

Grade Five

Course: Grade 5 Social Studies
Unit of Study: Unit I -Three Worlds Meet

Grade: 5

Time Frame: September -October (8 weeks)

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSL- Social Studies	Indicator
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems and family structures among African, European and Native American groups.
6.1.8.B.1.a.	Describe migration and settlement patterns of Native American Groups and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.C.1.b	Explain why individuals in societies trade, how trade functions and the role of trade during this period.
6.1.8.D.1.a	Compare and contrast gender roles, religion, values,cultural practices and political systems of Native American groups.
6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.1.8.D.1.c	Evaluate the impact of the Columbian Exchange on ecology, agriculture and culture from different perspectives.
NJSL-Technology	Indicator

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.D.1	Understand the need and use of copyrights.
8.1.5.D.2	Analyze the resource citations in online materials for proper use.
8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
8.2.5.A.1	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.2.5.D.1	Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem and identify constraints and trade-offs to be considered.
8.2.5.D.6	Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.
NJSLS- 21st Century Life and Career	Indicator

9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1)
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

MEANING

Enduring Understandings

Students will understand that...

- Cultural differences and competition for land led to conflicts among different groups of people.
- Native Americans established successful cultures in North America. ● All cultures are unique, but can have similarities
- European countries had many reasons to send explorers to new lands ● Exploration has had a profound effect on world history.
- Technological innovation has revolutionized life throughout the ages.
- Europeans came to North America for land, resources, and power.

Il Questions

will keep considering...

Students

- How did exploration of North America transform human history? How do different Native American cultures express their own values and traditions?
- What caused the Age of Exploration?
- Why is the Age of Exploration considered a turning point in history? How are geographic tools used to understand and navigate regions of the world? (e.g. maps, atlases, compass, global positioning systems)

ACQUISITION

<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to identify locations on a map and use of scale, compass, and map key. ● Native American migration patterns and how it affected the settlement of the United States. ● African, European, and Native interactions during the settlement of the United States ● Early exploration was motivated by the desire to gain wealth, spread Christianity, and expand empires. 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Use scale, compass, and a map key to identify locations on a map ● Discuss and write about their knowledge of the Native American cultures and the lack of recognition they are typically given for being as advanced as they were, both socially and culturally. ● Identify the countries and people who played an important role in European Exploration. ● Identify the cultural influences in the Early Colonies and Thirteen Colonies.
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<ul style="list-style-type: none"> ● Understand land and water routes of explorers and the impact of their expeditions upon the Native Americans and the European country that sponsored them. ● How the Columbian Exchange affected the beginnings of trade and its impact on slavery. ● Types of technology that impacted European exploration. 	<ul style="list-style-type: none"> ● Graph the land and sea exploration routes of groups that influenced American culture. ● Identify the extent of the inequity between cultures and groups when they come together. ● Identify the importance of technological innovation on bridging the divide between countries and continents.
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STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p>Formative:</p> <ul style="list-style-type: none"> ● Strategic questioning and answers through verbal or written communication ● Use of interactive boards ● Student interaction/learning groups/turn and talk ● Foldables/posters/timelines/map activities ● Compare/Contrast graphic organizers ● Design flashcards ● Teacher observations <p>Summative</p> <ul style="list-style-type: none"> ● Vocabulary Quizzes ● Exit Tickets ● End of unit test 	<p>Alternative</p> <ul style="list-style-type: none"> ● Simulations ● Portfolio/folders/notebooks ● Self-Assessments <p>Benchmark:</p> <ul style="list-style-type: none"> ● LinkIT ● Reading Inventories
<p>STAGE 3: Learning Plan (Key Learning Events and Instruction)</p>	
<p>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</p> <ul style="list-style-type: none"> ● Native American homes <ul style="list-style-type: none"> ○ Create homes from different Native American regions ● Native American tribal research ● Present findings to younger grades ● Research an explorer <ul style="list-style-type: none"> ○ Explorer Flipbooks ○ Trading Cards 	<p>Integrated Accommodations and Modifications</p> <p>ELL</p> <ul style="list-style-type: none"> ● Graphic organizer in both languages ● Work in small groups with extra help to interpret discussion ● Display world map and highlight early countries ● Use pictures with words in both languages ● Use a bilingual picture dictionary ● Work in small group to create a slide presentation Tiered ● Vocabulary- Concepts in primary language <p>Special Education (See IEP for specific modifications to content)</p>

○ Google Slideshows

- Display world map and highlight routes of travel
- Color code the route
- Create a Native American region map
- Design regional homes
- Work with a partner to fill in detailed graphic organizers
- Use text to speech technology when writing
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing> **504**
(See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavior, Presentation, Evaluation)	Specific Procedures used in instruction
Graphic organizers to identify similarities and differences in Native American homes and tribal customs & traditions	Presentation	Use a variety of graphic organizers

- Graphic organizers to identify similarities and differences in Native American homes and tribal customs & traditions
- Make flashcards with region and tribe
- Create a T-chart with a partner
- Display a World Map from the era
- Cut out pictures and paste into a documents to cite evidence
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing> **Students At Risk for Failure**
- Display map of the World
- Have students choose a graphic organizer that allows them to focus on comparing and contrasting two or three regional tribes
- Create a slideshow to illustrate knowledge learned
- Use pictures with labels for vocabulary
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures Have students work in small groups

	and expand the question so that it applies to leaders and nations: What are three things explorers took into consideration when leaving their country
Written Products: Write a narrative story incorporating tribal traditions and customs.	Problem Solving Strategies Choose an invention that would have helped an explorer if it was available at that time
Spoken Products:	Values
Constructed Products:	Appreciations
Artistic Performances:	Self-Actualization
Leadership Behaviors	

- Write a narrative story incorporating tribal traditions and customs.
- Create a map of regional tribes and illustrate similarities and differences
- Have students work in small groups and expand the question so that it applies to leaders and nations: What are three things explorers took into consideration when leaving their country
- Choose an invention that would have helped an explorer if it was available at that time Tiered Vocabulary - concrete to abstract examples

Interdisciplinary Connections Career Education- Research the funding and supplies that were needed in order to	Technology Integration Google Classroom Google Slides	21st Century Life and Career Communicate clearly and effectively with reason	Resources <ul style="list-style-type: none"> • Online resources • Discovery Education • Scholastic New • Google classroom • https://www.discoveryeducation.com/
<p>lead an expedition. Write a proposal to begin an expedition to the New World.</p> <p>Health/PE- Discuss the spread of disease as a result of the cultural clash between the people of the Americas and the Europeans.</p> <p>English Language Arts/Literacy- Research & write an essay discussing the motives for becoming an explorer. Which motives do you believe were the most important? Why?</p> <p>Math- Estimate, then calculate, the distance of a specific explorer’s voyage to America. Compare the distances and time traveled of different explorers.</p> <p>Science- Construct a model of a dwelling appropriate to the climate and environment of one of the Native American societies studied.</p> <p>Technology-Use computers to create mock web pages on different Native American groups.</p> <p>Cross-Curricular Research- Research the various Native American civilizations to gain a better understanding of the differences between the many different groups inhabiting the Americas before European contact.</p>	<p>Kahoot Ducksters You Tube Google Earth</p>	<p>Employ valid and reliable research strategies in preparation for debate</p> <p>Understand that quality of life varies by culture</p>	<p>“The Dear America” Series Discovery Education</p>

Content Specific Vocabulary

compass , maps, astrolabe, Age of Discovery, Thirteen Colonies, Europe, Columbian Exchange, England, Spain, Italy, Dutch, France, Native American vs. Indian culture, tolerance

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where students understand the general concept but need more precision. These words can be demonstrated. Pre-teaching

Tier One	Teacher will determine words based on the need of the student
Tier Two	compass, maps, astrolabe, Age of Discovery, Thirteen Colonies, Europe, Columbian Exchange, England, Spain, Italy, Dutch, France, Native American vs. Indian culture, tolerance
Tier Three	Teacher will determine words based on the need of the student

Course: Grade 5 Social Studies

Grade: 5

Time Frame: November - December

Unit of Study: Unit II -Colonization and Settlement

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSL- Social Studies	Indicator
6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies
6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era
6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
NJSLS-Technology	Indicator

8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.D.2	Analyze the resource citations in online materials for proper use.
NJSLS- 21st Century Life and Career	Indicator
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1)
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems

9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

MEANING

<p>Enduring Understandings <i>Students will understand...</i></p> <ul style="list-style-type: none"> ● The reasons that the settlers came from Europe and the challenges they faced. ● Global trade and cultural exchanges alter the lives of people around the world. ● The differences within the colonial regions and the impact of them on the development of the new nation. 	<p>Essential Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● What motivates people to leave their homeland and what challenges do they face? ● How did American colonization impact the rest of the world? ● How did the differences from region to region within the colonies affect the settlement on the new nation?
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ACQUISITION

<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How the conflicts among European nations affected the settling of the United States. ● Early settlements included Roanoke, Jamestown, and Plymouth ● Native Americans helped Europeans survive in each of the early settlements where colonists faced many hardships. ● The colonial regions were divided into New England, Middle, and Southern Colonies. Geography, climate, and natural resources varied by region making each region unique ● the Triangular Trade linked Europe, West Africa, and the Americas, and would perpetuate the trade of slaves from Africa. ● the Middle Passage was part of Triangular Trade, it is the voyage of slave ships across the Atlantic Ocean from West Africa to the West Indies and the American continents. ● Africans were forced to come to the colonies, were auctioned at public sale as slaves, and faced many terrible hardships. 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● <i>Identifying the various reasons why settlers came to the New World.</i> ● <i>Describe and explain the growth and development of the early American colonies</i> ● <i>Compare and contrast the early English settlements (Roanoke, Jamestown, Plymouth)</i> ● <i>Identify, on a map, the colonies and the countries that colonized them.</i> ● <i>Compare and contrast the colonial regions (New England, Middle, and Southern Colonies)</i> ● <i>Identifying the route, goods, and geographic location of the Triangular Trade Route.</i> ● <i>Analyze the Middle Passage and the hardships faced by West Africans</i>
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STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative

- Strategic questioning and answers through verbal or written communication
- Use of interactive boards
- Student interaction/learning groups/turn and talk
- Foldables/posters/timelines/map activities

Alternative

- Simulations
- Portfolio/folders/notebooks
- Self-Assessment

Benchmark:

- Compare/Contrast Graphic Organizers
- Design flashcards
- Teacher observations

- LinkIT
- Reading Inventories

Summative

- Vocabulary Quizzes
- Exit Tickets
- End of unit test

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

- Colonial Fair (Stillwater)
- Journal Writing - Perspective of a colonist
- Advertisements for individual colony
- Colonial Newspapers
- Design a colonial settlement
- Mapping the colonies

**Integrated Accommodations and Modifications
ELL**

- Use a filled in graphic organizer in both languages
- Work in small groups with extra help to interpret discussion
- Display world map and highlight routes of immigrants
- Use pictures with words in both languages
- Use a bilingual picture dictionary
- Work in small group to write an advertisement
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Audio texts
- Display world map and highlight routes of travel
- Write a comic strip to advertise for an individual colony
- Work with a partner to fill in detailed graphic organizers before writing a newspaper article
- Use text to speech technology when writing
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing> 504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavior, Presentation, Evaluation)	Specific Procedures used in instruction
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Have students identify the challenges colonist faced when they came to America. List their answers on the board. Have students use each challenge in a sentence.

Evaluation

sentences

- Have students identify the challenges immigrants faced when they came to America. List their answers on the board. Have students use each challenge in a sentence.
- Create a T-chart with a partner
- Audio texts
- Use word cards with pictures to identify reasons why people leave
- Display a World Map with routes and dates highlighted
- Cut out pictures and paste into a documents to cite evidence
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing> **Students At Risk for Failure**
- Display map of the regions where the settlers settled
- Graphic organizer that allows them to focus on comparing and contrasting two or three immigrant groups.
- Use partners to write a newspaper article
- Use pictures with labels for vocabulary
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
<p>Knowledge (deepening):</p> <p>Describe the differences from region to region within the colonies affect the settlement on the new nation?</p>	<p>Cognitive Structures</p>

Written Products: Organize and publish the making of a newspaper getting articles from classmates	Problem Solving Strategies
Spoken Products: Debate the place to relocate to a	Values

	<table border="1"> <tr> <td data-bbox="1050 128 1461 289">specific region</td> <td data-bbox="1461 128 2055 289"></td> </tr> <tr> <td data-bbox="1050 289 1461 469">Constructed Products:</td> <td data-bbox="1461 289 2055 469">Appreciations</td> </tr> <tr> <td data-bbox="1050 469 1461 589">Artistic Performances:</td> <td data-bbox="1461 469 2055 589">Self-Actualization</td> </tr> <tr> <td data-bbox="1050 589 1461 771"> Leadership Behaviors Organize and publish the making of a newspaper getting articles from classmates </td> <td data-bbox="1461 589 2055 771"></td> </tr> </table> <ul style="list-style-type: none"> • Describe the differences from region to region within the colonies affect the settlement on the new nation and explain the reasons • Organize and publish the making of a newspaper getting articles from classmates • Make a detailed map using symbols • Debate the place to relocate to a specific region • Tiered Vocabulary - concrete to abstract examples 	specific region		Constructed Products:	Appreciations	Artistic Performances:	Self-Actualization	Leadership Behaviors Organize and publish the making of a newspaper getting articles from classmates	
specific region									
Constructed Products:	Appreciations								
Artistic Performances:	Self-Actualization								
Leadership Behaviors Organize and publish the making of a newspaper getting articles from classmates									

<p>Interdisciplinary Connections</p> <p>Career Education- Research and compare the various occupations in the New England, Middle, and Southern Colonies. Determine what factors led to a need for various occupations in each.</p> <p>Health/PE- Discuss the hardships and diseases that colonist faced during the early years at Jamestown. Compile a list of materials and skills needed to survive and compare them to what the colonists actually had.</p> <p>English Language Arts & Literacy – Examine</p>	<p>Technology Integration</p> <p>Google Classroom Google Slides/Docs www.readworks.org Quizlet</p>	<p>21st Century Life and Career</p> <p>Communicate clearly and effectively with reason</p> <p>Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>Research and compare the various occupations in the New England, Middle, and Southern Colonies. Determine what factors led to a need for various occupations in each</p> <p>Differentiate between financial wants and</p>	<p>Resources</p> <ul style="list-style-type: none"> • Online resources • Discovery Education • Scholastic New • Google classroom • https://www.discoveryeducation.com/
<p>the Mayflower Compact as a literature connection. In groups create a classroom compact based on the concepts used in the Mayflower Compact.</p> <p>Math- Explore the economic importance of triangle trade and the experience of enslaved Africans who were forced to endure the Middle Passage.</p> <p>Science- Research the many inventions that Benjamin Franklin is responsible for and discuss how these inventions impacted life in the colonies to the current day.</p> <p>Music- Play songs from the New England colonial period (sea chanting or whaling songs). Have students discuss how these songs relate to New England’s geography, economy, etc. Students can then create their own song to describe life in the New England Colonies. (Extension: Create songs for life in the Southern and Middle Colonies).</p>		<p>needs</p> <p>Identify common sources of credit</p> <p>Lessons dealing with the formation of the British Colonies</p>	
<p>Content Specific Vocabulary</p> <p>New England, lumber & fur trade, English, French, Dutch, Thirteen Colonies, Colonists, French and Indian War, Ohio Valley , George Washington, debt, taxes, tariffs, St. Lawrence River, import, export, port</p>			

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning

Tier One	Teacher will determine words based on the need of the student
Tier Two	New England, lumber & fur trade, English, French, Dutch, Thirteen Colonies, Colonists, French and Indian War, Ohio Valley , George Washington, debt, taxes, tariffs, St. Lawrence River, import, export, port
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies

Grade: 5

Time Frame: January - February (8 weeks)

Unit of Study: Unit III- Revolution and the New Nation

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS- Social Studies

Indicator

6.1.8.A.3.a

Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time

6.1.8.B.3.a

Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.B.3.c

Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

6.1.8.C.3.a

Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

6.1.8.C.3.c

Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American
	Revolution.
6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
NJSLS-Technology	Indicator
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.D.1	Understand the need for and use of copyrights
8.1.5.D.2	Analyze the resource citations in online materials for proper use.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.2.5.D.6	Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.
NJSLS- 21st Century Life and Career	Indicator

9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1)
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

MEANING

Enduring Understandings

Students will understand that...

- Ideas cause change
- Conflicts can stem from multiple causes and can have multiple results.
- The American Revolution was one of, if not the single most important event in the history of the nation
- The original document of our nation declares the reasons for independence and provides organization and structure for the government.

Essential Questions

Students will keep considering...

- How does conflict create change?
- What factors contributed to the growing desire for independence from Great Britain?
- What impact did the American Revolution have on the history of the nation?
- How did the role of the founding document play in the formation of the government?

ACQUISITION

Knowledge

Students will know...

- The causes of the French and Indian War and how outcome of the war affected the boundaries of the United States.
- The events that led up to the Revolutionary War including: the Boston Massacre, Stamp Act, the Boston Tea Party and the Intolerable Acts. ● How and why the Declaration of Independence was drafted in 1776.
- The important people of the Revolution including: Paul Revere, Ben Franklin, John Hancock, Samuel Adams, Crispus Attucks, Thomas Jefferson, Thomas Paine, Betsy Ross, Marquis de Lafayette and Baron Von Steuben.
- The major battles of the Revolution including: Lexington and Concord, Bunker Hill, Trenton, Saratoga, Yorktown and Princeton.
- How the Articles of Confederation was the first attempt at governing the young nation, and problems associated with it.
- The original Founding Fathers and their roles in developing the new nation.
- The Constitution is the foundation of American government.

Skills

Students will be able to...

- Identify the French & Indian War as a key cause of the American Revolution.
- Describe the factors that led to the American Revolution.
- Identify and describe the impact of major battles of the American Revolution. (i.e. Lexington & Concord, Bunker Hill, Yorktown)
- Identify historical figures and explain their impact on the American Revolution.
- Study the content of the Articles of Confederation and identify key concepts that caused it to fail.
- Study the Declaration of Independence, the Constitution, including the Bill of Rights and be able to identify key principles that became the foundation of our government.

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative

- Strategic questioning and answers through verbal or written communication
- Use of interactive boards
- Student interaction/learning groups/turn and talk
- Foldables/posters/timelines/map activities
- Compare/Contrast graphic organizers
- Design flashcards
- Teacher observations

Summative

- Vocabulary Quizzes - content specific vocabulary

Alternative

- Simulations
- Portfolio/folders/notebooks
- Self-Assessment

Benchmark:

- LinkIT
- Reading Inventories

- Exit Tickets at the end of each lesson
- End of unit test - Revolution and the New Nation

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

- ABCs of the American Revolution
- Timelines of the battles of the Revolutionary War
- Pizza Boxes Revolutionary War board games
- Research Projects on different key players of the American Revolution

Integrated Accommodations and Modifications ELL

- Graphic organizer in both languages
- Work in small groups with extra help to interpret discussion
- Display world map and highlight early countries
- Use pictures with words in both languages
- Use a bilingual picture dictionary

- Work in small group to create a slide presentation
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Make a list of factors that led to American Revolution
- Fill in a timeline using a list of dates and places
- Create color coded region map
- Work with a partner to fill in detailed graphic organizers
- Use text to speech technology when writing
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing> 504

(See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavior, Presentation, Evaluation)	Specific Procedures used in instruction
Fill in a timeline using a list of dates and places	Presentation	Use a variety of graphic organizers

- Fill in a timeline using a list of dates and places
- Graphic organizers to identify similarities and differences in Native American homes and tribal customs & traditions
- Make flashcards with key figures in the leadership role of the American Revolution
- Create a T-chart with a partner
- Display a World Map from the era

- Cut out pictures and paste into a documents to cite evidence
 - Vary the method of lesson presentation using multi-sensory techniques
 - Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>
- Students At Risk for Failure**
- Display map of colonies
 - Graphic organizer that allows them to focus on comparing and contrasting two or three key battles
 - Create a slideshow to illustrate knowledge learned about the making of the country
 - Use pictures with labels for vocabulary
 - Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures
Written Products: Write a narrative story of a child living during the revolution	Problem Solving Strategies
Spoken Products:	Values
Constructed Products: Create an interactive map of the battles	Appreciations
Artistic Performances: Write a play that illustrates how the Declaration of Independence was written	Self-Actualization

Leadership Behaviors	
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	<ul style="list-style-type: none"> • Write a narrative story of a child living during the revolution • Create an interactive map of the battles • Write a play that illustrates how the Declaration of Independence was written • Choose an invention that would have helped an explorer if it was available at that time <p>Tiered Vocabulary - concrete to abstract examples</p>		
<p>Interdisciplinary Connections</p> <p>Career Education- Examine the roles that women played during the American Revolution. What types of roles were “off limits” to women during this period? Compare that to positions that are still considered “off limits” to women in the military today.</p> <p>Health/PE- Examine the living conditions that soldiers endured during the American Revolution. What supplies were necessary for soldiers to survive and what problems did soldiers face?</p> <p>Math- Compile battle losses from major battles from the American Revolution. Create bar graphs comparing the losses of both the British and colonists. Compute the percentage of troops killed and wounded on both sides.</p> <p>Science Create a topographical map of the United States as it existed at the time of the Treaty of Paris, including the outline of the continental United States, the Canadian border, the Mississippi River, and the Appalachian Mountains.</p> <p>Art- Explore paintings of the American Revolution. Reflect on what the art says about the American Revolution and the spirit of the colonists during this period.</p>	<p>Technology Integration</p> <p>Plot battles of the Revolutionary War</p> <p>Kahoot</p> <p>You Tube</p> <p>Google Classroom</p> <p>Quizlet for review</p>	<p>21st Century Life and Career</p> <p>Communicate clearly and effectively with reason</p> <p>Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>Discussion of taxes as related to Revolutionary War, the Formation of the New Nation</p> <p>Determine personal responsibility related to borrowing and lending</p>	<p>Resources</p> <ul style="list-style-type: none"> • Online resources • Discovery Education • Scholastic New • Google classroom • https://www.discoveryeducation.com/

Content Specific Vocabulary

American Revolution, Redcoats, Continental Army, militia, Minutemen, Articles of Confederation, Declaration of Independence, Constitution, amendments,

Preamble

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English.

Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning

Tier One	Teacher will determine words based on the need of the student
Tier Two	American Revolution, Redcoats, Continental Army, militia, Minutemen, Articles of Confederation, Declaration of Independence, Constitution, amendments, Preamble
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies

Grade: 5

Time Frame: March/April (8 weeks)

Unit of Study: Unit IV -Expansion and Reform

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS- Social Studies	Indicator
6.1.8.A.4.c	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
6.1.8.D.4.b	Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period
NJSLS-Technology	Indicator
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.D.1	Understand the need for and use of copyrights
8.1.5.D.2	Analyze the resource citations in online materials for proper use.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.2.5.D.6	Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.
NJSLS- 21st Century Life and Career	Indicator
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1)
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
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MEANING

<p>Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Manifest Destiny shaped the current US sense of entitlement and general ideology. ● In the 1800s, the United States underwent a tremendous amount of exploration, expansion, and settlement of lands west of the Mississippi River. ● Westward movement resulted in additional conflict with the Native Americans. ● The Lewis & Clark Expedition was a powerful force in US westward expansion. 	<p>Essential Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● How did westward expansion change America? ● Why did pioneers move from the East to the western frontier in the nineteenth century? ● How did westward expansion affect Native Americans, then and now? ● Why was the Lewis and Clark expedition important?
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ACQUISITION

Knowledge

Students will know...

- The overall development of the United States from pre-revolutionary times through the 1850s.
- The process of territorial expansion and acquisition across the United States.
- The Lewis and Clark expedition, the reasons for the expedition and how the expedition changed westward expansion.
- How the Oregon Trail and the Trail of Tears impacted not only the settlement of the United States by European colonists, but also the permanent impact on the Native American civilization.
- The beginnings of early industrialization and the effects that canals and railroads had on our expanding country and the employment of immigrants.

Skills *Students will be*

able to...

- *Explain what Manifest Destiny was and how it was in conflict with previous agreements made with other ethnic groups.*
- *Identify how technological advances made communication faster, resulting in a “smaller world.”*
- *Identify the areas that the United States gained land from (ex: French and Spanish).*
- *Research the Lewis and Clark Expedition and how the findings impacted westward expansion.*
- *Trace the Oregon Trail and the Trail of Tears and identify the causes and effects of both Trails on the settlement of our country.*
- *Explore how canals and railroads were made by the immigrant population and how they impacted transportation not only of people but of goods, across our country.*

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative

- Strategic questioning and answers through verbal or written communication
- Use of interactive boards
- Student interaction/learning groups/turn and talk
- Foldables/posters/timelines/map activities
- Compare/Contrast graphic organizers
- Design flashcards
- Teacher observations

Summative

- Vocabulary Quizzes - content specific vocabulary
- Exit Tickets after each lesson
- End of unit test- Expansion and Reform

Alternative

- Simulations
- Portfolio/folders/notebooks
- Self-Assessment

Benchmark:

- LinkIT
- Reading inventories

STAGE 3: Learning Plan (Key Learning Events and Instruction)**Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)**

- Mapping the Lewis & Clark Expedition
- Research and present (through skit, writing, google slides) what life was like during for a child during Westward expansion
 - Compare and contrast to your life today
- Simulation of the Louisiana Purchase
- Board games about the Lewis & Clark expedition

Integrated Accommodations and Modifications**ELL**

- Use a filled in graphic organizer in both languages
- Work in small groups with extra help to interperete discussion
- Display world map and highlight routes of immigrants
- Use pictures with words in both languages
- Use a bilingual picture dictionary
- Work in small group to write an advertisement
- Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- Audio texts
- Display world map and highlight routes of travel
- Write a comic strip to advertise for an individual colony
- Work with a partner to fill in detailed graphic organizers before writing a newspaper article
- Use text to speech technology when writing
- Support auditory presentation with visuals
- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing> 504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for	General Accommodation to be addressed	Specific Procedures used in instruction
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Accommodation – Provide a brief description of instructional goal/objective	(Environmental, Organizational, Behavior, Presentation, Evaluation)	
Have students identify the challenges colonist faced when they came to America. List their answers on the board. Have students use each challenge in a sentence.	Evaluation	sentences

- Have students identify the challenges immigrants faced when they came to America. List their answers on the board. Have students use each challenge in a sentence. • Create a T-chart with a partner
- Audio texts
- Use word cards with pictures to identify reasons why people leave
- Display a World Map with routes and dates highlighted
- Cut out pictures and paste into a documents to cite evidence
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure

- Display map of the regions where the settlers settled
- Graphic organizer that allows them to focus on comparing and contrasting two or three immigrant groups.
- Use partners to write a newspaper article
- Use pictures with labels for vocabulary
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening): Describe the differences from region to region and why the Westward Expansion was necessary	Cognitive Structures

Written Products:

Organize and publish the making of a newspaper getting articles from classmates

Problem Solving Strategies

Discuss how Lewis and Clark were able to overcome obstacles

	Spoken Products: Debate whether a family should move west	Values
	Constructed Products:	Appreciations
	Artistic Performances:	Self-Actualization
	Leadership Behaviors Organize and publish the making of a newspaper getting articles from classmates	
<ul style="list-style-type: none"> ● Organize and publish the making of a newspaper getting articles from classmates ● Discuss how Lewis and Clark were able to overcome obstacles ● Describe the differences from region to region and why the Western Expansion was necessary ● Debate the place to relocate to a specific region ● Tiered Vocabulary - concrete to abstract examples 		

<p>Interdisciplinary Connections</p> <p>Math- Research figures for the length of the boundaries of the United States. Using these measurements and a given scale, draw a map of the United States.</p> <p>Science- Construct a trail guide showing a route traveled by Americans going west. Mark major landforms and possible places that could be utilized for gathering food, water and supplies.</p> <p>Career Education- Compile a list of pros and cons of working in a mill during the Industrial Revolution. Decide whether or not children should be working in the mills during this time.</p>	<p>Technology Integration</p> <p>The Oregon Trail online game Google Classroom Google Slides/Docs Quizlet</p>	<p>21st Century Life and Career</p> <p>Explore the impact of geography and resources on a person or a society’s primary choices regarding careers and economic development.</p> <p>Research the funding and supplies that were needed in order to lead an expedition</p> <p>Explain how the economic system of production and consumption may be a means to achieve significant societal goals.</p> <p>Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Online resources • Discovery Education • Scholastic New • Google classroom • https://www.discoveryeducation.com/
<p>Justify your reasoning.</p>			
<p>Content Specific Vocabulary Lewis & Clark , Manifest Destiny , annexation , tariffs , Jacksonian , Diplomacy, national bank , Antebellum</p>			

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www.pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning

<p>Tier One</p>	<p>Teacher will determine words based on the need of the student</p>
<p>Tier Two</p>	<p>Lewis & Clark , Manifest Destiny , annexation , tariffs , Jacksonian , Diplomacy, national bank , Antebellum</p>
<p>Tier Three</p>	<p>Teacher will determine words based on the need of the student</p>

Course: Social Studies

Grade: 5

Time Frame: May – June

Unit of Study: Unit V - Civil War and Reconstruction

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy

Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSL- Social Studies	Indicator
6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War
6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.

6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
NJSLS - Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.D.1	Understand the need for and use of copyrights
8.1.5.D.2	Analyze the resource citations in online materials for proper use.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.D.6	Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.
NJSLS - 21st Century Life and Career	

9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1)
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

MEANING

<p>Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Conflicts in society can lead to changes, both positive and negative A civil war creates long-lasting divisions within a country 	<p>Essential Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> Why was the Civil War fought? What effects can a civil war have on a nation? How did the Civil War change the United States?
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ACQUISITION

<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The causes of the Civil War including economic and social reasons ● The impacts of slavery on the Union including: conflicts, abolitionists, and the Underground Railroad ● Significant leaders during the Civil War Era including: Abraham Lincoln, Jefferson Davis, Robert E. Lee and Ulysses S. Grant ● Significant events during the Civil War including: Fort Sumter, the Battle of Bull Run, the Battle of Gettysburg, the Emancipation Proclamation, the end of the war and Lincoln's assassination. 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify the main events and decisions that led to the Civil War. ● Identify why the south was pro-slavery and pro secession while the north was founded on business and economics resulting in an antislavery stance ● Identify the lasting effects of the Civil War in America ● Be able to gain an understanding of the emotional and social impacts of the Underground Railroad with a focus on Harriet Tubman. ● Research significant events of the Civil War
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STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p>Formative: Strategic questioning and answers through verbal or written communication Use of interactive board activities Student interaction, cooperative learning groups, turn and talk Foldables, posters, timelines, map activities related to the Civil War Compare/Contrast organizers analyzing differing perspectives of the North and South</p> <p>Summative: Content specific vocabulary quizzes Exit tickets at the conclusion of each lesson End of Unit test - Civil War and reconstruction</p>	<p>Alternative: Simulations to display the differing perspectives of the north and south Portfolio /folders/notebooks Self-assessment with rubric</p> <p>Benchmark: LinkIt Reading Inventories</p>
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STAGE 3: Learning Plan (Key Learning Events and Instruction)

x x x **g Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)**

- x Have students look into the causes and consequences of a Civil War.
- x Compare and contrast the Northern states and Southern states and their want/desired need to keep enslaved people.
- x Have students research the presidency of Republican candidate Abraham Lincoln, and create a timeline of his life before and during his presidency.
- x Research the life of a famous person from the Civil War period; i.e. Harriet Tubman, Robert E. Lee, Jefferson Davis
- x Women in the Civil War. Students research women's roles and how they played an important part in helping the north overcome the south. Example: Mary Todd Lincoln. Students can write fictional letters in first person from a Civil War soldiers' perspective.
- Class debate - Debate the struggles over slavery have students divide into two sides and use chart paper to create points and arguments based on facts from their lessons on the sides of the war. Present to class when complete.

Integrated Accommodations and Modifications

ELL x Modified text to prepare for debate x Use of Google Slides to complete a timeline using online graphics x Tiered vocabulary

Special Education (See IEP for specific modifications to content) x

- Modified text to prepare for debate
- x Create picture book depicting the life of an influential person during this time period

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation)	Specific Procedures used in instruction
Class debate	Organizational	Provide a variety of leveled text for students to analyze as they prepare for class

		debate
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Students At Risk for Failure x Use of Google Slides to complete a timeline

- using online graphics x Work with a partner on timeline project
- x Create picture book depicting the life of an influential person during this time period

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
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	<p>Knowledge (deepening) Read summary of one of the justices' opinion in Dred Scott V. Sandford. Have student summarize the opinion and present to class</p>	<p>Cognitive Structures</p>
	<p>Written Products</p>	<p>Problem Solving Strategies</p>
	<p>Spoken Products Read summary of one of the justices' opinion in Dred Scott V. Sandford. Have student summarize the opinion and present to class</p>	<p>Values</p>
	<p>Constructed Products</p>	<p>Appreciations Read historical fiction novel and share a book review with the class</p>
	<p>Artistic Performances</p>	<p>Self-Actualization</p>
	<p>Leadership Behaviors</p>	

x Read summary of one of the justices' opinion in Dred Scott V. Sandford. Have student summarize the opinion and present to class x
 Read historical fiction novel and share a book review with the class

<p>Interdisciplinary Connections</p> <p>Health/PE - Explore the connection between the Civil War and the game of baseball</p> <p>English Language Arts & Literacy- Research Abraham Lincoln's life and accomplishments. Write a speech to be read at Lincoln's funeral highlighting his accomplishments.</p> <p>Math- Utilizing the Gettysburg Address, evaluate the statement "four score and seven years ago." Create a timeline illustrating the history that occurred during that period of time.</p> <p>Science - Research the history of photography and how this new technology impacted the way people viewed war. Write a brief report.</p> <p>World Languages - Research civil wars in other world cultures. Compare/contrast to the United States.</p>	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Google Classroom ● Google Slides/Docs ● Quizlet ● Google Earth ● Research a specific battle of the Civil War. Create a podcast detailing the battle and its impact in the war. Listen to podcasts in class. 	<p>21st Century Life and Career Explain how economic system of production and consumption may be a means to achieve significant societal goals</p> <p>Relate the impact of business, government, and consumer fiscal responsibility to the economy and the personal finance</p> <p>Evaluate how traditional and nontraditional careers have evolved regionally, nationally and globally</p> <p>Research the contributions made by women and African Americans during the Civil War. Prepare an informative speech highlighting contributions made and the impact of these contributions.</p>	<p>Resources</p> <ul style="list-style-type: none"> ● Online resources ● Discovery Education ● Scholastic New ● Google classroom ● https://www.discoveryeducation.com/
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Content Specific Vocabulary

Gettysburg Address, Emancipation Proclamation, Lincoln, Johnson, cannon, amendment, Rebel, Confederate, Union, plantation, reconstruction, secession

ELL

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. Spanish-English cognates <http://www.pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning <u>h</u> Tier One	Teacher will determine words based on the need of the student
Tier Two	Gettysburg Address, Emancipation Proclamation, Lincoln, Johnson, cannon, amendment, Rebel, Confederate, Union, plantation, reconstruction, secession
Tier Three	Teacher will determine words based on the need of the student

