Grade 5
Social Studies Curriculum

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Adapted from:
New Jersey Student Learning Standards

Reviewed by:
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Members of Butler Board of Education:

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VISION STATEMENT

The Butler School District Social Studies Department is committed to instructional processes that incorporate 21st century skills for future careers, engage students in civic discussion and discourse, and are scaffolded to meet the needs of all learners, At all points, through hands-on experiences and an inquiry approach, students will integrate media literacy, source analysis, and multiple perspectives to create a full picture of historical events, people, and places. We aim to create well-rounded students who can empathize with varying social perspectives and creatively problem-solve in a student centered environment.

As a result of a Butler School District Social Studies education, students will be able to…
- Actively participate in civic life
- Approach life's challenges with a critical mindset
- Understand who they are, where they have been, and where they are going
- Discuss, debate, use authentic documents, simulations, and research various issues within society
- Understand and develop empathy through the analysis of multiple perspectives
- Analyze primary and secondary sources in order to interpret history
- Evaluate current day issues through various viewpoints
- Develop 21st century skills through differentiated instruction
- Research, create and evaluate historical concepts
- Cooperate with others
- Engage in creative problem-solving
- Critically assess the world in which they live

COURSE OVERVIEW

In this course, students will begin by learning that a major role of citizens is to make responsible decisions about who should govern, and that people can initiate change through participation in the decision making process. They will learn how effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. Next they will explore how human interaction has impacted the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. Next, students will learn that increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation. Finally, they will learn that individual perspective impacts how an event is viewed. They will also learn how historical records are shaped by the society that the creator lived in and that historians use evidence from multiple sources to support the claims and arguments about the past.

GOALS

The goals of this course are the 2020 New Jersey Student Learning Standards for Social Studies.

ASSESSMENT

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

SCOPE AND SEQUENCE
(*Pacing Guide*)

Unit of Study	Estimated Time
Unit I: Civics, Government, and Human Rights	8-10 weeks
Unit II: Geography, People, and the Environment	8-10 weeks
Unit III: Economics, Innovation, and Technology	10-12 weeks
Unit IV: History, Culture, and Perspectives	10-12 weeks

AFFIRMATIVE ACTION COMPLIANCE STATEMENT
The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS
Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students

through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

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

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

UNIT
Unit 1 Civics, Government, and Human Rights

UNIT SUMMARY
In this unit, students will learn that a major role of citizens is to make responsible decisions about who should govern, and that people can initiate change through participation in the decision making process. Finally, they will learn how effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.

STANDARDS
6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.   6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).   6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.   6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.   6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.   6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.   6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.   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.   6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

INTERDISCIPLINARY CONNECTIONS
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.   - RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.   - RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
- Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). - Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. - A major role of citizens in a representative democracy is to make responsible decisions about who should govern. - A major role of citizens in a representative democracy is to make responsible decisions about who should govern. - Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change. - Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	- What is the role of government? - Why are the citizens crucially important for a democracy? - What can citizens do to impact government decisions and policies? - Why is multiculturalism important and necessary in government? - What government issues can students impact and how would students make this impact? - How can national government decisions have a global impact? - How and why does global interaction impact national governments?

● Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. ● In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that…
- **Describe** the role of elected government officials
- **Describe** how citizens interact with these officials
- **Explain** how individuals can impact local, state, or national policies
- **Explain** how and why it is important that people from diverse cultures work together to solve problems in their community and the world
- **Compare** the qualifications of government officials running for local, state, and national offices
- **Compare** the responsibilities of government officials in local, state, and national offices
- **Develop** an action plan addressing climate change
- Use sources to **understand** people's perspectives and people's actions related to community, state, and national issues
- **Propose** solutions for local issues using evidence
- **Plan** a project about the impact of climate change at the local or state level
- Utilize technology to connect with people of different perspectives to **examine** global issues

SUGGESTED ACTIVITIES

- Chart roles of government officials
- RACE paragraph on interactions of citizens and government official
- Presentation on individuals and their impact on local, state, national policies
- Gallery walk on individuals and their impact on local, state, national policies
- Primary and secondary source analysis on diverse cultures working together to solve social, political, and economic problems (DEI)
- Discuss the definition of "citizen" and how citizens have the responsibility to fight against hatred, bullying, prejudice, and violence whenever it arises (Holocaust)
- Informational essay on diverse cultures working together to solve social, political, and economic problems (DEI)
- Create a chart/graphic organizer to detail the qualifications of government officials
- Create a T-chart to detail the responsibilities of government officials
- Create an action plan and poster presentation on climate change (CLIMATE)
- Current event analysis on community, state, and national issues
- Informative presentation on prevalent local issues

- Students create presentation on climate change related to local and state government (CLIMATE)
- Create podcast and/or flipped grid on various perspectives of global issues (CLIMATE)

EVIDENCE OF LEARNING

Formative Assessments:
- Graphic Organizer
- Nearpod Quiz/Poll/Collaborate Board
- Document analysis
- Podcast
- RACE Response
- History Assessment of Thinking (HAT)
- Concept Map

Summative Assessment:
- Explanatory Essay
- Unit Test
- Google slides presentation
- Google Sites

Benchmark Assessment:
- DBQ
- Teacher-created benchmark test

Alternative Assessments:
- Project
- Flipgrid Activity
- Choice Board Assignment
- Research project
- Class presentation

INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)

Primary sources:
- Articles of Confederation
- Senate Journal of First Congress
- United States Constitution
- Bill of Rights
- George Washington Farewell Address
- The Declaration of Independence

Other resources:
- Nearpod Content Library
- Newsela
- DBQ Project
- Readworks
- Youtube
- National Archives

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

UNIT
Unit 2 Geography, People, and the Environment

UNIT SUMMARY
In this unit, students will learn that humans impact regions both positively and negatively. Human interaction has impacted the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. Solving these global issues can be done through collaboration.

STANDARDS
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.   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).   6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.   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.   6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration   6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.   6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.   6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

INTERDISCIPLINARY CONNECTIONS
RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. - 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.	- How have humans impacted geography in New Jersey and the United States? - How has technology impacted the environment in New Jersey and the United States? - How did technology and science impact European exploration? - How does geography affect the spread of humans and resources globally?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that…
- Use geography to **describe** how humans impact the physical environment in New Jersey and the United States
- **Cite** how improving technology has changed the environment in New Jersey and the United States
- **Analyze** environment and technological events on settlements and migration
- Use multiple sources to **examine** the impact of migration on individuals, communities, and regions
- **Evaluate** economic impact of science and technology on European exploration
- Use maps to **explain** exploration of water routes and land routes
- Use geography to **determine** emigration, settlement, and identities of the United States colonies
- **Explain** how culture and environment affect movement of people, goods, and ideas

SUGGESTED ACTIVITIES

- Compare and analyze maps of New Jersey and the United States of America in the past and present day including the physical changes to landmasses (CLIMATE)

- Students create google slide presentations on a technology advancement and its connected impact on environment in New Jersey and the United States
- Graphic organizer on environment and technological impacts on each settlement
- Informational essay on migration of individuals, communities, regions
- Stations including gallery walk, primary source analysis, and secondary source analysis on migration
- Nearpod on economic impact of science and technology on European exploration
- Graphic organizer on economic impact of science and technology on European exploration
- Map analysis of water routes and land routes (CLIMATE)

EVIDENCE OF LEARNING

Formative Assessments:
- Map
- Timeline
- Nearpod Quiz/Poll/Collaborate Board
- Document analysis
- Podcast
- RACE Response
- History Assessment of Thinking (HAT)

Summative Assessment:
- Explanatory Essay
- Unit Test
- Google slides presentation
- Google Sites

Benchmark Assessment:
- DBQ
- Teacher-created benchmark test

Alternative Assessments:
- Project
- Flipgrid Activity
- Choice Board Assignment
- Research project
- Class presentation

INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)

Primary sources:
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Other resources:
- https://education.nationalgeographic.org/resource/resource-library-human-impacts-environment
- Climate Change resources through NJ DOE Climate
- Grade 5 Banana Trade Inquiry
- https://www.youtube.com/watch?v=5eTCZ9L834s Crash course on human impact on environment
- Nearpod Content Library
- Newsela
- DBQ Project
- Readworks
- Youtube

●   Library of Congress ●   National Archives
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS
See Appendix A

UNIT
Unit 3 Economics, Innovation, and Technology
UNIT SUMMARY
In this unit, students will learn that increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.
STANDARDS
●   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. ●   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. ●   6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries. ●   6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations. ●   6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
INTERDISCIPLINARY CONNECTIONS
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CAREER READINESS, LIFE LITERACIES, and KEY SKILLS
●   9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process ●   9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ●   9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline

technology
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation. - The exchange of goods and services can have negative and positive effects.	- How do ideas spread nationally and globally? - How does the economic flow of goods impact world economies and world events? - How do global resources affect national interactions?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that…
- **Explain** how development of communication have spread ideas throughout the United States and the World
- **Illustrate** how production, distribution, and consumption of goods and services impact global markets and world events
- **Explain** how mercantilism impacts economies of the colonies and Europe
- Use data to **explain** how trade increases interdependence among nations
- **Compare** and **contrast** how resources affect people around the world

SUGGESTED ACTIVITIES

- Nearpod on spread of ideas throughout the United States of America and the World
- Graphic organizer on production, distribution, and consumption of goods and services
- Gallery walk on mercantilism impacts on colonies
- Graph/data analysis of trade amongst nations
- RACE paragraph on impact of trade on colonies and Europe
- Nearpod and chart how trade increases interdependence of nations
- Comic strip describing how resources affect global trade and economies

EVIDENCE OF LEARNING

Formative Assessments:	Summative Assessment:
- Graphic Organizer - Nearpod Quiz/Poll/Collaborate Board - Document analysis - Podcast - Journal Entry - Map - Timeline - RACE Response - History Assessment of Thinking (HAT)	- Argument Essay - Unit Test - Google slides presentation - Google Sites

Benchmark Assessment:	Alternative Assessments:
● DBQ ● Teacher-created benchmark test	● Project ● Choice Board Assignment ● Research project ● Class presentation

INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)

Primary sources:
- Declaration of Independence
- United States Constitution
- The Meaning of America - Christopher Columbus
- New World Fantasies - Sir Thomas More
- Immigration and Ethnic Diversity - Gottlieb Mittelberger

Other resources:
- Nearpod Content Library
- Newsela
- DBQ Project
- Readworks
- Youtube

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

UNIT

Unit 4 History, Culture, and Perspectives

UNIT SUMMARY

In this unit, students will learn that individual perspective impacts how an event is viewed. They will also learn how historical records are shaped by the society that the creator lived in and that historians use evidence from multiple sources to support the claims and arguments about the past.

STANDARDS

- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.

- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world
- 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.

INTERDISCIPLINARY CONNECTIONS

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
- Events may be viewed differently based on one's perspective. - Historical records are shaped by the society that the creator lived in. - Historians use evidence from multiple sources to support their claims and arguments about the past.	- Why do people emigrate and immigrate from one location to another? - What factors lead different groups to come to New Jersey and into the United States? - What was the global impact of the Columbian Exchange? - How did the immigration to the United affect Native American groups?

	● How do demographics impact colonial society, economy, and politics?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that…
- **Describe** reasons groups immigrated to New Jersey and America
- **Cite** evidence from multiple sources to **describe** challenges encountered by these groups
- **Compare** and **contrast** beliefs systems and family structures among African, European, and Native American groups
- Utilize multiple perspectives to **evaluate** the impact of Columbian Exchange
- **Compare** and **contrast** cultures of various Native American groups
- **Compare** and **contrast** historical ideas, resources, and events
- **Evaluate** how different cultures and different perspectives impact historical events
- **Describe** importance of cultural perspectives on the world
- **Craft** an argument how demographics affect society, economy, and politics in the Colonial era

SUGGESTED ACTIVITIES

- Primary and secondary source analysis of different groups immigrating to the new world (AAPI, AMISTAD)
- Podcasts/flipped grid on different challenges immigrants to new world faced (DEI)
- Chart/graphic organizer beliefs and family structures for African, European, and Native American groups (DEI)
- Flow chart of resources moving through Columbian Exchange (AMISTAD)
- Nearpod on impact of Columbian Exchange (AMISTAD)
- Primary and secondary source analysis of Native Groups (DEI)
- Gallery walk of various Native Groups
- RACE paragraph on historical, ideas, resources, and events
- Informative essay on different cultures and their perspective of historical events (DEI, AAPI, AMISTAD)
- Nearpod on cultural perspectives (DEI, AMISTAD)
- Students create google slide presentation on demographics, economy, and politics of Colonial era (DEI)

EVIDENCE OF LEARNING

Formative Assessments:
- Graphic Organizer
- Nearpod Quiz/Poll/Collaborate Board
- Document analysis
- RACE Response
- History Assessment of Thinking (HAT)

Summative Assessment:
- Explanatory Essay
- Unit Test
- Google slides presentation
- Google Sites

Benchmark Assessment:	Alternative Assessments:
- DBQ - Teacher-created benchmark test	- Project - Flipgrid Activity - Choice Board Assignment - Research project - Class presentation

INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)

Primary sources:
- Opening of the French Fur Trade - Samuel De Champlain
- Puritan Economics - John Winthrop
- Indentured Servitude - John Hammond
- Mercantilist Ideas - Thomas Mun

Other resources:
- Nearpod Content Library
- Newsela
- DBQ Project
- Readworks
- Youtube

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

Appendix A

Special Education:
Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:
Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:
Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:
Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans
Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers