



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

SOCIAL STUDIES

Grade 5

ABSTRACT

The Social Studies Curriculum is grounded in the study of history, civics, geography and economics as well as the social sciences and humanities, which will empower our students to develop their own worldview. As critical thinkers, possessing a core body of knowledge, students will gain an understanding and appreciation for the complexity of the past and the present as well as an understanding of the interdependence of our global society. Additionally, with a strong skill set, our students will have the means to successfully pursue higher education and a career of their choosing. And finally, as a result of their foundation in Social Studies, our students will be ready to assume their roles as citizens in a democratic society.

The fifth grade Social Studies Curriculum will allow students to learn democratic citizenship and how to participate in the constitutional system of government in the United States through interdisciplinary studies and related fields. The concepts presented will enable all students to acquire a historical understanding of political, diplomatic and societal ideas, social and economic forces, and an understanding of varying cultures throughout the history of New Jersey, the United States, and the World.

UNIT 1: The First Americans
September- 4 weeks

STAGE 1: DESIRED RESULTS

What will students understand as a result of the unit? What are the BIG ideas?

NJSLs	Social Studies	Technology	Career Readiness, Life Literacies, and Key Skills
	6.1.8 (A.1a-A.5b) 6.3.8 (A.1 – A.3)	8.1.5.A.1 8.1.5.D.1 8.1.5.D.3 8.1.5.E.1 8.2.5.D.3	9.1.5.EG.1 9.1.5.EG.2 9.1.5.EG.3 9.1.5. EG.4 9.1.5. EG.5 9.1.5.PB.2 9.2.5.CAP.1 9.2.5.CAP.2 9.2.5.CAP.3 9.2.5.CAP.4 9.2.5.CAP.5 9.2.5.CAP.6 9.2.5.CAP.7 9.2.5.CAP.8 9.4.5.CI.4 9.4.5.CT.2 9.4.5.CT.4 9.4.5.GCA.1 9.4.5.IML.4 9.4.5.IML.5

ENDURING UNDERSTANDINGS: *(Students will understand that . . .)*

- Students will understand that culture is a system of beliefs, knowledge, institutions, traditions, and skills shared by a group.

- Students will recognize how different cultures address human needs.
- Students will understand that adequate resources are necessary for settlement.
- Students will understand that humans and the environment interact and influence each other.
- Students will understand that Native American cultures had similarities and differences.

ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*

- How and why did the first people come to the Americas?
- Why did they settle where they did?
- What cultures did these early people create?

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)*

- Students will watch videos of each of the cultures to compare and contrast the similarities and differences.
- Students will discuss how unconscious bias plays a role in the treatment of members of various cultures and the implications that this treatment has on individuals, groups of people, and society as a whole.
- Students will use various pieces of literature in order to identify the Native American culture involved and the theme of the book, poem, etc.
- Students will research the elements of culture for that Native American culture using the Internet, informational texts, and multimedia sources.
- Teachers can either take students to the Museum of Natural History, set up an electronic field trip, or have an anthropologist come and present artifacts and stories about Native American cultures.
- Students can create a diorama of a Native American village and have it reflective of their culture.
- Students can research a Native American culture and present findings to the class using videos, posters, Powerpoint, demonstrations, dramatization, and food (if appropriate).

OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, and journals) will students demonstrate*

achievement of the desired results?) (How will students self-assess their learning?)

***Benchmarks will be given at the beginning and end of each unit.**

Reports	Tests/Quizzes
Rubrics	Writing Journals
Supplemental Materials	Various Pictures Books
Oral Presentations	WebQuests
Internet research	Games
Use of Technological Software i.e. Google Earth, PowerPoint presentation	Interactive educational
Charts	Informational Texts
Internet research	Projects

RESOURCES:

[Studies Weekly](#)

[BrainPOP Jr.](#) / [BrainPOP](#)

http://www.educationworld.com/a_tech/tech/tech011.shtml

<http://webquest.org/index-create.php>

Teacher created materials and teacher supplied library books.

Technology

Informational Texts/Read Alouds

Internet

Books related to the topic (library)

YouTube Videos

STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = TAILORED to the different needs, interests, and abilities of learners.
O = ORGANIZE to maximize initial and sustained engagement as well as effective learning.

SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*

- Students will use tools to investigate historical and geographical information.
- Students will examine the historical contribution to Native American groups.
- Students will understand how the Native American lives were influenced by their physical environment.
- Students will understand how today's culture is influenced by the Native Americans.

CROSS-CURRICULAR / DIFFERENTIATION: *(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skillstechnology) learning activities are included in this unit that will help achieve the desired results?)*
(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)

*Differentiated Instruction that will be used for ELL, Sp.Ed./504, G&T, and At-Risk students is the level of work expected from these students, ability grouping, resources used at appropriate instructional levels for these groups, multi sensory instruction and project based learning.

English Language Arts
(RI.5.1, RI.5.7, W.5.2.B)

- Reading program integrates non-fiction texts
- Conduct research and complete projects on different cultures
- Students will be writing about topics such as Native Americans and the Revolutionary War

<u>Special Education/504</u>	<u>At-Risk Students</u>	<u>English Language Learners</u>	<u>Gifted and Talented Students</u>
Movement breaks One-on-one assistance Following the Students' IEP/504 plan Reading assistance Modified assessments Oral directions Shortened Assignments	Peer tutoring Extended time Long term assignments should be broken into smaller, manageable tasks Expectations explained clearly Extra credit assignments Work in small groups	Graphic organizers: use of pictures, visuals and gestures Peer tutoring Special projects Reading assistance Group work Rephrasing of questions and	Differentiated assignments Tutor peers Provide above grade level texts Unit appropriate project Presentations Written reports Other hands on projects that the

Differentiated assignments Prioritize tasks Reference Short Videos for assistance Modified Diorama Shortened Oral Presentations	Assistance with Presentation (as needed)	directions Extended time Shortened tests and assignments Preferential seating Paired with buddy for projects and presentations Word Walls	students choose Enrichment worksheets Peer assistance with projects & presentations Higher Level Diorama Project
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UNIT 2: Exploration and Colonization
October - December- 8 weeks

STAGE 1: DESIRED RESULTS

What will students understand as a result of the unit? What are the BIG ideas?

NJSLS	Social Studies	Technology	Career Readiness, Life Literacies, and Key Skills
	6.1.8 (A.2.a- D.2.b)	8.1.5.A.1	9.1.5.EG.1
	6.1.8.A.2.c	8.1.5.D.1	9.1.5.EG.2
		8.1.5.D.3	9.1.5.EG.3
		8.1.5.E.1	9.1.5. EG.4
		8.2.5.D.3	9.1.5. EG.5
			9.1.5.PB.2
			9.2.5.CAP.1
			9.2.5.CAP.2
			9.2.5.CAP.3
			9.2.5.CAP.4
			9.2.5.CAP.5
			9.2.5.CAP.6
			9.2.5.CAP.7
			9.2.5.CAP.8
			9.4.5.CI.4
			9.4.5.CT.2

			9.4.5.CT.4 9.4.5.GCA.1 9.4.5.IML.4 9.4.5.IML.5
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ENDURING UNDERSTANDINGS: *(Students will understand that . . .)*

- Students will understand how human needs are met through interaction in and among social groups (e.g. family and school).
- Students will understand how conflict and competition occur as cultures emerge.
- Students will understand how compromise and cooperation were and were not used in early colonization.
- Students will understand how technology allows humans to settle in areas previously inaccessible.
- Students will understand how demographics (i.e., race, gender, economic status, and disabilities) affected social, economic, and political opportunities during the Colonial era.

ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*

- Which European explorers and settlers came and why did they come?
- Where did they explore and settle?
- How did those cultures interact with one another?
- What conflicts arose and how were they resolved?
- How were individuals with disabilities unrepresented during the United States' creation?

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)*

- Students will compare maps from the time of explorers to present day maps.
- Students will construct timelines for the original settlements up to the French and Indian War.
- Students will compare the progression of the settlements using a flow chart.
- Students will work in groups and create a Powerpoint presentation reflective of colonization and exploration.
- Students will role-play in small groups various interactions between the Europeans (i.e. William, Penn, Columbus, the Pilgrims, and the French) and the

Native American Indians by writing a skit and presenting it to the entire class.

- Students will research exploration by specific countries and present them to the class in small groups.
- Teachers can create situations where conflict resolution could have been used to produce a different outcome for a writing piece.
- Students will create a map showing various routes of various explorers.
- Teachers can create a webquest to reinforce the various routes of various explorers.
- Students will write a letter of complaint to the United States government expressing their opinion toward Native American preservation.

OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, and journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)*

***Benchmarks will be given at the beginning and end of each unit.**

Reports	Tests/Quizzes
Rubrics	Writing Journals
Supplemental Materials	Various Pictures Books
Oral Presentations	WebQuests
Internet research	Games
Use of Technological Software i.e. Google Earth, PowerPoint presentation	Interactive educational
Charts	Informational Texts
Internet research	Projects

RESOURCES:

[Studies Weekly](#)

[BrainPOP Jr.](#) / [BrainPOP](#)

http://www.educationworld.com/a_tech/tech/tech011.shtml

<http://webquest.org/index-create.php>

Teacher created materials and teacher supplied library books.

Technology

[List of Primary Sources: History of Disabilities](#)

Informational Texts/Read Alouds
Internet
Books related to the topic (library)
YouTube Videos

STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

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E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*

- Students will explore the interpretive nature of U.S. history.
- Students will recognize cause and effect relationships of exploration and settlement.
- Students will explore the historical contributions of the various groups.
- Students will examine human settlement patterns in the United States and how they were related to the physical environment.
- Students will recognize the economic factors of explorations and settlement.
- Students will understand how language, literature, arts, beliefs, and behaviors of diverse groups have influenced culture in the United States.
- Students will examine social interactions among diverse groups in the history of the United States.
- Students will recognize social institutions and their impact.
- Students will identify the contributions of key individuals with disabilities in the economical, political, and social life in America.
- Students will analyze how demographics (i.e., race, gender, economic status, and disabilities) affected social, economic, and political opportunities during the Colonial era.

CROSS-CURRICULAR / DIFFERENTIATION: *(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skillstechnology) learning activities are included in this unit that will help achieve the desired results?) (What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)*

*Differentiated Instruction that will be used for ELL, Sp.Ed./504, G&T, and At-Risk students is the level of work expected from these students, ability grouping, resources used at appropriate instructional levels for these groups, multi sensory instruction and project based learning.

English Language Arts
(RI.5.1, RI.5.7, W.5.2.B)

- Reading program integrates non-fiction texts
- Conduct research and complete complete projects on exploration and colonization
- Students will be writing about topics such as their family, cultures and rules

Mathematics
(5.NBT.B.5)

- Students will use their math skills to exchange currency rates

Science
(5-ESS3-1)

- Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues.

<u>Special Education/504</u> Movement breaks One-on-one assistance Following the Students’ IEP/504 plan Reading assistance Modified assessments Oral directions Shortened Assignments Differentiated assignments Prioritize tasks Use of a ruler Maps & Graphs for reference Shortened Timelines Shortened Oral Presentations	<u>At-Risk Students</u> Peer tutoring Extended time Long term assignments should be broken into smaller, manageable tasks Expectations explained clearly Extra credit assignments Use of a ruler Work in small groups	<u>English Language Learners</u> Graphic organizers: use of pictures, visuals and gestures Peer tutoring Special projects Reading assistance Group work Rephrasing of questions and directions Extended time Shortened tests and assignments Preferential seating Paired with a buddy for oral presentations	<u>Gifted and Talented Students</u> Differentiated assignments Tutor peers Provide above grade level texts Unit appropriate project Presentations Written reports Other hands on projects that the students choose Enrichment worksheets Assist peers with presentations
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		Assistance with writing a letter	
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UNIT 3: Foundations of Freedom
January- 4 weeks

STAGE 1: DESIRED RESULTS

What will students understand as a result of the unit? What are the BIG ideas?

NJSLS	Social Studies	Technology	Career Readiness, Life Literacies, and Key Skills
	6.1.8 (A.1a-A.5b)	8.1.5.A.1	9.1.5.EG.1
	6.3.8 (A.1 – A.3)	8.1.5.D.1	9.1.5.EG.2
	6.1.8.A.3.a	8.1.5.D.3	9.1.5.EG.3
	6.1.8.A.3.b	8.1.5.E.1	9.1.5. EG.4
	6.1.8.A.3.g	8.2.5.D.3	9.1.5. EG.5
	6.2.8.A.3.b		9.1.5.PB.2
	6.2.8.A.3.d		9.2.5.CAP.1
	6.1.8.D.4.b		9.2.5.CAP.2
	6.1.8.D.5.d		9.2.5.CAP.3
			9.2.5.CAP.4
			9.2.5.CAP.5
			9.2.5.CAP.6
			9.2.5.CAP.7
			9.2.5.CAP.8
			9.4.5.CI.4
			9.4.5.CT.2
			9.4.5.CT.4
			9.4.5.GCA.1
			9.4.5.IML.4
			9.4.5.IML.5

ENDURING UNDERSTANDINGS: *(Students will understand that . . .)*

- Students will understand why people form governments to establish order, provide security, and accomplish common goals.
- Students will understand how rights and responsibilities are determined by specific roles within various groups, including family, peer group, class, school, state, and country.
- Students will understand that disabilities are a manifestation of global diversity and that we should commit to the fundamental principles of dignity and equality for all human beings.
- Students will understand perceptions of disabilities and how they affect people's attitudes and beliefs have changed over time
- Students will understand that non-inclusive, intolerant systems, beliefs and behaviors toward people with disabilities have existed throughout United States history and can be developed through understanding, advocacy and inclusivity.
- Students will understand that accurate language helps us understand and support people in our communities.
- Students will understand that people have struggled to be accepted, supported, and celebrated in certain communities throughout history based on their LGBTQ+ status.
- Students will understand that community support of individuals includes historical recognition, public acknowledgement, and legal protections.
- Students will understand that all people have intersecting identities based on membership in multiple communities and affinity groups.
- Students will understand that every person has a right to basic fundamental rights, but some people have had to fight and protest for those rights (example: civil rights, LGBTQ+ rights, women's rights) and must continue to do so.

ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*

- Why did the colonies want to separate from Great Britain?
- What were the major events of the American Revolution?
- Why do we have a Republic and how is it organized?
- How have individuals with disabilities contributed to the society we live in today?
- How have Congress, politics, and legal documents restricted individuals with disabilities ability to contribute to society?
- How has the history of individuals with disabilities evolved throughout time?
- How has the perception of individuals with disabilities changed throughout time as evidenced by laws?
- How do the fundamental principles of the United States Constitution empower or oppress individuals with disabilities?
- What are different aspects of a person's identity?
- What is the relationship between identity and community?
- What does it mean to have a shared identity? How can people have commonalities and differences in the same community?
- How have communities excluded individuals based on their identities? What is the impact of that exclusion?
- How can you show support and appreciation for an identity group to which you are not a part of? Why is it important to do so?

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)*

- Students will read selected texts, books, etc associated with people who fought for freedom and relate the issues to the study of history.
- Students will write an explanation of how the French and Indians caused the Revolution.
- Students will create timeline of George Washington's life, causes of the Revolution, Battles of the War.
- Students will research a character that they have read about (in one of the preselected readings or with one of the stories being read in their ELA class that is associated to this unit of study), dress in costume and present his or her life to an audience.
- Students will draw a map that features the important places in the character's life.
- Students will reenact significant events through a reader's theatre (i.e. Boston Tea Party, Boston Massacre, Paul Revere's ride).
- Students will write an argument between a loyalist and an American Patriot about their allegiance.
- Students will describe the posers of each branch of government, choosing the one that they feel is most powerful even though there is a system of checks and balances.
- Students will create a chart that shows the system of checks and balances in home and school. The chart will be created using computer software.
- Students will conduct mock school meetings to create school rules.
- Students will list the rights and responsibilities a person should have in a school setting.
- Students will develop a class newspaper and will write an editorial explaining your top ten rights and responsibilities.
- Students will re-create situations that have motivated Supreme Court decisions based off of research they will conduct using the internet and present it with posters or with a Power Point presentation.
- Students will analyze the Boston Tea Party as an economic conflict and will write an essay describing their analysis and drawing their own conclusions.
- Students will create a domino model that demonstrates cause and effect relationships.
- Students will analyze the phrase "All Men are Created Equal" and how the interpretation of this has evolved in history to include persons with disabilities.
- Students will participate in a debate defending or opposing the effectiveness of the constitution in creating an inclusive society for persons with disabilities.
- Students will participate in biography & interview projects centering on personal identity, community interactions, rights, safety, and day-to-day life.
- Students will create and analyze timelines associated with human rights in the U.S. for LGBTQ+ people.

OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, and journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)*

***Benchmarks will be given at the beginning and end of each unit.**

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Use of Technological Software i.e. Google Earth, PowerPoint presentation
Charts
Internet research

Tests/Quizzes
Writing Journals
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WebQuests
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Interactive educational
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Projects

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Informational Texts/Read Alouds

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STAGE 3: LEARNING PLAN

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O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*

- Students will develop a chronological understanding of the war.
- Students will use a variety of primary and secondary sources to understand the Revolution.
- Students will develop an understanding of the American Revolution and recognize the cause and effect relationships and multiple causation.
- Students will identify reasons for change.
- Students will recognize the significance of important symbols, songs, and written passages.
- Students will recognize the basic purpose of the democratic governments.
- Students will understand that the Constitution of the United States establishes a government in which powers are shared among different levels and branches.
- Students will understand that, in a democratic society, citizens have rights and responsibilities.
- Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- Students will explore the rights and responsibilities in real life situations.
- Students will examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for people with disabilities during this time period.
- Students will identify core ideals of the Declaration of Independence and the Constitution that apply to the history of people with disabilities.
- Students will demonstrate knowledge of how the disability rights movement has impacted American culture, government, and education.
- Students will analyze the meaning of “All Men are Created Equal” and how it has evolved throughout American history.
- Students will identify groups they belong to and show appreciation for groups they don’t belong to.
- Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
- Students will correctly and respectfully use language to refer to members of the LGBTQ+ community
- Students will create timelines that show advancements in civil rights for LGBTQ+ people of all races, religions, ages, abilities, etc.
- Students will read, analyze, and create biographies of LGBTQ+ people that describe their identity development, community memberships, challenges faced within their communities, and current day-to-day life in the current cultural climate.

CROSS-CURRICULAR / DIFFERENTIATION: *(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skillstechnology) learning activities are included in this unit that will help achieve the desired results?)*
(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)

*Differentiated Instruction that will be used for ELL, Sp.Ed./504, G&T, and At-Risk students is the level of work expected from these students, ability grouping, resources used at appropriate instructional levels for these groups, multi sensory instruction and project based learning.

English Language Arts
(RI.5.1, RI.5.7, W.5.2.B)

- Reading program integrates non-fiction texts
- Conduct to complete projects on cultures
- Students will be writing about topics such as the Boston Tea Party, the Boston Massacre, Paul Revere's Ride, and more

Science
(5-ESS3-1)

- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

<u>Special Education/504</u>	<u>At-Risk Students</u>	<u>English Language Learners</u>	<u>Gifted and Talented Students</u>
Movement breaks One-on-one assistance Following the Students' IEP/504 plan Reading assistance Modified assessments Oral directions Shortened Assignments Differentiated assignments Prioritize tasks Shortened Oral Assignments Use of a ruler (Map making) Modified Timelines Character choice for reenactments	Peer tutoring Extended time Long term assignments should be broken into smaller, manageable tasks Expectations explained clearly Extra credit assignments Use of a ruler Prioritize tasks for projects Work in small groups with peers	Graphic organizers: use of pictures, visuals and gestures Peer tutoring Special projects Reading assistance Group work Rephrasing of questions and directions Extended time Shortened tests and assignments Preferential seating Word Wall Shortened Oral Presentations Modified written arguments/essays	Differentiated assignments Tutor peers Provide above grade level texts Unit appropriate project Presentations Written reports Other hands on projects that the students choose Enrichment worksheets Present Loyalist vs. Patriot to class Run Mock School Meetings Chief of "Class Newspaper"

UNIT 4: Westward Expansion and Industrialism

STAGE 1: DESIRED RESULTS

What will students understand as a result of the unit? What are the BIG ideas?

NJSLs	Social Studies	Technology	Career Readiness, Life Literacies, and Key Skills
	6.1.8 (A.1-A.6) 6.3.8 (A.1 – A.5, A.7) 6.1.8 (A.4.a-c , B.4.a-b, C.4.a-c) 6.3.8.B.1	8.1.5.A.1 8.1.5.D.1 8.1.5.D.3 8.1.5.E.1 8.2.5.D.3	9.1.5.EG.1 9.1.5.EG.2 9.1.5.EG.3 9.1.5. EG.4 9.1.5. EG.5 9.1.5.PB.2 9.2.5.CAP.1 9.2.5.CAP.2 9.2.5.CAP.3 9.2.5.CAP.4 9.2.5.CAP.5 9.2.5.CAP.6 9.2.5.CAP.7 9.2.5.CAP.8 9.4.5.CI.4 9.4.5.CT.2 9.4.5.CT.4 9.4.5.GCA.1 9.4.5.IML.4 9.4.5.IML.5 9.1.5.EG.1 9.1.5.EG.2 9.1.5.EG.3 9.1.5. EG.4 9.1.5. EG.5 9.1.5.PB.2

			9.2.5.CAP.1 9.2.5.CAP.2 9.2.5.CAP.3 9.2.5.CAP.4 9.2.5.CAP.5 9.2.5.CAP.6 9.2.5.CAP.7 9.2.5.CAP.8 9.4.5.CI.4 9.4.5.CT.2 9.4.5.CT.4 9.4.5.GCA.1 9.4.5.IML.4 9.4.5.IML.5
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ENDURING UNDERSTANDINGS: *(Students will understand that . . .)*

- Students will understand how different cultures address human needs in similar and different ways.
- Students will understand that as cultures emerge and develop, conflict and competition may occur.
- Students will understand that compromise and cooperation are tools for social interaction.
- Students will understand that examining where things are, how they are arranged, and why they are in particular locations can identify the patterns on Earth's surface.
- Students will understand how human actions modify the physical environment , and in turn, the physical environment limits or promotes human activities.

ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*

- Why did people move west?
- What inventions created change in the United States?
- What conflicts arose and how were they resolved?
- How did American life change during this era?
- How have Western differences involving political, economic and social issues related to individuals with disabilities impacted the development and contributions of said community?

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)*

- Students will trace on a map, routes that people would take when moving west.
- Students will draw a map of the Louisiana Purchase and trace the trail of Lewis and Clark.
- In addition, students can play an interactive game learning about the expedition of Lewis and Clark. (<http://www.nationalgeographic.com/west/>)
- Students will simulate a journal entry for one of the characters on the Lewis and Clark trail.
- Students will role-play the different roles of the people during the Gold Rush (merchants, doctors, miners).
- Students will make a list of supplies your family would need to travel west.
- Students will play Oregon Trail on the computer.
- Students will make a timeline showing when and why various ethnic groups came to the U.S.
- Read Lyddie by Katherine Patterson and discuss as a class.
- Students will write an eyewitness account of the burning of Washington during the War of 1812.
- Students will select the most significant invention studied and justify your choice.
- Students will describe the changes in American agriculture from usage to cash crops.
- Students will create a map showing transportation routes of the 1800s. (using Kid Pix or a suitable software program).
- Students will compare and contrast the work/life of a farm kid to a factory kid by using either Powerpoint/Google Slides or making a video using youtube.

OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, and journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)*

***Benchmarks will be given at the beginning and end of each unit.**

Reports	Tests/Quizzes
Rubrics	Writing Journals
Supplemental Materials	Various Pictures Books
Oral Presentations	WebQuests
Internet research	Games
Use of Technological Software i.e. Google Earth, PowerPoint presentation	Interactive educational
Charts	Informational Texts

RESOURCES:[Studies Weekly](#)[BrainPOP Jr. / BrainPOP](#)http://www.educationworld.com/a_tech/tech/tech011.shtml<http://webquest.org/index-create.php>

Teacher created materials and teacher supplied library books.

Technology

Informational Texts/Read Alouds

Internet

Books related to the topic (library)

YouTube Videos

STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*

- Students will develop a chronological understanding and recognize cause and effect relationships.
- Students will change over time and identify reasons for change.
- Students will develop mental maps of the United States during westward expansion.
- Students will examine how the history of the United States was influenced by its physical environment.

- Students will understand human settlement patterns in the United States and how they were related to the physical environment.
- Students will understand how people have used technology to modify the environment to meet their needs.

CROSS-CURRICULAR / DIFFERENTIATION: *(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skillstechnology) learning activities are included in this unit that will help achieve the desired results?)*
(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)

*Differentiated Instruction that will be used for ELL, Sp.Ed./504, G&T, and At-Risk students is the level of work expected from these students, ability grouping, resources used at appropriate instructional levels for these groups, multi sensory instruction and project based learning.

English Language Arts
(RI.5.1, RI.5.7, W.5.2.B)

- Reading program integrates non-fiction texts
- Conduct research to complete projects on industrialism
- Students will be writing about topics such as the Oregon Trail, The War of 1812, and the Gold Rush.

Science
(5-ESS3-1)

- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

<u>Special Education/504</u>	<u>At-Risk Students</u>	<u>English Language Learners</u>	<u>Gifted and Talented Students</u>
Movement breaks One-on-one assistance Following the Students' IEP/504 plan Reading assistance Modified assessments Oral directions Shortened Assignments Differentiated assignments	Peer tutoring Extended time Long term assignments should be broken into smaller, manageable tasks Expectations explained clearly Extra credit assignments Work in small groups Use of a ruler	Graphic organizers: use of pictures, visuals and gestures Peer tutoring Special projects Reading assistance Group work Rephrasing of questions and directions	Differentiated assignments Tutor peers Provide above grade level texts Unit appropriate project Presentations Written reports Other hands on projects that the

Prioritize tasks Modified Maps Use of a ruler Shortened Journal Entries Map Outlines (For Creation)	Modified Timelines	Extended time Shortened tests and assignments Preferential seating Word Walls Use of a ruler Modified Journal Entries	students choose Enrichment worksheets Higher level map making Assist peers with presentations Present Farm vs. Factory Kids Project to classmates
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UNIT 5: Civil War
March - May- 8 weeks

STAGE 1: DESIRED RESULTS

What will students understand as a result of the unit? What are the BIG ideas?

NJSLS	Social Studies	Technology	Career Readiness, Life Literacies, and Key Skills
	6.1.8 (A.1-A.6)	8.1.5.A.1	9.1.5.EG.1
	6.3.8 (A.1 – A.5, A.7)	8.1.5.D.1	9.1.5.EG.2
	6.1.8 (A.4.a-c , B.4.a-b, C.4.a-c)	8.1.5.D.3	9.1.5.EG.3
		8.1.5.E.1	9.1.5. EG.4
		8.2.5.D.3	9.1.5. EG.5
			9.1.5.FP.1
			9.1.5.FP.2
			9.1.5.PB.2
			9.2.5.CAP.1
			9.2.5.CAP.2
			9.2.5.CAP.3
			9.2.5.CAP.4
			9.2.5.CAP.5
			9.2.5.CAP.6
			9.2.5.CAP.7

			9.2.5.CAP.8 9.4.5.CI.4 9.4.5.CT.2 9.4.5.CT.4 9.4.5.GCA.1 9.4.5.IML.4 9.4.5.IML.5
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ENDURING UNDERSTANDINGS: *(Students will understand that . . .)*

- Students will understand how all cultures developed institutions, customs, beliefs, and holidays that are reflective of their unique histories and situations.
- Students will understand that as cultures emerge and develop, conflict and competition may occur.
- Students will understand how compromise and cooperation are inherent characteristics of social interaction.
- Students will understand how mental maps are used to visualize where things are and how they are arranged.
- Students will understand that every place is unique and can be described by its human and physical characteristics.

ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*

- How did the war change America?
- What was the cause and effect relationship of various events?
- How was geography a cause of the war and how was the war affected by geography?
- How did cultural differences impact the war?

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)*

- Students will create a timeline of significant slavery related events prior to the Civil War.
- Students will choose an aspect of this period (i.e. slavery, differences between North and south) and write a portfolio piece detailing various perspectives. Students could also engage in a debate on the same issues.

- Students will create a poster that shows slaves' contributions to American culture.
- Students will select a person involved in slavery and create a dramatic oral presentation to give to the class. Students could dress in character.
- Students will plot the location of major battles on a U.S. map.
- Students will research a major battle, detail troop movements during the battle, and determine the reasons a side won the battle. Students will present their findings using a Powerpoint presentation.
- Students will create a bulletin board or poster that shows advantages for each side in the Civil War.
- Students will select a time in history when the government compromised in an effort to resolve slavery. Students will evaluate the compromise and will describe the reasons why the compromise was selected and why it did not work. Students will suggest a different compromise that might have worked better.
- Students will work in small groups and evaluate how America would be different had the South won the war. Present the group vision of America in the current year based on this evaluation. Include in this evaluation trade alliances, economic considerations, and how each side would have reacted to significant events in the 21st century.
- Students will compile a notebook of songs from this time period and if possible download the music to iTunes. Students will explain how each song contained an important message for a certain group of people. Students will also find songs of today that contain similar messages.
- Students will create brochures for facilities and hospitals for persons with disabilities and wounded veterans throughout history.

OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, and journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)*

***Benchmarks will be given at the beginning and end of each unit.**

Reports	Tests/Quizzes
Rubrics	Writing Journals
Supplemental Materials	Various Pictures Books
Oral Presentations	WebQuests
Internet research	Games
Use of Technological Software i.e. Google Earth, PowerPoint presentation	Interactive educational
Charts	Informational Texts
Internet research	Projects

RESOURCES:

[Studies Weekly](#)

[BrainPOP Jr.](#) / [BrainPOP](#)

http://www.educationworld.com/a_tech/tech/tech011.shtml
<http://webquest.org/index-create.php>

Teacher created materials and teacher supplied library books.
Technology

Informational Texts/Read Alouds
Internet
Books related to the topic (library)
YouTube Videos

STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*

- Students will develop a chronological understanding of the history of the United States and recognize cause and effect relationships and multiple causation.
- Students will examine historical contributions of individuals or groups.
- Students will recognize the significance of important symbols in the history of the U.S.
- Students will use a variety of tools to obtain and present geographic information.
- Students will examine how its physical environment influenced the history of the U.S. .
- Students will understand how technology was used to modify the environment to meet needs.
- Students will explore the rights and responsibilities of citizens in real-life situations.
- Students will understand how culture in the U.S. has been influenced by behaviors of diverse groups.
- Students will recognize social institutions and their impact in the history of the U.S.
- Students will analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution for individuals with disabilities.
- Students will compare and contrast the rights and responsibilities of free men, women, slaves, individuals with disabilities, and foreigners in the

political, economic, and social structures of classical civilizations.

- Students will discuss options for wounded soldiers Post-Civil war, both physical and mental.
- Students will describe how the mass amounts of wounded soldiers after the Battle of Antietam in 1862 inspired the creation of The American Red Cross in 1881.

CROSS-CURRICULAR / DIFFERENTIATION: *(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skillstechnology) learning activities are included in this unit that will help achieve the desired results?)*
(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)

*Differentiated Instruction that will be used for ELL, Sp.Ed./504, G&T, and At-Risk students is the level of work expected from these students, ability grouping, resources used at appropriate instructional levels for these groups, multi sensory instruction and project based learning.

English Language Arts

(RI.5.1, RI.5.7, W.5.2.B)

- Reading program integrates non-fiction texts
- Conduct research and complete projects on the Civil War
- Students will be writing about topics such as the events that lead up to and occurred during and after the Civil War

<u>Special Education/504</u>	<u>At Risk Students</u>	<u>English Language Learners</u>	<u>Gifted and Talented Students</u>
Movement breaks One-on-one assistance Following the Students' IEP/504 plan Reading assistance Modified assessments Oral directions Shortened Assignments Differentiated assignments Prioritize tasks Modified Timeline	Peer tutoring Extended time Long term assignments should be broken into smaller, manageable tasks Expectations explained clearly Extra credit assignments Assistance with posters & presentations Use of additional maps	Graphic organizers: use of pictures, visuals and gestures Peer tutoring Special projects Reading assistance Group work Rephrasing of questions and directions Extended time Shortened tests and assignments	Differentiated assignments Tutor peers Provide above grade level texts Unit appropriate project Presentations Written reports Other hands on projects that the students choose Enrichment worksheets

Assistance with Posters/Powerpoint presentations Use of headphones Use of iPads/Chromebooks		Preferential seating Work in small groups for presentations Assistance with lyrics of songs	Create classroom Bulletin Board about Civil War
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UNIT 6: The 20th & 21st Century

June- 3 weeks

STAGE 1: DESIRED RESULTS

What will students understand as a result of the unit? What are the BIG ideas?

NJSLS	Social Studies	Technology	Career Readiness, Life Literacies, and Key Skills
	6.3.8 (A.1 – A.5, A.7) 6.1.8.D.4.a-c	8.1.5.A.1 8.1.5.D.1 8.1.5.D.3 8.1.5.E.1 8.2.5.D.3	9.1.5.CR.1 9.1.5.CP.1 9.1.5.EG.1 9.1.5.EG.2 9.1.5.EG.3 9.1.5. EG.4 9.1.5. EG.5 9.1.5.FI.1 9.1.5.FP.1 9.1.5.FP.2 9.1.5.FP.3 9.1.5.FP.4 9.1.5.FP.5 9.1.5.PB.1 9.1.5.PB.2 9.1.5.RMI.1 9.1.5.RMI.2 9.4.5.CI.1 9.4.5.CI.2 9.4.5.CI.3 9.4.5.CT.1

			9.4.5.CT.2 9.4.5.CT.3 9.4.5.CT.4 9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.4 9.4.5.DC.5 9.4.5.DC.6 9.4.5.GCA.1 9.4.5.IML.1 9.4.5.IML.2 9.4.5.IML.3 9.4.5.IML.4 9.4.5.IML.5 9.4.5.IML.6 9.4.5.IML.7 9.4.5.TL.1 9.4.5.TL.2 9.4.5.TL.3 9.4.5.TL.4 9.4.5.TL.5
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ENDURING UNDERSTANDINGS: *(Students will understand that . . .)*

- Students will understand that in order for a democratic government to function citizens must play an active role.
- Students will understand major historical events that occurred in the 20th and 21st century that changed the World.
- Students will understand that many laws, events, and people have shaped the development of the disability rights movement

ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*

- What role has economics played in America's decisions regarding world events?
- How does geography impact America's political decisions?
- How have past events led to recent events?
- How has America's culture changed in the 20th century as a result of immigration?

- How has America been affected by the historical events (i.e. 9/11, the war in Afghanistan and Iraq, etc,) and advancements made in the 21st century?

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)*

- Students will analyze the Persian Gulf War and World War II as economic wars. Students will write results of research for a portfolio piece.
- Students will evaluate how World War II was caused by World War I. Students will show findings by creating a flow chart.
- Students will interview someone who lived through the Great Depression and find out how it influenced economic decisions they make today. Students will report these findings in an oral report.
- Students will interview someone who lived through the Great Depression and create poster-showing sacrifices they had to make on one side of the poster. On the other side of the poster show contrasting luxuries we have today.
- Students will choose an issue that is important to them and volunteer to work with an organization that deals with that issue. Students will write a letter to the editor of a newspaper and detail why this issue is important to America. Include suggestions to help solve the problem.
- Students will live for a week making sacrifices that were made by people during the Depression. Write their impressions each day in a journal.
- Students will research how each Supreme Court judge voted on a current issue (i.e. Abortion, death penalty, disability rights). Show findings in a visual chart.
- Students will research population trends in America for the 20th and 21st century. Students will show their findings by creating a pie chart using Excel. Make sure there are at least 2 time periods in history shown so the contrast can be demonstrated.
- Students will create a model of the 20th and 21st century inventions that they feel have most affected the world.
- Students will listen to either tapes or YouTube of great speeches made during the 20th and 21st century.
- Students will create a timeline of significant events in: Civil Rights, Women's Rights, Disability Rights Movement, segregation, etc.
- Students will compare and contrast the language in two critical pieces of federal legislation, Civil Rights Act and ADA.
- Create a presentation about a person with a disability that has made a social, economic, or political contribution to society.

OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, and journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)*

***Benchmarks will be given at the beginning and end of each unit.**

Reports
Rubrics

Tests/Quizzes
Writing Journals

Supplemental Materials

Oral Presentations

Internet research

Use of Technological Software i.e. Google Earth, PowerPoint presentation

Charts

Internet research

Various Pictures Books

WebQuests

Games

Interactive educational

Informational Texts

Projects

RESOURCES:

[Studies Weekly](#)

[BrainPOP Jr. / BrainPOP](#)

http://www.educationworld.com/a_tech/tech/tech011.shtml

<http://webquest.org/index-create.php>

Teacher created materials and teacher supplied library books.

Technology

Informational Texts/Read Alouds

Internet

Books related to the topic (library)

YouTube Videos

STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

*WHERE TO

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*

- Students will explore the interpretive nature of the history of the U.S. using a variety of tools.
- Students will develop a chronological understanding of the history of the U.S. and recognize cause and effect relationships and multiple causation.

- Students will trace change over time in the history of the U.S. and identify reasons for change.
- Students will examine the historical contributions of individuals and groups.
- Students will understand human settlement patterns in the U.S and how they were related to the physical environment.
- Students will recognize the impact of economic factors on decisions made by governments.
- Students will understand how culture in the U.S. has been influenced by diverse groups.
- Students will recognize the social institutions and their impact in the history of the U.S.
- Students will examine social interactions among diverse groups in the history of the U.S.
- Students will recognize the causes and effects of prejudice on individuals with disabilities.
- Students will recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Students will identify political, economic, and social contributions of individuals with disabilities throughout history.
- Students will compare and contrast the actions or inactions of the United States Government that have positively or negatively impacted individuals with disabilities.

CROSS-CURRICULAR / DIFFERENTIATION: *(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skillstechnology) learning activities are included in this unit that will help achieve the desired results?)*
(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)

*Differentiated Instruction that will be used for ELL, Sp.Ed./504, G&T, and At-Risk students is the level of work expected from these students, ability grouping, resources used at appropriate instructional levels for these groups, multi sensory instruction and project based learning.

English Language Arts
(RI.5.1, RI.5.7, W.5.2.B)

- Reading program integrates non-fiction texts
- Students will be writing about topics such as the events that lead up to and occurred during and after the 20th-21st Centuries

Science
(5-ESS3-1)

- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

<u>Special Education/504</u> Movement breaks One-on-one assistance Following the Students' IEP/504 plan Reading assistance Modified assessments Oral directions Shortened Assignments Differentiated assignments Prioritize tasks Shortened speeches Use of iPad/Chromebook Modified Timelines Shortened Interview Questions Shortened Oral Presentations	<u>At-Risk Students</u> Peer tutoring Extended time Long term assignments should be broken into smaller, manageable tasks Expectations explained clearly Extra credit assignments Work in small groups Assistance with timelines Assistance with Oral Presentations and Projects	<u>English Language Learners</u> Graphic organizers: use of pictures, visuals and gestures Peer tutoring Special projects Reading assistance Group work Rephrasing of questions and directions Extended time Shortened tests and assignments Preferential seating Assistance with Oral Presentations Work with a peer to analyze speeches	<u>Gifted and Talented Students</u> Differentiated assignments Tutor peers Provide above grade level texts Unit appropriate project Presentations Written reports Other hands on projects that the students choose Enrichment worksheets Present Model to classmates Include projects in "class newspaper" Chief of "Class Newspaper"
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