b> <i>Claims and Argumentation (CA)</i> 6.1.5.HistoryCA.1</p>
<p><b><u>Unit 4</u></b> <b><u>Supplementals-</u></b> <b><u>American</u></b> <b><u>Holidays &amp;</u></b> <b><u>Celebrations</u></b></p> <p><b><u>*Amistad,</u></b> <b><u>Holocaust, and</u></b> <b><u>Genocide, AAPI</u></b> <b><u>Mandate</u></b> <b><u>Resources &amp;</u></b> <b><u>Activities linked</u></b> <b><u>below</u></b></p>	<p><a href="#">Earth Day</a></p> <p><a href="#">Passover</a></p> <p><a href="#">Easter</a></p> <p><a href="#">Eid al-Fitr</a></p> <p><a href="#">Memorial Day</a></p> <p><a href="#">LGBTQIA+ Pride Month</a></p> <p>1. <a href="#">Teaching Tolerance for Social Justice</a></p> <p><a href="#">Juneteenth</a></p> <p><a href="#">Asian- American and Pacific Islander Heritage Month</a></p> <p>1. <a href="#">The Star Fisher Activity, pp.48</a></p>	<p>-Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</p> <p>-Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>-Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>-Use multiple sources to evaluate the impact of the movement of people</p>	<p>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</p> <p>How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p> <p>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>	<p><b>Geography, People, and the Environment</b> <i>Global Interconnections (GI)</i> 6.3.5.GeoGI.1</p> <p><b>History, Culture and Perspectives</b> <i>Understanding Perspectives (UP)</i> 6.1.5.HistoryUP.7</p> <p><b>Geography, People and the Environment</b> <i>Global Interconnections (GI)</i></p>

	<p>2. <a href="#">Dragonwings Activity, pp.64</a>  3. <a href="#">MPS Resources</a>  4. <a href="#">AAPI Montclair Resources</a></p>	<p>from place to place on individuals, communities, and regions.</p>	<p>How does what we know about the world shape the way we view ourselves? Others?</p>	<p>6.1.5.GeoGI.1</p>
<p><b><u>Suggested Open Educational Resources</u></b></p>	<p><a href="#"><b><i>Open Geography Education-</i></b></a> <i>resource for updated teacher content</i></p> <p><a href="#"><b><i>Colonial Williamsburg Resource Library-</i></b></a> <i>Comprehensive database for materials on life in Colonial America</i></p>	<p><a href="#"><b><i>PBS Learning Media-</i></b></a> <i>resource for videos and topic-based lesson plans</i></p> <p><a href="#"><b><i>400 Years of Inequality-</i></b></a> <i>resource for historical study in equity</i></p> <p><a href="#"><b><i>Google Earth-</i></b></a> <i>various maps, aerial photographs, satellite images, &amp; cultural resources</i></p>	<p><a href="#"><b><i>PBLWorks.org-</i></b></a> <i>create a project or adapt a project that already exists</i></p> <p><a href="#"><b><i>Ducksters-</i></b></a> <i>resource for student research projects</i></p> <p><a href="#"><b><i>National Geographic Education-</i></b></a> <i>comprehensive resource</i></p>	<p><a href="#"><b><i>Google Earth Voyager-</i></b></a> <i>resource for connections to visual interactives on a myriad of topics</i></p> <p><a href="#"><b><i>iCivics-</i></b></a> <i>resource for videos and topic-based lesson plans</i></p>

# Montclair Public Schools Instructional Unit

<b>Content:</b>	Social Studies		<b>Grade:</b>	5
<b>Trimester</b>	1	<b>Unit Title:</b>	Geography & Me	<b>Pacing:</b> September-October

## Overview

- Big Ideas:**
- Maps, Regions, Physical Systems, Human Systems, Interconnectedness, Movement, Human-Environment Interaction, Change, Influence, Impact, Patterns.
- Essential Questions:**
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
  - Why is “where” important?
- Enduring Understandings:**
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
  - Environmental and cultural characteristics influence where and how people live.
  - Human activity affects the cultural and environmental characteristics of places and regions. Cultural and environmental characteristics change over time.

## NJSLs

Standards	Critical Knowledge and Skills	<u>Depth of Knowledge</u>
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	6.1.5.GeoSV.1  Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more	<b>DOK 1- Recalling Information</b>  <i>Scaffolded Sample Activity</i> <i>*Using a graphic organizer, students can list uses for types of maps.</i>

		locations).	<i>Increased Complexity: Using BrainPOP Make-A-Map, Students can create their own graphic organizer based on the Map Skills Video.</i>
	6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.	<b>DOK 3- Complex Reasoning</b>  <i>Supplemental Resource</i> <a href="#">Latitude &amp; Longitude</a>
	6.1.5.GeoSV.4	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).	<b>DOK 2- Basic Reasoning</b>
Standards		Critical Knowledge and Skills	Depth of Knowledge
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	6.1.5.GeoHE.1	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.	<b>DOK 3- Complex Reasoning</b> <i>Time4Kids Supplemental Resource:</i> <i>*Counting Penguins (view e-reader)</i> <i>-Climate change is making a huge impact on Antarctica. Scientists are counting chinstrap penguins there to try to understand global warming's effect on the oceans and on the rest of the environment.</i> <ul style="list-style-type: none"> <li>• <i>Cover Quiz (click here to make a copy of a Google Form cover quiz)</i></li> <li>• <i>Magazine Quiz (click here to make a copy of a Google Form magazine quiz)</i></li> </ul>
	6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).	<b>DOK 3- Complex Reasoning</b>
	6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental	<b>DOK 4- Extended Reasoning</b>

		and technological events on human settlements and migration.	
Standards		Critical Knowledge and Skills	Depth of Knowledge
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.	<b>DOK 4- Extended Reasoning</b> <i>21st Century Skills Sample Activity</i> <i>*Using <a href="#">Timelapse</a> in Google Earth, and an article from <a href="#">NewsELA</a>, students will compose a one-page analysis of Climate Change over a specified period of time in a given, or self-selected, location in the United States. They will then create an <a href="#">infographic</a> about a climate issue affecting their community.</i>

**Instructional Plan**

Formative Assessment Plan	Summative Assessment Plan
<p><i>Students should be informally assessed at the conclusion of each lesson.</i></p> <p><i>Exit Slips, Worksheets, or a digital interface such as Google Classroom or PearDeck allow for quick low/no prep formative assessment.</i></p> <p><i>Quizzes on topics, enduring understands and vocabulary occur at the discretion of the teacher each 2-3 weeks.</i></p>	<p><i><a href="#">Themes of Geography Project</a>- Choice of</i></p> <ul style="list-style-type: none"> <li><i>-poster</i></li> <li><i>-slides presentation</i></li> <li><i>-flipbook or foldable</i></li> </ul> <p><i>*Students demonstrate their understanding of the Themes of Geography and the interconnectedness of people and their environment.</i></p> <p><b>Traditional Assessment-</b> <i>Combination of</i></p> <ul style="list-style-type: none"> <li><i>-Multiple choice questions</i></li> <li><i>-Matching</i></li> <li><i>-Open-ended questions</i></li> <li><i>-Labeling of Maps</i></li> </ul>
Texts	Supplementary Resources
<p><i>Harcourt Horizons: United States History</i></p> <ul style="list-style-type: none"> <li><i>➤ Chapter 1 <a href="#">Lesson Slides</a></i></li> </ul> <p><i><a href="#">Open Geography Education</a></i></p> <p><i><a href="#">MobyMax Social Studies</a></i></p>	<p><i><a href="#">BrainPOP</a>- comprehensive resource</i></p> <p><i><a href="#">MobyMax Social Studies</a>- resource to create digital activities and low-prep assignments</i></p> <p><i>Flocabulary- <a href="#">Map Skills Unit</a></i></p> <p><i><a href="#">Quizlet</a>- Vocabulary Practice</i></p> <p><i><a href="#">Blooket</a>- Make your own games for practice or as a Study Tool</i></p> <p><i><a href="#">Kahoot</a>- Make your own games for practice or as a Study Tool</i></p> <p><i><a href="#">Canva</a>- Students can create custom multimedia projects</i></p> <p><i><a href="#">Google Slides</a></i></p>



**Google Forms**

**Pear Deck**-Format slides to include ready-made questions for formative assessments, premade maps, timelines, graphic organizers and more. Multiple responses can be viewed simultaneously.

**Instructional Best Practices and Exemplars**

Primary & Secondary Source Analysis- [Handout](#)

Use of [Graphic Organizers](#) & Images

-BrainPOP for scaffolding

-Pear Deck for critical thinking, multiple responses, and collaborative work

Think-Pair-Share or other multiple response strategy

Use of [Accountable Talk](#)

[Concept- Mapping](#)

-BrainPOP for Map- Making for teacher or student

Technology Integration Throughout

-utilization of technological resources for instructional delivery, assessment, and time- management

Use of [Choice Boards](#) or [Menus](#)

-scaffold for differentiation of interest, depth, complexity, and learning style

Use of Notebook- Interactive or Other System (i.e., Cornell Note Taking)

-develop study skills and positive work habits

Word Study

- BrainPOP offers embedded vocabulary practice activities for many videos

[Project-Based Learning](#)

-increase engagement and cultivate a depth of learning through projects

Current Events

-[Explore & Connect](#) history to the modern world

**DIFFERENTIATION**

**Special Education**

**ELL**

**Intervention**

**Acceleration**

<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> <li>● NJDOE Resources</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● <a href="#">Refer to NJDOE resources</a></li> <li>● <a href="#">NJDOE ELL Support Descriptions</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> </ul>	<ul style="list-style-type: none"> <li>● Follow district G&amp;T <a href="#">Plan</a> for identified students</li> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>
---	---	---	--

**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education: <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

### ALIGNMENT TO 21<sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY

#### 21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply

**Global Awareness**

Financial, Economic, Business and Entrepreneurial Literacy

**Civic Literacy**

Health Literacy

**Environmental Literacy**

#### 21<sup>st</sup> Century Skills: Bold all that apply

**Creativity & Innovation**

**Critical Thinking & Problem Solving**

**Communication & Collaboration**

**Media Literacy**

**Information Literacy**

**Information, Communication & Technology**

**Life & Career Skills**

#### Technology Infusion

**Technology Standards Reference**- select standards from the list as needed for lesson planning

*Google Apps for Education*

**Pear Deck** Extension for **Google Slides**

**Nearpod**- Single Sign-on via **Clever**

**BrainPOP**-Single Sign-on via **Clever**

**MobyMax**-Single Sign-on via **Clever**

**Google Earth Voyager**

**iCivics**

#### Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes
- Project Presentations/ Portfolios

# Montclair Public Schools Instructional Unit

<b>Content:</b>	Social Studies		<b>Grade:</b>	5	
<b>Trimester</b>	1	<b>Unit Title:</b>	Native American Cultures	<b>Pacing:</b>	October-December

## Overview

**Big Ideas:**

- Culture, Human-Environment Interaction, Beliefs, Values, Traditions, Perspectives, Identity, Society, Cooperation.

**Essential Questions:**

- Does the past influence the present and the future?
- How does culture develop?
- How are societies organized?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

**Enduring Understandings:**

- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- Events may be viewed differently based on one's perspective.
- Interactions of people and events throughout history have shaped the world we experience today.
- Historical records are shaped by the society that the creator lived in.

## NJSLs

Standards	Critical Knowledge and Skills	<a href="#"><u>Depth of Knowledge</u></a>
Patterns of settlement differ markedly from region to region, place to place, and time to time	6.1.5.GeoPP.5  Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.	<b>DOK 2-</b> Basic Reasoning

Events may be viewed differently based on one's perspective.	6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	<b>DOK 2- Basic Reasoning</b>  <i>Supplemental Resource</i> <i>*<a href="#">Native American Traditions</a></i>
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.	<b>DOK 3- Complex Reasoning</b>  <i>Supplemental Resource</i> <i>*PBS: <a href="#">Native America</a></i>
	6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.	<b>DOK 3- Complex Reasoning</b>
Historical records are shaped by the society that the creator lived in.	6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	<b>DOK 2- Basic Reasoning</b>

**Instructional Plan**

**Formative Assessment Plan**

*Students should be informally assessed at the conclusion of each lesson.*  
*Exit Slips, Worksheets, or a digital interface such as Google Classroom or PearDeck allow for quick low/no prep formative assessment.*  
*Quizzes on topics, enduring understands and vocabulary occur at the discretion of the teacher each 2-3 weeks.*

**Summative Assessment Plan**

**[Native American Tribes Project](#) and/or [Research Paper](#)**  
*-Short Research Report using MLA Format template available in Google Docs*  
*-Construction of Native American Dwelling*  
*\*Students demonstrate their understanding of a Native American Tribe by composing a short research report outlining key aspects of culture, and constructing a model dwelling demonstrating how indigenuous people used their natural resources to survive & thrive.*

Research Paper Instructional Resources:  
 \*BrainPOP Videos (Topics):  
 -[Research](#)  
 -[Citing Sources](#)  
 -[Online Sources](#)  
 -[Internet Search](#)

\* [Scholastic Research Guide](#)

	<p><b>Traditional Assessment-</b> Combination of</p> <ul style="list-style-type: none"> <li>-Multiple choice questions</li> <li>-Matching</li> <li>-Open-ended questions</li> <li>-Short Essay</li> </ul>
<b>Texts</b>	<b>Supplementary Resources</b>
<p>Harcourt Horizons: United States History</p> <ul style="list-style-type: none"> <li>➤ Chapter 2 <a href="#">Lesson Slides</a></li> </ul> <p><a href="#">The Earliest Americans- Reader</a></p> <p>National Geographic Resource Library- <a href="#">Native Americans</a></p>	<p><a href="#">BrainPOP</a>- comprehensive resource</p> <p><a href="#">MobyMax Social Studies</a>- resource to create digital activities and low-prep assignments</p> <p>Flocabulary- <a href="#">Map Skills Unit</a></p> <p><a href="#">Quizlet</a>- Vocabulary Practice</p> <p><a href="#">Blooket</a>- Make your own games for practice or as a Study Tool</p> <p><a href="#">Kahoot</a>- Make your own games for practice or as a Study Tool</p> <p><a href="#">Canva</a>- Students can create custom multimedia projects</p> <p><b>Google Slides</b></p> <p><b>Google Forms</b></p> <p><a href="#">Pear Deck</a>-Format slides to include ready-made questions for formative assessments, premade maps, timelines, graphic organizers and more. Multiple responses can be viewed simultaneously.</p>
<b>Instructional Best Practices and Exemplars</b>	
<p>Primary &amp; Secondary Source Analysis- <a href="#">Handout</a></p> <ul style="list-style-type: none"> <li>-<a href="#">What are Primary Sources?</a></li> <li>-<a href="#">Intro to Historical Inquiry</a></li> </ul> <p>Use of <a href="#">Graphic Organizers</a> &amp; Images</p> <ul style="list-style-type: none"> <li>-BrainPOP for scaffolding</li> <li>-Pear Deck for critical thinking, multiple responses, and collaborative work</li> </ul> <p>Think-Pair-Share or other multiple response strategy</p> <p>Use of <a href="#">Accountable Talk</a></p> <p><a href="#">Concept- Mapping</a></p> <ul style="list-style-type: none"> <li>-BrainPOP for Map- Making for teacher or student</li> </ul> <p>Technology Integration Throughout</p> <ul style="list-style-type: none"> <li>-utilization of technological resources for instructional delivery, assessment, and time- management</li> </ul> <p>Use of <a href="#">Choice Boards</a> or <a href="#">Menus</a></p> <ul style="list-style-type: none"> <li>-scaffold for differentiation of interest, depth, complexity, and learning style</li> </ul> <p>Use of Notebook- Interactive or Other System (i.e., Cornell Note Taking)</p> <ul style="list-style-type: none"> <li>-develop study skills and positive work habits</li> </ul> <p>Word Study</p> <ul style="list-style-type: none"> <li>- BrainPOP offers embedded vocabulary practice activities for many videos</li> </ul>	

Project-Based Learning

-increase engagement and cultivate a depth of learning through projects

Current Events

-Explore & Connect history to the modern world

**DIFFERENTIATION**

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● <a href="#">Refer to NJDOE resources</a></li> <li>● <a href="#">NJDOE ELL Support Descriptions</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> </ul>	<ul style="list-style-type: none"> <li>● Follow district G&amp;T <a href="#">Plan</a> for identified students</li> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**ALIGNMENT TO 21<sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes:** Bold all that apply

- Global Awareness**
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy**
- Health Literacy
- Environmental Literacy**

**21<sup>st</sup> Century Skills:** Bold all that apply

- Creativity & Innovation**
- Critical Thinking & Problem Solving**
- Communication & Collaboration**
- Media Literacy**
- Information Literacy**
- Information, Communication & Technology**



## Technology Infusion

[Technology Standards Reference](#)- select standards from the list as needed for lesson planning

*Google Apps for Education*

[Pear Deck](#) Extension for **Google Slides**

[Nearpod](#)- Single Sign-on via **Clever**

[BrainPOP](#)-Single Sign-on via **Clever**

[MobyMax](#)-Single Sign-on via **Clever**

[Google Earth Voyager](#)

[iCivics](#)

## Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes
- Project Presentations/ Portfolios

## Montclair Public Schools Instructional Unit

<b>Content:</b>	Social Studies		<b>Grade:</b>	5	
<b>Trimester</b>	2	<b>Unit Title:</b>	Exploration & Settlement	<b>Pacing:</b>	December-March

### Overview

**Big Ideas:**

- Globalization, Power, Wealth, Authority, Resources, Trade, Consumption, Supply & Demand, Values, Culture, Perspective, Change.

**Essential Questions:**

- How is the problem of scarcity solved in a society?
- How do cultures interact?
- How do we know what happened in the past?
- How does the media shape our view of the world and ourselves?
- What are the consequences of global connections?
- What is the relationship between freedom and responsibility?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

**Enduring Understandings:**

- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- The exchange of goods and services can have negative and positive effects.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.
- Chronological sequencing helps us track events over time.
- Interactions of people and events throughout history have shaped the world we experience today.

- Events may be viewed differently based on one's perspective.
- Historical records are shaped by the society that the creator lived in.
- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

NJSLS

Standards		Critical Knowledge and Skills	<u>Depth of Knowledge</u>
Patterns of settlement differ markedly from region to region, place to place, and time to time.	6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.	<b>DOK 2-</b> Basic Reasoning
The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.	6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	<b>DOK 2-</b> Basic Reasoning
Standards		Critical Knowledge and Skills	<u>Depth of Knowledge</u>
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.	<b>DOK 3-</b> Complex Reasoning <b>DOK 4-</b> Extended Reasoning  <i>Supplemental Resource</i> <i>*<a href="#">Cultural Diffusion</a></i> <i>*<a href="#">The Columbian Exchange</a></i>
	6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.	<b>DOK 1-</b> Recalling Information

	6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	<b>DOK 2-</b> Basic Reasoning
<b>Standards</b>		<b>Critical Knowledge and Skills</b>	<a href="#"><u>Depth of Knowledge</u></a>
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.	<b>DOK 1-</b> Recalling Information
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	<b>DOK 2-</b> Basic Reasoning
<b>Standards</b>		<b>Critical Knowledge and Skills</b>	<a href="#"><u>Depth of Knowledge</u></a>
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.	<b>DOK 2-</b> Basic Reasoning
	6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).	<b>DOK 1-</b> Recalling Information  <i>Supplemental Resource</i> <a href="#"><u>Who is Mansa Musa?</u></a>
	6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.	<b>DOK 2-</b> Basic Reasoning
The exchange of goods and services can have negative and positive effects.	6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.	<b>DOK 2-</b> Basic Reasoning  <i>Supplemental Resource</i> <a href="#"><u>The Silk Road</u></a>  <i>Supplemental Activity</i> <a href="#"><u>The Silk Road</u></a>
<b>Standards</b>		<b>Critical Knowledge and Skills</b>	<a href="#"><u>Depth of Knowledge</u></a>

A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	6.1.5.EconNM.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.	<b>DOK 2-</b> Basic Reasoning	
	6.1.5.EconNM.5	Explain how the availability of private and public goods and services is influenced by the government and the global economy	<b>DOK 2-</b> Basic Reasoning	
	6.1.5.EconNM.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system	<b>DOK 2-</b> Basic Reasoning	
<b>Standards</b>		<b>Critical Knowledge and Skills</b>	<b><u>Depth of Knowledge</u></b>	
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.	<b>DOK 2-</b> Basic Reasoning	
	6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.	<b>DOK 2-</b> Basic Reasoning	
	6.1.5.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.	<b>DOK 3-</b> Complex Reasoning	
	6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.	<b>DOK 2-</b> Basic Reasoning	

	6.1.5 EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.	<b>DOK 3-</b> Complex Reasoning
<b>Standards</b>		<b>Critical Knowledge and Skills</b>	<b><u><a href="#">Depth of Knowledge</a></u></b>
Chronological sequencing helps us track events over time.	6.1.5.HistoryCC.1	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>DOK 2-</b> Basic Reasoning
	6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.	<b>DOK 3-</b> Complex Reasoning
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.	<b>DOK 3-</b> Complex Reasoning  <i>Supplemental Resources</i> <i>*<a href="#">Three Worlds Meet</a></i>
	6.1.5.HistoryCC.5 6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	<b>DOK 3-</b> Complex Reasoning  <i>Holocaust Mandate Sample Activity</i> <i>*Using the resource, <a href="#">To Honor All Children</a>, visit page 37 of the document and complete The Diving Bell Activity</i>
	6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	<b>DOK 4-</b> Extended Reasoning  <i>Supplemental Resources</i> <i>*<a href="#">BrainPOP Video &amp; Activity</a></i> <i>*<a href="#">Slavery in America</a></i>  <i>Holocaust Mandate Sample Activity</i> <i>*Using the resource, <a href="#">To Honor All Children</a>, visit page 54 of the</i>

			<i>document and complete the Amistad Activity.</i>
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	6.3.5.EconET.1	Investigate an economic issue that impacts children and propose a solution.	<b>DOK 4- Extended Reasoning</b>  <u>Supplemental Resources</u> * <a href="#">Slavery: Then &amp; Now</a> * <a href="#">Convention on the Rights of the Child</a> * <a href="#">Combating Child Labor</a>
<b>Standards</b>		<b>Critical Knowledge and Skills</b>	<b><u>Depth of Knowledge</u></b>
Events may be viewed differently based on one's perspective.	6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.	<b>DOK 4- Extended Reasoning</b>  <u>Holocaust Mandate Sample Activity</u> *Using the resource, <a href="#">Columbian- Era Genocide in Hispaniola</a> , students will conduct a primary source analysis on decimation of Taino Culture on the island of Hispaniola.  <u>Supplemental Resource</u> * <a href="#">The Columbian Exchange: Cause &amp; Effect</a>
Historical records are shaped by the society that the creator lived in.	6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.	<b>DOK 2- Basic Reasoning</b>
	6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	<b>DOK 4- Extended Reasoning</b>  <u>Sample Activities</u> * <a href="#">Perspectives-Text</a> * <a href="#">3 G's Lesson with Primary &amp; Secondary Source Analysis</a>

	6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	<b>DOK 3- Complex Reasoning</b>
<b>Standards</b>		<b>Critical Knowledge and Skills</b>	<b><u>Depth of Knowledge</u></b>
There are a variety of sources that help us understand the past.	6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.	<b>DOK 4- Extended Reasoning</b>  <i>Supplemental Resource</i> <i>*<a href="#">North America's Great Waters</a></i>
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.	<b>DOK 4- Extended Reasoning</b>  <i>Sample Activities</i> <i>*<a href="#">Capture the Flag</a></i> <i>*<a href="#">Colonial Statues</a> (modify as needed)</i>

**Instructional Plan**

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Students should be informally assessed at the conclusion of each lesson. Exit Slips, Worksheets, or a digital interface such as Google Classroom or PearDeck allow for quick low/no prep formative assessment.</i></p> <p><i>Quizzes on topics, enduring understands and vocabulary occur at the discretion of the teacher each 2-3 weeks.</i></p>	<p><a href="#"><u>European Explorers Project</u></a> *Given a list of European Explorers, students will select one Explorer and create a Google Slides Presentation about the Explorer. In addition, students will also create an artifact that is symbolic or significant to the explorer.</p> <p>Research Resource- <a href="#"><u>The Mariner's Museum</u></a></p> <p><b>Traditional Assessment-</b> Combination of            -Multiple choice questions            -Matching            -Open-ended questions            -Labeling of Maps</p>
<b>Texts</b>	<b>Supplementary Resources</b>



Harcourt Horizons: United States History  
➤ Chapter 3 [Lesson Slides](#)  
➤ Chapter 4 [Lesson Slides](#)

Age of Exploration- [Text & Resources](#)

PBS Learning Media-[PBS World Explorers](#)

Age of Exploration- [Reading & Handout](#)

[BrainPOP](#)- comprehensive resource  
[MobyMax Social Studies](#)- resource to create digital activities and low-prep assignments  
Flocabulary- [Map Skills Unit](#)  
[Quizlet](#)- Vocabulary Practice  
[Blooket](#)- Make your own games for practice or as a Study Tool  
[Kahoot](#)- Make your own games for practice or as a Study Tool  
[Canva](#)- Students can create custom multimedia projects  
**Google Slides**  
**Google Forms**  
[Pear Deck](#)-Format slides to include ready-made questions for formative assessments, premade maps, timelines, graphic organizers and more. Multiple responses can be viewed simultaneously.

**Instructional Best Practices and Exemplars**

Primary & Secondary Source Analysis- [Handout](#)  
Use of [Graphic Organizers](#) & Images  
-BrainPOP for scaffolding  
-Pear Deck for critical thinking, multiple responses, and collaborative work  
Think-Pair-Share or other multiple response strategy  
Use of [Accountable Talk](#)  
[Concept- Mapping](#)  
-BrainPOP for Map- Making for teacher or student  
Technology Integration Throughout  
-utilization of technological resources for instructional delivery, assessment, and time- management  
Use of [Choice Boards](#) or [Menus](#)  
-scaffold for differentiation of interest, depth, complexity, and learning style  
Use of Notebook- Interactive or Other System (i.e., Cornell Note Taking)  
-develop study skills and positive work habits  
Word Study  
- BrainPOP offers embedded vocabulary practice activities for many videos  
[Project-Based Learning](#)  
-increase engagement and cultivate a depth of learning through projects  
Current Events  
-[Explore & Connect](#) history to the modern world

## DIFFERENTIATION

<b>Special Education</b>	<b>ELL</b>	<b>Intervention</b>	<b>Acceleration</b>
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● <a href="#">Refer to NJDOE resources</a></li> <li>● <a href="#">NJDOE ELL Support Descriptions</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> </ul>	<ul style="list-style-type: none"> <li>● Follow district G&amp;T <a href="#">Plan</a> for identified students</li> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

- Utilize assistive technology, when appropriate
- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

### CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

### ALIGNMENT TO 21<sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY

**21<sup>st</sup> Century/ Interdisciplinary Themes:** Bold all that apply

**Global Awareness**  
 Financial, Economic, Business and Entrepreneurial Literacy  
**Civic Literacy**  
 Health Literacy  
**Environmental Literacy**

**21<sup>st</sup> Century Skills:** Bold all that apply

**Creativity & Innovation**  
**Critical Thinking & Problem Solving**  
**Communication & Collaboration**  
**Media Literacy**  
**Information Literacy**  
**Information, Communication & Technology**

## Technology Infusion

[Technology Standards Reference](#)- select standards from the list as needed for lesson planning

*Google Apps for Education*

[Pear Deck](#) Extension for **Google Slides**

[Nearpod](#)- Single Sign-on via **Clever**

[BrainPOP](#)-Single Sign-on via **Clever**

[MobyMax](#)-Single Sign-on via **Clever**

[Google Earth Voyager](#)

[iCivics](#)

## Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes
- Project Presentations/ Portfolios



## Montclair Public Schools Instructional Unit

<b>Content:</b>	Social Studies		<b>Grade:</b>	5	
<b>Trimester</b>	3	<b>Unit Title:</b>	Colonialism	<b>Pacing:</b>	March-June

### Overview

**Big Ideas:**

- Natural Resources, Values, Freedom, Opportunity, Consequences, Power, Wealth, Authority, Trade, Consumption, Supply & Demand, Culture, Society, Perspective, Change.

**Essential Questions:**

- How do we learn about the past? How can we evaluate the usefulness and degree of reliability of different historical sources?
- What are the roots of our social, political and economic systems?
- How are societies organized?
- How do individuals influence a society?
- How does a society influence individuals?
- How do cultures interact?
- How does interdependence brought on by globalization impact local economies and social systems?
- What is the relationship between freedom and responsibility?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- What physical and other characteristics lead to the creation of regions?

**Enduring Understandings:**

- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- The exchange of goods and services can have negative and positive effects.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.
- Interactions of people and events throughout history have shaped the world we experience today.
- Events may be viewed differently based on one's perspective.
- Historians use evidence from multiple sources to support their claims and arguments about the past.

NJSLS

Standards		Critical Knowledge and Skills	<a href="#">Depth of Knowledge</a>
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.	<b>DOK 2-</b> Basic Reasoning
Standards		Critical Knowledge and Skills	<a href="#">Depth of Knowledge</a>
Patterns of settlement differ markedly from region to region, place to place, and time to time.	6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.	<b>DOK 1-</b> Recalling Information
Standards		Critical Knowledge and Skills	<a href="#">Depth of Knowledge</a>
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.	<b>DOK 3-</b> Complex Reasoning  <i>Supplemental Resources</i> <a href="#">*Introduction to Jamestown</a> <a href="#">*Jamestown Activities</a> <a href="#">*Map</a>  <i>Supplemental Activity</i> <a href="#">*Whodunnit- Jamestown &amp; Roanoke</a> <a href="#">*Whodunnit- Jamestown &amp; Roanoke- Student Interactive</a>
Standards		Critical Knowledge and Skills	<a href="#">Depth of Knowledge</a>
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as	6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.	<b>DOK 2-</b> Basic Reasoning



changes in environmental characteristics.			
Standards		Critical Knowledge and Skills	<a href="#">Depth of Knowledge</a>
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.	<b>DOK 1-</b> Recalling Information
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	<b>DOK 2-</b> Basic Reasoning
Standards		Critical Knowledge and Skills	<a href="#">Depth of Knowledge</a>
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.	<b>DOK 2-</b> Basic Reasoning
	6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).	<b>DOK 2-</b> Basic Reasoning
	6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.	<b>DOK 2-</b> Basic Reasoning
The exchange of goods and services can have negative and positive effects.	6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	<b>DOK 2-</b> Basic Reasoning <i><a href="#">Supplemental Resources</a></i> <i>*<a href="#">The Global Economy</a></i> <i>*<a href="#">The Global Economy TG</a></i>
Standards		Critical Knowledge and Skills	<a href="#">Depth of Knowledge</a>
A nation's economy is influenced by its government, human and	6.1.5.EconNM.6	Examine the qualities of entrepreneurs in a capitalistic society.	<b>DOK 1-</b> Recalling Information

physical capital, availability of resources, and technological progress.	6.1.5.EconNM.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	<b>DOK 2-</b> Basic Reasoning
<b>Standards</b>		<b>Critical Knowledge and Skills</b>	<b><u>Depth of Knowledge</u></b>
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.	<b>DOK 3-</b> Complex Reasoning
	6.1.5.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.	<b>DOK 2-</b> Basic Reasoning
	6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.	<b>DOK 2-</b> Basic Reasoning
<b>Standards</b>		<b>Critical Knowledge and Skills</b>	<b><u>Depth of Knowledge</u></b>
Chronological sequencing helps us track events over time	6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.	<b>DOK 3-</b> Complex Reasoning
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.	<b>DOK 3-</b> Complex Reasoning
	6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	<b>DOK 3-</b> Complex Reasoning

	6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	<b>DOK 4- Extended Reasoning</b> <u>Amistad Mandate Sample Activity</u> * <a href="#">How did Kossula Cudjo Lewis and other enslaved people experience the Atlantic World?</a>  <u>Sample Activity</u> * <a href="#">Black Writers in Colonial Times / AK</a>
	6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.	<b>DOK 4- Extended Reasoning</b>
	6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.	<b>DOK 2- Basic Reasoning</b>
	6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.	<b>DOK 4- Extended Reasoning</b> <u>Supplemental Activity</u> * <a href="#">Why Grow Corn?</a>
	6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.	<b>DOK 2- Basic Reasoning</b> <u>Supplemental Resource</u> * <a href="#">Indentured Servitude</a>

	6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).	<b>DOK 3- Complex Reasoning</b>  <i>Supplemental Activity</i> * <a href="#"><u>What is Due Process &amp; Why Does it Matter?</u></a>
<b>Standards</b>		<b>Critical Knowledge and Skills</b>	<b><a href="#"><u>Depth of Knowledge</u></a></b>
Events may be viewed differently based on one's perspective.	6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	<b>DOK 2- Basic Reasoning</b>
Historical records are shaped by the society that the creator lived in.	6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.	<b>DOK 4- Extended Reasoning</b>  <i>Amistad Mandate Sample Activity</i> * <a href="#"><u>Slavery, Power, and the Human Cost</u></a>
<b>Standards</b>		<b>Critical Knowledge and Skills</b>	<b><a href="#"><u>Depth of Knowledge</u></a></b>
Historians use evidence from multiple sources to support their claims and arguments about the past.	6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.	<b>DOK 4- Extended Reasoning</b>  <i>Amistad Mandate Sample Activity</i> * <a href="#"><u>How did Kossula Cudjo Lewis and other enslaved people experience the Atlantic World?</u></a>

## Instructional Plan

### Formative Assessment Plan

### Summative Assessment Plan

Students should be informally assessed at the conclusion of each lesson.  
 Exit Slips, Worksheets, or a digital interface such as Google Classroom or PearDeck allow for quick low/no prep formative assessment.  
 Quizzes on topics, enduring understands and vocabulary occur at the discretion of the teacher each 2-3 weeks.

**13 Colonies Project**  
 -Project overview, rubric, and sources provided.

**Traditional Assessment-** Combination of  
 -Multiple choice questions  
 -Matching  
 -Open-ended questions  
 -Short Essay

### Texts

### Supplementary Resources

Harcourt Horizons: United States History  
 > Chapter 4 [Lesson Slides](#)  
 > Chapter 5 [Lesson Slides](#)  
 > Chapter 6 [Lesson Slides](#)  
 > Chapter 7 [Lesson Slides](#)

**BrainPOP**- comprehensive resource  
**MobyMax Social Studies**- resource to create digital activities and low-prep assignments  
 Flocabulary- **Map Skills Unit**  
**Quizlet**- Vocabulary Practice  
**Blooket**- Make your own games for practice or as a Study Tool  
**Kahoot**- Make your own games for practice or as a Study Tool  
**Canva**- Students can create custom multimedia projects  
**Google Slides**  
**Google Forms**  
**Pear Deck**-Format slides to include ready-made questions for formative assessments, premade maps, timelines, graphic organizers and more. Multiple responses can be viewed simultaneously

[Colonial Williamsburg Resource Library](#)

[Society & Culture of Colonial America](#)

[The Colonial Era](#)

## Instructional Best Practices and Exemplars

Primary & Secondary Source Analysis- [Handout](#)  
 Use of [Graphic Organizers](#) & Images  
 -BrainPOP for scaffolding  
 -Pear Deck for critical thinking, multiple responses, and collaborative work  
 Think-Pair-Share or other multiple response strategy  
 Use of [Accountable Talk](#)  
**Concept- Mapping**  
 -BrainPOP for Map- Making for teacher or student  
 Technology Integration Throughout  
 -utilization of technological resources for instructional delivery, assessment, and time- management  
 Use of [Choice Boards](#) or [Menus](#)  
 -scaffold for differentiation of interest, depth, complexity, and learning style

Use of Notebook- Interactive or Other System (i.e., Cornell Note Taking)  
*-develop study skills and positive work habits*

Word Study  
*- BrainPOP offers embedded vocabulary practice activities for many videos*

Project-Based Learning  
*-increase engagement and cultivate a depth of learning through projects*

Current Events  
*-Explore & Connect history to the modern world*

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>Intervention</b>	<b>Acceleration</b>
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● <a href="#">Refer to NJDOE resources</a></li> <li>● <a href="#">NJDOE ELL Support Descriptions</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> </ul>	<ul style="list-style-type: none"> <li>● Follow district G&amp;T <a href="#">Plan</a> for identified students</li> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

- Monitor student progress frequently
- Utilize flexible/cooperative grouping based on instructional goals
- Create lesson reminder sheets
- Prioritize and chunk lengthy assignments
- Utilize assistive technology, when appropriate
- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

### CROSS CURRICULAR RESOURCES

The Amistad Commission’s Virtual Curriculum: <http://www.njamistadcurriculum.net/>

NJ Commission on Holocaust Education <https://www.nj.gov/education/holocaust/>

NJSLS Diversity, Equity and Inclusion Educational Resources: <https://www.nj.gov/education/standards/dei/samples/index.shtml>

### ALIGNMENT TO 21<sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY

**21<sup>st</sup> Century/ Interdisciplinary Themes:** Bold all that apply

**Global Awareness**  
 Financial, Economic, Business and Entrepreneurial Literacy  
**Civic Literacy**  
 Health Literacy  
**Environmental Literacy**

**21<sup>st</sup> Century Skills:** Bold all that apply

**Creativity & Innovation**  
**Critical Thinking & Problem Solving**  
**Communication & Collaboration**  
**Media Literacy**  
**Information Literacy**  
**Information, Communication & Technology**

## Technology Infusion

[Technology Standards Reference](#)- select standards from the list as needed for lesson planning

*Google Apps for Education*

[Pear Deck](#) Extension for **Google Slides**

[Nearpod](#)- Single Sign-on via **Clever**

[BrainPOP](#)-Single Sign-on via **Clever**

[MobyMax](#)-Single Sign-on via **Clever**

[Google Earth Voyager](#)

[iCivics](#)

## Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes
- Project Presentations/ Portfolios