Hainesport Township School District
Fifth Grade Social Studies Curriculum

Revised to meet the June 2020 Science NJSLS-SOCIAL STUDIES
Board Approval: Jan. 4, 2024

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Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Pacing Guide **Click for Standards and Information**		
Topic	**Unit #**	**Unit Length**
Earliest Americans	Unit 1	Marking Period 1 About 45 days
Native American Tribes And Regions Of the USA	Unit 2	Marking Period 2 About 45 days
European Exploration of North America	Unit 3	Marking Period 3 About 45 days
European Colonization of North America	Unit 4	Marking Period 4 About 45 days

Unit 1: **Earliest Americans**	**Unit Length:** Marking Period 1 (Approx. 45 Days)
Unit Overview	
All students will acquire the knowledge that will allow them to understand how indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. The students will then assess how there are differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492. Finally the students will evaluate how European exploration expanded global economic and cultural exchange into the Western Hemisphere.	
Enduring Understandings	**Essential Questions**
- Archaeology indicates that early humans traveled by foot across the Bering Strait approximately 13,000 years ago. - North and South America were difficult to populate due to drastic differences in climate and geography. - Traces of these ancient city cultures are still represented today in American societies and cultures. - Native American culture stretched from coast to coast. - Native Americans of North America were influenced by local landscapes and landforms and demonstrated diversity in tradition, such as in their architecture, crafts, climate, and livelihood. - Many Native American cultures are still prominent and thriving in today's ever-changing society	1. Why do people move? 2. When studying history, how do you determine whose point of view matters? 3. How do the resources where you live affect how you live? 4. What are the advantages and disadvantages when cultures interact? 5. How do people in different places and times make decisions about how to utilize their resources? 6. How have the events of the past help shape the present?
District/ School Formative Assessment Plan	**District/ School Summative Assessment Plan**
- Teacher Observation - Presentations - Quizzes/Test - Portfolios - Group Projects/Discussions - Constructed Response	- Performance Tasks - Summative Assessment

● Speeches/Debates	
Instructional Best Practices	
● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility	● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
Social Studies Practices	
● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action	
Routine Speaking and Listening	**Suggested Speaking and Listening**
● Whole group ● Pair-Share ● Small group Discussion ● Teacher directed Discussion ● Student-led Discussion ● Questioning ● Active Listening Strategies ● Oral Presentation	● Class Debate ● Oral Reports ● Socratic Seminar

Routine Writing	Writing Task
- Exit Ticket - Do Now - Reflections - Short Constructed Response - Note Taking	- Explanatory Writing - Persuasive Writing

Computer Science and Design Thinking (Technology)	N.J.A.C. 6A:8-2.1 Inculude technical advances throughout history. CORE Ideas
Diversity, Equity, and Inclusion	See lessons noted with DEI throughout each unit. C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion Sample Lessons Provided by NJ.Gov
Climate Change	Climate Change Standards denoted in each unit. N.J.A.C. 6A:8-2.1 Provide evidence of climate change over a period of time Climate Change Curriculum Guide
Amistad Law	See lessons noted with Amistad Law in each unit. C.18A:35-40 Findings, declarations relative to civics education in public schools. **Amistad Homepage**
Holocaust Law	See lessons noted with Holocaust Law in Unit 1. 18A:35-28: Instruction on Holocaust, genocides required in elementary, secondary school curriculum To Honor All Children "FROM PREJUDICE, TO DISCRIMINATION, TO HATRED… TO HOLOCAUST."
LGBT and Disabilities Law	See lessons noted with LGBT-D in Unit 4. **C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.** Museum of disABILITY History

	"A physical and virtual museum "dedicated to advancing the understanding, acceptance, and independence of people with disabilities." Educational resources include grades 4-8 lesson plans aligned with SS NJSLS.
Asian Americans/Pacific Islanders	See lesson noted with AA/PI in Unit 3. NJSA 18A:35-4.1 Principles of humanity

Career Readiness, Life Literacies, and Key Skills
9.1 Personal Financial Literacy – Income And Careers

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

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.EG.2: Describe how tax monies are spent.

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

Interdisciplinary Connections

English/Literacy:
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.9 Analyze the relationship between a primary and secondary sources on the same topic.
RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or

technical processes. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS Computer Science and Design Thinking: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will:
INDICATOR:
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.2: Compare the amount of storage space required for different types of data
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.
8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

NJSLS Learning Plan (UNIT 1)
Aligned Standards and Exemplar Activities

UNIT 1: NJ Student Learning Standards Overview	Exemplar Lessons and Activities
Priority NJSLS: **Covered Standards in Unit** 6.1, 6.2, 6.3, 6.4, 6.5 **Specific Aligned** 6.1.8.B.1.a, 6.1.8.B.1.b, 6.1.8.C.1.a, 6.1.8.C.1.b, 6.1.8.D.1.a, 6.1.8.D.1	Below is a list of supplemental resources that could be used to cover the student learning objectives and standards attached.

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. **Aligned SLOs:** ● Students will understand how geographic factors influenced the Origin Story Theory ● Students will understand how geographic factors influenced the Early Arrival Theory	**Prehistoric maps of North America** **Climate Change and 3 Thories of Migration** **Origin Stories** **Cave Paintings** Differentiation: General Accommodations/Modifications: ● **Extended time for assignments** ● **Alternative forms of assessment if appropriate** ● **Visuals for vocabulary** ● **Pre-teach new vocabulary when appropriate** ● **Reduce auditory and visual distractions** ● **Small group instruction as needed** Tier II: ● **Extended time for assignments** ● **Alternative forms of assessment if appropriate** ● **Visuals for vocabulary**

	● **Pre-teach new vocabulary when appropriate** ● **Reduce auditory and visual distractions** ● **Small group instruction as needed** ● **Use of checklist for projects** **Tier III:** ● **Provide visuals for references** ● **Additional time for assignments** ● **Provide visuals** ● **Kinesthetic learning** ● **Teacher model with manipulative, students build onto teacher model as needed.** ● **Limit amount of manipulatives.** ● **One-on-one instruction** ● **Teacher can document student progress** ● **Small group instruction** ● **Use of checklists or projects** ●
6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. **Aligned SLOs:** ● Students will understand how geographic factors influenced the migration to North America ● Students will understand how geographic factors influenced the	**Where did American's Come From?** **Migration Theories** **Exploring Beringia** **Background Information on Migration Theories** **Differentiation:** **General Accommodations/Modifications:**

Land Bridge Theory	● **Extended time for assignments** ● **Alternative forms of assessment if appropriate** ● **Visuals for vocabulary** ● **Pre-teach new vocabulary when appropriate** ● **Reduce auditory and visual distractions** ● **Small group instruction as needed** **Tier II:** ● **Extended time for assignments** ● **Alternative forms of assessment if appropriate** ● **Visuals for vocabulary** ● **Pre-teach new vocabulary when appropriate** ● **Reduce auditory and visual distractions** ● **Small group instruction as needed** ● **Use of checklist for projects** **Tier III:** ● **Provide visuals for references** ● **Additional time for assignments** ● **Provide visuals** ● **Kinesthetic learning** ● **Teacher model with manipulative, students build onto teacher model as needed.** ● **Limit amount of manipulatives.** ● **One-on-one instruction** ● **Teacher can document student progress** ● **Small group instruction** ● **Use of checklists or projects** ●

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict

Amistad Law
C.18A:35-40 Findings, declarations relative to civics education in public schools.
6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in acient civilizations

Holocaust Law
18A:35-28: Instruction on Holocaust or genocides required in elementary, secondary school curriculum (acient civilazations human sacrifice)
Aligned SLOs:
- Students will understand how geographic factors influenced the Aztec Civilization
- Students will understand how geographic factors influenced the Mayan Civilization
- Students will understand how geographic factors influenced the Inca Civilization

[Create Your Own Civilization](#)

[Mayan Civilization](#)

[Aztec Civilization](#)

Differentiation:
General Accommodations/Modifications:

- **Extended time for assignments**
- **Alternative forms of assessment if appropriate**
- **Visuals for vocabulary**
- **Pre-teach new vocabulary when appropriate**
- **Reduce auditory and visual distractions**
- **Small group instruction as needed**

Tier II:

- **Extended time for assignments**
- **Alternative forms of assessment if appropriate**
- **Visuals for vocabulary**
- **Pre-teach new vocabulary when appropriate**
- **Reduce auditory and visual distractions**
- **Small group instruction as needed**
- **Use of checklist for projects**

Tier III:

- **Provide visuals for references**
- **Additional time for assignments**
- **Provide visuals**
- **Kinesthetic learning**
- **Teacher model with manipulative, students build onto teacher model as needed.**
- **Limit amount of manipulatives.**

	- **One-on-one instruction** - **Teacher can document student progress** - **Small group instruction** - **Use of checklists or projects** -
6.1.8. B.1.b Analyze the world in spatial terms, (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. ------------------- **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.**	**List** reasons why people would choose to move, voluntarily and involuntarily. **Evaluate** maps of North America that have Asia on the left. **Predict** why people choose to migrate. ------------ **Create** a map of the various Native American groups and how they migrated.. **Explain** in your own words why you believe Native Americans needed to migrate. **Describe** the Land Bridge Theory. **Evaluate** how migration affected interactions in different regions. **Describe** how different climates other factors lead Natives from a nomadic lifestyle to an agricultural one. **Differentiation:** **General Accommodations/Modifications:** - Extended time for assignments - Alternative forms of assessment if appropriate - Visuals for vocabulary - Pre-teach new vocabulary when appropriate - Reduce auditory and visual distractions - Small group instruction as needed **Tier II:**

	● Extended time for assignments ● Alternative forms of assessment if appropriate ● Visuals for vocabulary ● Pre-teach new vocabulary when appropriate ● Reduce auditory and visual distractions ● Small group instruction as needed ● Use of checklist for projects **Tier III:** ● Provide visuals for references ● Additional time for assignments ● Provide visuals ● Kinesthetic learning ● Teacher model with manipulative, students build onto teacher model as needed. ● Limit amount of manipulatives. ● One-on-one instruction ● Teacher can document student progress ● Small group instruction ● Use of checklists or projects ●

Key Vocabulary

Glacier, Migration Theory Archaeologist, Artifact, Descendant Origin Story, Ancestor, Nomad, Technology, Extinct, Agriculture, Tribe, Civilization, Class, Slavery, Pueblo

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students/Students with 504 Plans
● Modifications as stated in IEPs ● Scaffolding comprehension questions for content-area reading ● Development of target vocabulary ● Highlighting key aspects of a topic, eliminating non essential	● Positive Reinforcement ● Adjust time for completion of assignments ● Modifications as stated in 504 plan ● Preferential seating

information
- Using visual aids, such as video, illustrations, pictures, and drawings to explain or clarify
- Allowing students to correct errors
- Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.)
- Modifying tests to reflect selected objectives
- Reducing the number of answer choices on multiple choice tests
- Allowing the use of note cards or open-book during testing
- Utilizing graphic organizers
- Providing visual aids
- Strategic grouping
- Small group instruction as needed

- Individual or small group instruction
- Emphasize critical information/key concepts
- Pre-teach vocabulary
- Provide visual aids
- Adjust level of assignment
- Provide directions in multiple ways (Read to student, show examples, provide reference sheet)
- Frequent checks for understanding
- Small group instruction as needed

Accommodations for English Language Learners	Accommodations for Gifted Students
- WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ - Development of target vocabulary - Scaffolding content-area reading - Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify - Eliminating non essential information - Decreasing the amount of work presented or required - Modifying tests to reflect selected objectives - Allowing students to correct errors - Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) - Allowing the use of note cards or open-book during testing - Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students.	- Modify activities/assignments/projects/ assessments - Small group and individual enrichment - Multiple intelligence options - Multiple or higher level texts on any given subject - Provide options for alternative activities/ assignments/projects/ assessments - Bloom's Taxonomy -Stress higher ordering thinking skills - Flexible grouping - Independent projects
Required Activities	**Suggested Activities**

• Do Now/Warm-Up • Closure • Whole Group • Small Groups • Guided Practice • Independent Practice • PBIS Implementation • Identify and review objectives for lesson • Stations • Intervention/Remediation	● Projects Academic ● Academic Games ● Brain Breaks

----------Start of Unit 2 --

Unit 2: Native American Tribes And Regions Of the USA	**Unit Length:** Marking Period 2 (About 45 Days)
Unit Overview	
The students will then evaluate and compare and contrast the differences and similarities among Native Americans who converged throughout the regions of North America. Students will determine what each used to survive in each region.	
Enduring Understandings	**Essential Questions**

● Prior to European exploration, Mesoamericans were the only human inhabitants throughout Central and South America. ● Prior to European exploration, Native American tribes were the only human inhabitants throughout North America. ● Trade between Europe and Asia spread new ideas. ● New learning spread through Europe, leading to better tools for sailors and explorers ● Interaction between cultures will bring about change. ● Societies adapt to their physical environments. ● Many cultural traditions and heritages contribute to the diversity within our state and nation. ● The slave labor system and the loss of Native American lives had a lasting impact on the development of American culture.	1. What are the major regions and states of The United States of America? 2. How did climate, location, and natural resources affect Northwest Native American Tribes? 3. How did climate, location, and natural resources affect Southwest Native American Tribes? 4. How did climate, location, and natural resources affect Midwest Native American Tribes? 5. How did climate, location, and natural resources affect Eastern Native American Tribe?
Social Studies Best Practices and Media Formats	**District/School Supplementary Resources**
● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action	http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/
District/ School Formative and Summative Assessment Plan	

Unit Quiz/Assessments
Group Project (Native Americans): Research and Informative

Group Project (Create Your Own Tribe): Persuasive and Informative

Instructional Best Practices

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues, Questions, and Advance Organizers
- Gradual Release of Responsibility

- Managing response rates
- Checks for Understanding
- Diagrams, Charts and Graphs
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- Visuals
- Collaborative Problem Solving
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- Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Updated Standards Incorporated

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Routine Speaking and Listening	**Suggested Speaking and Listening**
- Whole group - Pair-Share - Small group Discussion - Teacher directed Discussion - Student-led Discussion - Questioning - Active Listening Strategies - Oral Presentation	- Class Debate - Oral Reports - Socratic Seminar
Routine Writing	**Writing Task**

- Exit Ticket
- Do Now
- Reflections
- Short Constructed Response
- Note Taking

- Explanatory Writing
- Persuasive Writing

Career Readiness, Life Literacies, and Key Skills
9.1 Personal Financial Literacy – Income And Careers

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

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

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9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness
9.1.8. A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.	9.2.8. B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
9.1.8. A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.2.8. B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.1.8. A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.2.8. B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.1.8. A.4 Relate earning power to quality of life across cultures.	9.2.8. B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.1.8. A.5 Relate how the demand for certain skills determines an individual's earning power.	9.2.8. B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
9.1.8. A.6 Explain how income affects spending decisions.	9.2.8. B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
	9.2.8. B.7 Evaluate the impact of online activities and social media on employer decisions.

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Students will:
INDICATOR:
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.2: Compare the amount of storage space required for different types of data
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.
8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

NJSLS Learning Plan (UNIT 2)
Aligned Standards and Exemplar Activities

UNIT 1: NJ Student Learning Standards Overview	Exemplar Lessons and Activities
Priority NJSLS: **Covered Standards in Unit** 6.1, 6.2, 6.3, 6.4, 6.5 **Specific Aligned** 6.1.4.B.1, 6.1.4.B.4, 6.1.4.B.5 , 6.1.4.B.6 , 6.1.8.D.1.a , 6.1.8.D.1.b	Below is a list of supplemental resources that could be used to cover the student learning objectives and standards attached.

6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity. **Aligned SLOs:** ● Students will understand the regions and states that make up United States of America ● Students will be able to identify the regions of the United States of America ● Studetns will be able to locate states on a map	**Regions Game** **Provide students a map of the USA** **-Color in and study the regions** **Differentiation:** **General Accommodations/Modifications:** ● **Extended time for assignments** ● **Alternative forms of assessment if appropriate** ● **Visuals for vocabulary** ● **Pre-teach new vocabulary when appropriate** ● **Reduce auditory and visual distractions** ● **Small group instruction as needed** **Tier II:** ● **Extended time for assignments** ● **Alternative forms of assessment if appropriate** ● **Visuals for vocabulary** ● **Pre-teach new vocabulary when appropriate** ● **Reduce auditory and visual distractions** ● **Small group instruction as needed** ● **Use of checklist for projects** **Tier III:** ● **Provide visuals for references** ● **Additional time for assignments** ● **Provide visuals** ● **Kinesthetic learning** ● **Teacher model with manipulative, students build onto teacher model as needed.** ● **Limit amount of manipulatives.** ● **One-on-one instruction**

	Teacher can document student progress **Small group instruction** **Use of checklists or projects**
6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had. **Aligned SLOs:** - Students will understand the climate, location, and natural resources used by the Northwest Native American Tribes. - Students will understand the climate, location, and natural resources used by the Southwest Native American Tribes. - Students will understand the climate, location, and natural resources used by the Midwest Native American Tribes. - Students will understand the climate, location, and natural resources used by the Eastern Native American Tribes	**Southwest Tribes** **Pacific Northwest Tribes** **Midwest/Great Plains Tribes** **Eastern Woodlands Tribes** **Differentiation:** **General Accommodations/Modifications:** **Extended time for assignments** **Alternative forms of assessment if appropriate** **Visuals for vocabulary** **Pre-teach new vocabulary when appropriate** **Reduce auditory and visual distractions** **Small group instruction as needed** **Tier II:** **Extended time for assignments** **Alternative forms of assessment if appropriate** **Visuals for vocabulary** **Pre-teach new vocabulary when appropriate** **Reduce auditory and visual distractions** **Small group instruction as needed** **Use of checklist for projects** **Tier III:**

	Provide visuals for references **Additional time for assignments** **Provide visuals** **Kinesthetic learning** **Teacher model with manipulative, students build onto teacher model as needed.** **Limit amount of manipulatives.** **One-on-one instruction** **Teacher can document student progress** **Small group instruction** **Use of checklists or projects**
6.1.8. D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	**Describe** how Native American groups acquired food, what they ate and how they stored it. **List** tools that were made during the time period and how they impacted the Native Americans way of living. **Determine** Native American cultural practices and values. **Explain** the gender roles of Native Americans and how they structured their governments and families. **Differentiation:** **General Accommodations/Modifications:** - Extended time for assignments - Alternative forms of assessment if appropriate - Visuals for vocabulary - Pre-teach new vocabulary when appropriate - Reduce auditory and visual distractions - Small group instruction as needed **Tier II:** - Extended time for assignments - Alternative forms of assessment if appropriate

	● Visuals for vocabulary ● Pre-teach new vocabulary when appropriate ● Reduce auditory and visual distractions ● Small group instruction as needed ● Use of checklist for projects **Tier III:** ● Provide visuals for references ● Additional time for assignments ● Provide visuals ● Kinesthetic learning ● Teacher model with manipulative, students build onto teacher model as needed. ● Limit amount of manipulatives. ● One-on-one instruction ● Teacher can document student progress ● Small group instruction ● Use of checklists or projects
6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. \ 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.	

| 6.1.8. C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period. | **Determine** why trading is important to people and different ways people trade.
Analyze the different things traded by people in this time period and how that helped agricultural civilizations flourish.

Differentiation:
General Accommodations/Modifications:

● Extended time for assignments
● Alternative forms of assessment if appropriate
● Visuals for vocabulary
● Pre-teach new vocabulary when appropriate
● Reduce auditory and visual distractions
● Small group instruction as needed

Tier II:

● Extended time for assignments
● Alternative forms of assessment if appropriate
● Visuals for vocabulary
● Pre-teach new vocabulary when appropriate
● Reduce auditory and visual distractions
● Small group instruction as needed
● Use of checklist for projects

Tier III:

● Provide visuals for references
● Additional time for assignments
● Provide visuals
● Kinesthetic learning
● Teacher model with manipulative, students build onto teacher model as needed.
● Limit amount of manipulatives.
● One-on-one instruction
● Teacher can document student progress |

	● Small group instruction ● Use of checklists or projects
6.1.8. D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	**Describe** how Native American groups acquired food, what they ate and how they stored it. **List** tools that were made during the time period and how they impacted the Native Americans way of living. **Determine** Native American cultural practices and values. **Explain** the gender roles of Native Americans and how they structured their governments and families. **Differentiation:** **General Accommodations/Modifications:** ● Extended time for assignments ● Alternative forms of assessment if appropriate ● Visuals for vocabulary ● Pre-teach new vocabulary when appropriate ● Reduce auditory and visual distractions ● Small group instruction as needed **Tier II:** ● Extended time for assignments ● Alternative forms of assessment if appropriate ● Visuals for vocabulary ● Pre-teach new vocabulary when appropriate ● Reduce auditory and visual distractions ● Small group instruction as needed ● Use of checklist for projects **Tier III:** ● Provide visuals for references

	- Additional time for assignments - Provide visuals - Kinesthetic learning - Teacher model with manipulative, students build onto teacher model as needed. - Limit amount of manipulatives. - One-on-one instruction - Teacher can document student progress - Small group instruction - Use of checklists or projects

Key Vocabulary

Adapt, Staple, Surplus, Potlatch Clan, Pit house, Harpoon, Totem pole, Lodge, Sod Tepee, Slash-and-burn, Wigwam, Wampum, Longhouse, Confederation Council

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students/Students with 504 Plans
- Modifications as stated in IEPs - Scaffolding comprehension questions for content-area reading - Development of target vocabulary - Highlighting key aspects of a topic, eliminating non essential information - Using visual aids, such as video, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors - Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) - Modifying tests to reflect selected objectives - Reducing the number of answer choices on multiple choice tests - Allowing the use of note cards or open-book during testing - Utilizing graphic organizers - Providing visual aids - Strategic grouping	- Positive Reinforcement - Adjust time for completion of assignments - Modifications as stated in 504 plan - Preferential seating - Individual or small group instruction - Emphasize critical information/key concepts - Pre-teach vocabulary - Provide visual aids - Adjust level of assignment - Provide directions in multiple ways (Read to student, show examples, provide reference sheet) - Frequent checks for understanding - Small group instruction as needed

● Small group instruction as needed	
Accommodations for English Language Learners	**Accommodations for Gifted Students**
● WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ ● Development of target vocabulary ● Scaffolding content-area reading ● Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify ● Eliminating non essential information ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Allowing students to correct errors ● Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) ● Allowing the use of note cards or open-book during testing ● Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students.	● Modify activities/assignments/projects/ assessments ● Small group and individual enrichment ● Multiple intelligence options ● Multiple or higher level texts on any given subject ● Provide options for alternative activities/ assignments/projects/ assessments ● Bloom's Taxonomy -Stress higher ordering thinking skills ● Flexible grouping ● Independent projects
Required Activities	**Suggested Activities**
● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation	● Projects Academic ● Academic Games ● Brain Breaks

--------Start of Unit 3 --

Unit 3:European Exploration of North America	Unit Length: Marking Period 3 (About 45 Days)
Unit Overview	
The students will then evaluate and compare and contrast the differences and similarities among Native Americans who converged throughout the regions of North America. Students will determine what each used to survive in each region.	
Enduring Understandings	**Essential Questions**
- Trade between Europe and Asia spread new ideas. - New learning spread through Europe, leading to better tools for sailors and explorers - Interaction between cultures will bring about change. - Societies adapt to their physical environments. - Many cultural traditions and heritages contribute to the diversity within our state and nation.	1. What are the main reasons or causes for exploration? 2. What were the consequences of European Expansion in North America? 3. How did climate and location influence the natural resources traded along the silk route? 4. Hod did location influence European success and exploration of North America?

● The slave labor system and the loss of Native American lives had a lasting impact on the development of American culture.	
Social Studies Best Practices and Media Formats	**District/School Supplementary Resources**
● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action	http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/
District/ School Formative Assessment Plan	**District/ School Summative Assessment Plan**
● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Constructed Response ● Speeches/Debates	● Performance Tasks ● Summative Assessment
Instructional Best Practices	

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues, Questions, and Advance Organizers
- Gradual Release of Responsibility

- Managing response rates
- Checks for Understanding
- Diagrams, Charts and Graphs
- Coaching
- Reading Partners
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies
- Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Updated Standards Incorporated

Computer Science and Design Thinking (Technology)	N.J.A.C. 6A:8-2.1 Inculude technical advances throughout history. [CORE Ideas](#)
Diversity, Equity, and Inclusion	See lessons noted with DEI throughout each unit. C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion [Sample Lessons Provided by NJ.Gov](#)
Climate Change	Climate Change Standards denoted in each unit. N.J.A.C. 6A:8-2.1 Provide evidence of climate change over a period of time [Climate Change Curriculum Guide](#)
Amistad Law	See lessons noted with Amistad Law in each unit. C.18A:35-40 Findings, declarations relative to civics education in public schools. **[Amistad Homepage](#)**

Holocaust Law	See lessons noted with Holocaust Law in Unit 1. 18A:35-28: Instruction on Holocaust, genocides required in elementary, secondary school curriculum To Honor All Children "FROM PREJUDICE, TO DISCRIMINATION, TO HATRED… TO HOLOCAUST."
LGBT and Disabilities Law	See lessons noted with LGBT-D in Unit 4. **C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.** Museum of disABILITY History "A physical and virtual museum "dedicated to advancing the understanding, acceptance, and independence of people with disabilities." Educational resources include grades 4-8 lesson plans aligned with SS NJSLS.
Asian Americans/Pacific Islanders	See lesson noted with AA/PI in Unit 3. NJSA 18A:35-4.1 Principles of humanity

Routine Speaking and Listening	Suggested Speaking and Listening
● Whole group ● Pair-Share ● Small group Discussion ● Teacher directed Discussion ● Student-led Discussion ● Questioning ● Active Listening Strategies ● Oral Presentation	● Class Debate ● Oral Reports ● Socratic Seminar
Routine Writing	**Writing Task**
● Exit Ticket ● Do Now ● Reflections ● Short Constructed Response	● Explanatory Writing ● Persuasive Writing

● Note Taking	

**Career Readiness, Life Literacies, and Key Skills
9.1 Personal Financial Literacy – Income And Careers**

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

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.EG.2: Describe how tax monies are spent.

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1 Personal Financial Literacy – Income And Careers	**9.2 Career Awareness, Exploration, And Preparation - Career Awareness**
9.1.8. A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.	9.2.8. B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
9.1.8. A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.2.8. B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.1.8. A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.2.8. B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.1.8. A.4 Relate earning power to quality of life across cultures.	9.2.8. B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.1.8. A.5 Relate how the demand for certain skills determines an individual's earning power.	9.2.8. B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
9.1.8. A.6 Explain how income affects spending decisions.	9.2.8. B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

	9.2.8. B.7 Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections

English/Literacy:
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.9 Analyze the relationship between a primary and secondary sources on the same topic.
RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.
WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS Computer Science and Design Thinking: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will:

INDICATOR:

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.2: Compare the amount of storage space required for different types of data

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

NJSLS Learning Plan (UNIT 3)
Aligned Standards and Exemplar Activities

UNIT 1: NJ Student Learning Standards Overview	Exemplar Lessons and Activities
Priority NJSLS: **Covered Standards in Unit** 6.1, 6.2, 6.3, 6.4, 6.5 **Specific Aligned** 6.1.4.B.3, 6.1.4.B.4, 6.1.4.B.5, 6.1.4.B.6 , 6.1.8.C.1.b, 6.1.8.C.1.a, 6.1.8.C.1.b, 6.1.8.D.1.c, 6.1.8.C.2.c, 6.1.8.D.2.a	Below is a list of supplemental resources that could be used to cover the student learning objectives and standards attached.

6.1.8. D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
Aligned SLOs:

6.1.8. C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.

6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.

Asian Americans/Pacific Islanders
NJSA 18A:35-4.1 Principles of humanity to be included in lesson

Aligned SLOs:
- Students will understand the climate and location was influenced by the natural resources traded along the silk route.

- Students will understand the climate and location influenced European success and exploration of North America.

Define the Columbian Exchange.
Explain the social structure that was a result of the Exchange and how European colonists began to hold all of the power.

Yuan Dynasty

Differentiation:
General Accommodations/Modifications:

- **Extended time for assignments**
- **Alternative forms of assessment if appropriate**
- **Visuals for vocabulary**
- **Pre-teach new vocabulary when appropriate**
- **Reduce auditory and visual distractions**
- **Small group instruction as needed**

Tier II:

- **Extended time for assignments**
- **Alternative forms of assessment if appropriate**
- **Visuals for vocabulary**
- **Pre-teach new vocabulary when appropriate**
- **Reduce auditory and visual distractions**
- **Small group instruction as needed**
- **Use of checklist for projects**

Tier III:

- **Provide visuals for references**
- **Additional time for assignments**
- **Provide visuals**
- **Kinesthetic learning**
- **Teacher model with manipulative, students build onto teacher model as needed.**
- **Limit amount of manipulatives.**

6.1.8. A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities 6.1.8. C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period. 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. ## Amistad Law C.18A:35-40 Findings, declarations relative to civics education in public schools **Aligned SLOs** ● Students will understand the regions and states that make up United States of America influenced exploration	Students will consider the importance and consequence of various explorers including but not limited to Hernan Cortes, Christopher Columbus, Juan Ponce de Leon, John Cabot, Vasco Nunez de Balboa, Jacques Cartier, and Henry Hudson. ● Study a map of explorers' journeys and discuss the success rates. **Differentiation:** **General Accommodations/Modifications:** ● Extended time for assignments ● Alternative forms of assessment if appropriate ● Visuals for vocabulary ● Pre-teach new vocabulary when appropriate ● Reduce auditory and visual distractions ● Small group instruction as needed **Tier II:** ● Extended time for assignments ● Alternative forms of assessment if appropriate ● Visuals for vocabulary ● Pre-teach new vocabulary when appropriate ● Reduce auditory and visual distractions ● Small group instruction as needed ● Use of checklist for projects **Tier III:**

	- Provide visuals for references - Additional time for assignments - Provide visuals - Kinesthetic learning - Teacher model with manipulative, students build onto teacher model as needed. - Limit amount of manipulatives. - One-on-one instruction - Teacher can document student progress - Small group instruction - Use of checklists or projects
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. 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had. **Aligned SLOs:** - Students will identify the reasons and causes for exploration. - Students will be able to understand the consequences of European Expansion in North America.	**Describe** how Europeans coming to the new world caused cultures to blend. **Explain** the impact of the Triangular Trade on Africans. **List** technologies that are used for navigation. **Research** various navigational tools used during the time period by early explorers. **Describe** how explorers used religion as a means to justify their explorations. **Differentiation:** **General Accommodations/Modifications:** **Extended time for assignments** **Alternative forms of assessment if appropriate** **Visuals for vocabulary** **Pre-teach new vocabulary when appropriate** **Reduce auditory and visual distractions** **Small group instruction as needed** **Tier II:** **Extended time for assignments**

	● **Alternative forms of assessment if appropriate** ● **Visuals for vocabulary** ● **Pre-teach new vocabulary when appropriate** ● **Reduce auditory and visual distractions** ● **Small group instruction as needed** ● **Use of checklist for projects** **Tier III:** ● **Provide visuals for references** ● **Additional time for assignments** ● **Provide visuals** ● **Kinesthetic learning** ● **Teacher model with manipulative, students build onto teacher model as needed.** ● **Limit amount of manipulatives.** ● **One-on-one instruction** ● **Teacher can document student progress** ● **Small group instruction** ● **Use of checklists or projects**
6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had. **Aligned SLOs:** ● List reasons why people would choose to move, voluntarily and involuntarily. ● Evaluate maps of North America that have Asia on the left. ● Predict why people choose to migrate.	**Detailed Lesson Plan** **Early American Explorer Information** **Explorer Cards** Differentiation: **General Accommodations/Modifications:** ● **Extended time for assignments** ● **Alternative forms of assessment if appropriate** ● **Visuals for vocabulary** ● **Pre-teach new vocabulary when appropriate** ● **Reduce auditory and visual distractions**

	● **Small group instruction as needed**
	Tier II:
	● **Extended time for assignments** ● **Alternative forms of assessment if appropriate** ● **Visuals for vocabulary** ● **Pre-teach new vocabulary when appropriate** ● **Reduce auditory and visual distractions** ● **Small group instruction as needed** ● **Use of checklist for projects**
	Tier III:
	● **Provide visuals for references** ● **Additional time for assignments** ● **Provide visuals** ● **Kinesthetic learning** ● **Teacher model with manipulative, students build onto teacher model as needed.** ● **Limit amount of manipulatives.** ● **One-on-one instruction** ● **Teacher can document student progress** ● **Small group instruction** ● **Use of checklists or projects**
6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity. 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.	**Columbus Day-** **Detailed Lesson** **Distinguish Between Fact and Fiction** **Detailed Lesson: Who really Discovered America**

Diversity and Inclusion

C.18A:35-4.36a Lessons to include instruction on diversity and inclusion

Aligned SLOs:
- **Investigate** different explorers that came to the new world.
- **Compare and contrast** the pros and cons of each explorers experiences.
- **Determine** why each country and explorer had such competition.
- **Explain** the impact of European colonists and explorers on Native Americans (modern day holidays celebrated, languages spoken, etc).

Differentiation:
General Accommodations/Modifications:

- **Extended time for assignments**
- **Alternative forms of assessment if appropriate**
- **Visuals for vocabulary**
- **Pre-teach new vocabulary when appropriate**
- **Reduce auditory and visual distractions**
- **Small group instruction as needed**

Tier II:

- **Extended time for assignments**
- **Alternative forms of assessment if appropriate**
- **Visuals for vocabulary**
- **Pre-teach new vocabulary when appropriate**
- **Reduce auditory and visual distractions**
- **Small group instruction as needed**
- **Use of checklist for projects**

Tier III:

- **Provide visuals for references**
- **Additional time for assignments**
- **Provide visuals**
- **Kinesthetic learning**
- **Teacher model with manipulative, students build onto teacher model as needed.**
- **Limit amount of manipulatives.**
- **One-on-one instruction**
- **Teacher can document student progress**
- **Small group instruction**
- **Use of checklists or projects**

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.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.** # Computer Science and Design Thinking (Technology N.J.A.C. 6A:8-2.1 Lessens to technical advances throughout history.	**Investigate** different explorers that came to the new world. **Compare and contrast** the pros and cons of each explorers experiences. **Determine** why each country and explorer had such competition. **Explain** the impact of European colonists and explorers on Native Americans (modern day holidays celebrated, languages spoken, etc). ------- **List** technologies that are used for navigation. **Research** various navigational tools used during the time period by early explorers. **Describe** how explorers used religion as a means to justify their explorations **Differentiation:** **General Accommodations/Modifications:** ● Extended time for assignments ● Alternative forms of assessment if appropriate ● Visuals for vocabulary ● Pre-teach new vocabulary when appropriate ● Reduce auditory and visual distractions ● Small group instruction as needed **Tier II:** ● Extended time for assignments ● Alternative forms of assessment if appropriate ● Visuals for vocabulary ● Pre-teach new vocabulary when appropriate ● Reduce auditory and visual distractions ● Small group instruction as needed ● Use of checklist for projects **Tier III:**

	● Provide visuals for references ● Additional time for assignments ● Provide visuals ● Kinesthetic learning ● Teacher model with manipulative, students build onto teacher model as needed. ● Limit amount of manipulatives. ● One-on-one instruction ● Teacher can document student progress ● Small group instruction ● Use of checklists or projects

Key Vocabulary

Encounter, Empire, Monarch, Renaissance, Compass, City-state, Profit, Navigation, Cartographer, Astrolabe, Caravel, Expedition, Claim, Isthmus, Demarcation, Treaty, Grant, Conquistador, Desertion, Northwest Passage, Estuary, Rapid, Company, Mutiny

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students/Students with 504 Plans
● Modifications as stated in IEPs ● Scaffolding comprehension questions for content-area reading ● Development of target vocabulary ● Highlighting key aspects of a topic, eliminating non essential information ● Using visual aids, such as video, illustrations, pictures, and drawings to explain or clarify ● Allowing students to correct errors ● Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) ● Modifying tests to reflect selected objectives ● Reducing the number of answer choices on multiple choice tests	● Positive Reinforcement ● Adjust time for completion of assignments ● Modifications as stated in 504 plan ● Preferential seating ● Individual or small group instruction ● Emphasize critical information/key concepts ● Pre-teach vocabulary ● Provide visual aids ● Adjust level of assignment ● Provide directions in multiple ways (Read to student, show examples, provide reference sheet) ● Frequent checks for understanding ● Small group instruction as needed

- Allowing the use of note cards or open-book during testing - Utilizing graphic organizers - Providing visual aids - Strategic grouping - Small group instruction as needed	
Accommodations for English Language Learners	**Accommodations for Gifted Students**
- WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ - Development of target vocabulary - Scaffolding content-area reading - Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify - Eliminating non essential information - Decreasing the amount of work presented or required - Modifying tests to reflect selected objectives - Allowing students to correct errors - Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) - Allowing the use of note cards or open-book during testing - Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students.	- Modify activities/assignments/projects/ assessments - Small group and individual enrichment - Multiple intelligence options - Multiple or higher level texts on any given subject - Provide options for alternative activities/ assignments/projects/ assessments - Bloom's Taxonomy -Stress higher ordering thinking skills - Flexible grouping - Independent projects
Required Activities	**Suggested Activities**
- Do Now/Warm-Up - Closure - Whole Group - Small Groups - Guided Practice - Independent Practice - PBIS Implementation	- Projects Academic - Academic Games - Brain Breaks

| ● Identify and review objectives for lesson
● Stations
● Intervention/Remediation | |

--------Start of Unit 4---

Unit 4: **European Colonization and Settlement of North America**	**Unit Length:** **Marking Period 3 (About 45 Days)**
Unit Overview	
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Students will evaluate how the struggle for religious freedom and more equality in the settlements of colonial America shaped their governments. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	

Enduring Understandings	Essential Questions
● Religious persecution, political and economic instability and the desire for a better life led many to emigrate to North America in the 1600 and 1700s. ● Cultural differences between European colonists and Native Americans led to conflicts that often resulted in wars and the destruction or westward movement of the Native American populations. ● Constitutions (compacts and charters) establish governmental structures and protections of essential rights that allow divers peoples to live in harmony. ● Many of the founding documents for the colonies (Mayflower Compact, etc.) were based on the idea of the consent of the governed. ● The diverse settlement patterns in colonial NJ necessitated a degree of religious freedom and tolerance in the political structure. ● The struggle for religious freedom has been a constant theme in American history. ● Primary source documents provide a valuable and authentic record of the past.	1. Why do people move? 2. When studying history, how do you determine whose point of view matters? 3. How do the resources where you live affect how you live? 4. How do people in different places and times make decisions about how to utilize their resources? 5. What are the advantages and disadvantages when cultures interact? 6. How have the events of the past help shape the present?
Social Studies Best Practices and Media Formats	**District/School Supplementary Resources**
● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action	http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/

	http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/
District/ School Formative Assessment Plan	**District/ School Summative Assessment Plan**
- Teacher Observation - Presentations - Quizzes/Test - Portfolios - Group Projects/Discussions - Constructed Response - Speeches/Debates	- Performance Tasks - Summative Assessment

Instructional Best Practices	
- Identifying Similarities and Differences - Summarizing and Note Taking - Reinforcing Effort and Providing Recognition - Homework and Practice - Modeling - Cooperative Learning - Setting Objectives and Providing Feedback - Cues, Questions, and Advance Organizers - Gradual Release of Responsibility	- Managing response rates - Checks for Understanding - Diagrams, Charts and Graphs - Coaching - Reading Partners - Visuals - Collaborative Problem Solving - Active Engagement Strategies - Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Updated Standards Incorporated

Computer Science and Design Thinking (Technology)	N.J.A.C. 6A:8-2.1 Inculude technical advances throughout history. CORE Ideas
Diversity, Equity, and Inclusion	See lessons noted with DEI throughout each unit. C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion Sample Lessons Provided by NJ.Gov
Climate Change	Climate Change Standards denoted in each unit. N.J.A.C. 6A:8-2.1 Provide evidence of climate change over a period of time Climate Change Curriculum Guide
Amistad Law	See lessons noted with Amistad Law in each unit. C.18A:35-40 Findings, declarations relative to civics education in public schools. **Amistad Homepage**
Holocaust Law	See lessons noted with Holocaust Law in Unit 1. 18A:35-28: Instruction on Holocaust, genocides required in elementary, secondary school curriculum To Honor All Children "FROM PREJUDICE, TO DISCRIMINATION, TO HATRED… TO HOLOCAUST."
LGBT and Disabilities Law	See lessons noted with LGBT-D in Unit 4. **C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.** Museum of disABILITY History "A physical and virtual museum "dedicated to advancing the understanding, acceptance, and independence of people with disabilities." Educational resources include grades 4-8 lesson plans aligned with SS NJSLS.
Asian Americans/Pacific Islanders	See lesson noted with AA/PI in Unit 3. NJSA 18A:35-4.1 Principles of humanity

Routine Speaking and Listening	Suggested Speaking and Listening
- Whole group - Pair-Share - Small group Discussion - Teacher directed Discussion - Student-led Discussion - Questioning - Active Listening Strategies - Oral Presentation	- Class Debate - Oral Reports - Socratic Seminar
Routine Writing	Writing Task
- Exit Ticket - Do Now - Reflections - Short Constructed Response - Note Taking	- Explanatory Writing - Persuasive Writing

Career Readiness, Life Literacies, and Key Skills
9.1 Personal Financial Literacy – Income And Careers

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

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.EG.2: Describe how tax monies are spent.

9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.

9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness

9.1.8. A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.	9.2.8. B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
9.1.8. A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.2.8. B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.1.8. A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.	9.2.8. B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.1.8. A.4 Relate earning power to quality of life across cultures.	9.2.8. B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.1.8. A.5 Relate how the demand for certain skills determines an individual's earning power.	9.2.8. B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
9.1.8. A.6 Explain how income affects spending decisions.	9.2.8. B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
	9.2.8. B.7 Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections

English/Literacy:
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.9 Analyze the relationship between a primary and secondary sources on the same topic.
RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or

technical processes. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS Computer Science and Design Thinking: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will:
INDICATOR:
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.2: Compare the amount of storage space required for different types of data
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.
8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

NJSLS Learning Plan (UNIT 4)
Aligned Standards and Exemplar Activities

UNIT 1: NJ Student Learning Standards Overview	Exemplar Lessons and Activities
Priority NJSLS: **Covered Standards in Unit** 6.1, 6.2, 6.3, 6.4, 6.5 **Specific Aligned** 6.1.4.B.7 , 6.1.4.B.8 C, 6.1.P.D.1, 6.1.8.B.2.a, 6.1.8.B.2.b	**Below is a list of supplemental resources that could be used to cover the student learning objectives and standards attached.**
6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade. 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries. 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	**Explain** the steps necessary to settle a place and the different requirements that are needed (i.e. set of rules). **Analyze** how the three regions of the colonial era were settled by completing a reading and graphic organizer. **Create and present** a poster that will persuade colonists to come to your colony by informing them of the social, political and economic opportunities offered. **Determine** the differences of each colonial region. **Differentiation:** **General Accommodations/Modifications:** ● Extended time for assignments ● Alternative forms of assessment if appropriate ● Visuals for vocabulary ● Pre-teach new vocabulary when appropriate ● Reduce auditory and visual distractions ● Small group instruction as needed **Tier II:** ● Extended time for assignments ● Alternative forms of assessment if appropriate ● Visuals for vocabulary

	● Pre-teach new vocabulary when appropriate ● Reduce auditory and visual distractions ● Small group instruction as needed ● Use of checklist for projects **Tier III:** ● Provide visuals for references ● Additional time for assignments ● Provide visuals ● Kinesthetic learning ● Teacher model with manipulative, students build onto teacher model as needed. ● Limit amount of manipulatives. ● One-on-one instruction ● Teacher can document student progress ● Small group instruction ● Use of checklists or projects
6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration. 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems. *Amistad Law* *C.18A:35-40 Findings, declarations relative to civics education in public schools.*	**Amistad Homepage** **Amanda Gorman** **Southern Colonies Project** **Differentiation:** **General Accommodations/Modifications:** ● **Extended time for assignments** ● **Alternative forms of assessment if appropriate** ● **Visuals for vocabulary** ● **Pre-teach new vocabulary when appropriate** ● **Reduce auditory and visual distractions** ● **Small group instruction as needed** **Tier II:**

	Extended time for assignments **Alternative forms of assessment if appropriate** **Visuals for vocabulary** **Pre-teach new vocabulary when appropriate** **Reduce auditory and visual distractions** **Small group instruction as needed** **Use of checklist for projects** **Tier III:** **Provide visuals for references** **Additional time for assignments** **Provide visuals** **Kinesthetic learning** **Teacher model with manipulative, students build onto teacher model as needed.** **Limit amount of manipulatives.** **One-on-one instruction** **Teacher can document student progress** **Small group instruction** **Use of checklists or projects**
6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations. 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration. 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.	**Colonial Jobs LINKtivity:** Self-paced, student-controlled digital activity that allows them to discover the jobs colonial men and women had, tools they used for their trade, and much more. Video, audio, fun graphics, and more to capture their attention. A complete multimedia EDU-venture.

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.

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era. .

Diversity, Equity, and Inclusion
C.18A:35-4.36a Lessons to include instruction on diversity and inclusion
Computer Science and Design Thinking (Technology
N.J.A.C. 6A:8-2.1 Lessens to technical advances throughout history.

[Quakers Activities](#)

Provide examples of how demographics (i.e., race, gender, and economic status) affected opportunities within the 13 colonies.

> **Explain** the steps necessary to settle a place and the different requirements that are needed (i.e. set of rules).
> **Analyze** how the three regions of the colonial era were settled by completing a reading and graphic organizer.
> **Create and present** a poster that will persuade colonists to come to your colony by informing them of the social, political and economic opportunities offered.
> **Determine** the differences of each colonial region.

Differentiation:
General Accommodations/Modifications:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed

Tier II:

- Extended time for assignments
- Alternative forms of assessment if appropriate
- Visuals for vocabulary
- Pre-teach new vocabulary when appropriate
- Reduce auditory and visual distractions
- Small group instruction as needed
- Use of checklist for projects

Tier III:

	- Provide visuals for references - Additional time for assignments - Provide visuals - Kinesthetic learning - Teacher model with manipulative, students build onto teacher model as needed. - Limit amount of manipulatives. - One-on-one instruction - Teacher can document student progress - Small group instruction - Use of checklists or projects
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. - **Describe** how the relationship between Native Americans and colonists was positive and negative.	**Determine** when, where and why each nation settled in the New World. **Research** the economic activities, religious activities, government and lifestyle of the New England, Middle, and Southern Colonies. **Distinguish** the similarities and differences of the three colonial regions and how those differences related to the nations and peoples that settled them.

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
 	
6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
 	
6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
 	
6.1.5.HistoryCC.5/.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas
	[Ted ed Triangular trade](#)
	
	Lead a Socratic Seminar: How did the triangular change the world? -Tie into today's world
	
	Differentiation:
	General Accommodations/Modifications:
	
	    - **Extended time for assignments**
	    - **Alternative forms of assessment if appropriate**
	    - **Visuals for vocabulary**

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures. 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). ***LGBT and Disabilities Law*** ***C.18A:35-40 Findings, declarations relative to civics education in public schools.***	**● Pre-teach new vocabulary when appropriate** **● Reduce auditory and visual distractions** **● Small group instruction as needed** **Tier II:** **● Extended time for assignments** **● Alternative forms of assessment if appropriate** **● Visuals for vocabulary** **● Pre-teach new vocabulary when appropriate** **● Reduce auditory and visual distractions** **● Small group instruction as needed** **● Use of checklist for projects** **Tier III:** **● Provide visuals for references** **● Additional time for assignments** **● Provide visuals** **● Kinesthetic learning** **● Teacher model with manipulative, students build onto teacher model as needed.** **● Limit amount of manipulatives.** **● One-on-one instruction** **● Teacher can document student progress** **● Small group instruction** **● Use of checklists or projects**

Key Vocabulary

Colony, Colonist, Buffer zone, Borderlands, Permanent, Self-sufficient Missionary mission Civil war Royal colony Proprietary colony, Proprietor, Plantation, Sea dog, Raw material, Armada, Stock, Prosperity, Cash crop, Legislature Burgess, Authority, Pilgrim, Compact, Self-rule, Majority rule, Classify

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students/Students with 504 Plans
- Modifications as stated in IEPs - Scaffolding comprehension questions for content-area reading - Development of target vocabulary - Highlighting key aspects of a topic, eliminating non essential information - Using visual aids, such as videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors - Allowing products to demonstrate learning (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.) - Modifying tests to reflect selected objectives - Reducing the number of answer choices on multiple choice tests - Allowing the use of note cards or open-book during testing - Utilizing graphic organizers - Providing visual aids - Strategic grouping - Small group instruction as needed	- Positive Reinforcement - Adjust time for completion of assignments - Modifications as stated in 504 plan - Preferential seating - Individual or small group instruction - Emphasize critical information/key concepts - Pre-teach vocabulary - Provide visual aids - Adjust level of assignment - Provide directions in multiple ways (Read to student, show examples, provide reference sheet) - Frequent checks for understanding - Small group instruction as needed
Accommodations for English Language Learners	Accommodations for Gifted Students
- WIDA Can-Do Descriptors https://www.wida.us/standards/CAN_DOs/ - Development of target vocabulary - Scaffolding content-area reading - Using visual aids, such as videos (with subtitles), illustrations, pictures, and drawings to explain or clarify - Eliminating non essential information - Decreasing the amount of work presented or required - Modifying tests to reflect selected objectives - Allowing students to correct errors - Allowing products to demonstrate learning (projects,	- Modify activities/assignments/projects/ assessments - Small group and individual enrichment - Multiple intelligence options - Multiple or higher level texts on any given subject - Provide options for alternative activities/ assignments/projects/ assessments - Bloom's Taxonomy -Stress higher ordering thinking skills - Flexible grouping - Independent projects

timelines, demonstrations, models, drawings, poster boards, charts, graphs, slideshows, videos, etc.)
- Allowing the use of note cards or open-book during testing
- Collaborating with ESL specialist to modify vocabulary, omit or modify items to reflect objectives for students.

Required Activities	Suggested Activities
● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson	● Projects Academic ● Academic Games ● Brain Breaks

2020 New Jersey Student Learning Standards - Social Studies Overview

Disciplinary Concepts

<u>Civics, Government, and Human Rights: Civic and Political Institutions</u>
The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Local community and government leaders have roles and responsibilities to provide services for their community members. • Rules for all to live by are a result of the actions of government, organizations, and individuals. • The actions of individuals and government affect decisions made for the common good.	• In a representative democracy, individuals play a role in how government functions. • In a representative democracy, individuals elect representatives to act on the behalf of the people. • Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	• Political and civic institutions impact all aspects of people's lives. • Governments have different structures which impact development (expansion) and civic participation.

<u>Civics, Government, and Human Rights: Participation and Deliberation</u>
Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.	• Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). • Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. • A major role of citizens in a representative democracy is to make responsible decisions about who should govern.	• Civic participation and deliberation are the responsibility of every member of society. • Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.

<u>Civics, Government, and Human Rights: Democratic Principles</u>
Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, and freedom to make choices).	• Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	• The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights. • The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

<u>Civics, Government, and Human Rights: Processes and Rules</u>
Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Rules and laws are established for our safety and well-being. • Processes and rules should be fair, consistent, and respectful of the human rights of all people.	• There are different processes for establishing rules and laws. • Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	• In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

<u>Civics, Government, and Human Rights: Human and Civil Rights</u>
Human rights are universal, inalienable and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Individuals may be different, but all have the same basic human rights.	• It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	• Human and civil rights include political, social, economic, and cultural rights. • Social and political systems have protected and denied

	Individuals have the right to be safe and not to be bullied or discriminated against.	human rights (to varying degrees) throughout time.
		• Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights.

Civics, Government, and Human Rights: Civic Mindedness

Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others' rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one's own actions - alone or in combination with others - can make a difference is closely related to democratic principles and participation.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Certain character traits can help individuals become productive members of their community.	• Certain dispositions help individuals contribute to the health of American democracy.	• The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity.

Geography, People and the Environment: Spatial Views of the World

Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• A map is a symbolic representation of selected characteristics of a place. • Geographic data can be used to identify cultural and environmental characteristics of places.	• Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	• Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface.

Geography, People and the Environment: Human Population Patterns

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Physical and human characteristics affect where people live (settle). • People use goods from local and distant places to meet their daily needs.	• Regions form and change as a result of unique physical conditions, economies, and cultures. • Patterns of settlement differ markedly from region to region, place to place, and time to time. • The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.	• The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. • Relationships between humans and environments impact spatial patterns of settlement and movement. • Global changes in population distribution patterns affect changes in land use in particular places.

Geography, People and the Environment: Human Environment Interaction

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Environmental characteristics influence how and where people live.	• Environmental and cultural characteristics influence where and how people live. • Human activity affects the cultural and environmental characteristics of places and regions. • Cultural and environmental characteristics change over time.	• Cultural patterns and economic decisions influence environments and the daily lives of people. • The physical and human characteristics of places and regions are connected to human identities and cultures.

Geography, People and the Environment: Global Interconnections

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their

cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Global interconnections occur in both human and physical systems across different regions of the world.	• Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	• Cultural and environmental practices impact the geography of an area. • The environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Economics, Innovation and Technology: Economic Ways of Thinking
Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Individuals make decisions based on their needs, wants, and the availability of resources. • Limited resources influence choices. • Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	• Economic decision-making involves setting goals and identifying the resources available to achieve those goals. • An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	• Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

Economics, Innovation and Technology: Exchange and Markets
Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Goods and services are produced and exchanged in multiple ways.	• The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	• People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. • Buyers and sellers interact in competitive markets based

	• The exchange of goods and services can have negative and positive effects.	on prices that reflect scarcity of goods and services in the market. • Markets exist to facilitate the exchange of goods and services. • Competition among sellers and buyers exists in specific markets.

Economics, Innovation and Technology: National Economy

The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

By the end of grade 2	By the end of grade 5	By the end of grade 8
• The availability of resources influences current and future economic conditions. • Governments play an economic role in the lives of individuals and communities.	• The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities. • A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	• A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • The production and consumption of goods and services influence economic growth, well-being and quality of life.

Economics, Innovation and Technology: Global Economy

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• There are benefits to trading goods and services with other countries.	• Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	• The global economy is the system of trade and industry across the world that has emerged due to globalization. • Economic globalization occurs with cross-border movement of goods, services, technology, information, and human,

		physical, and financial capital.
		• Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries.
		• Economic interdependence is impacted by increased specialization and trade.

History, Culture, and Perspectives: Continuity and Change

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Historical timelines put events in chronological order to help people understand the past. • Understanding the past helps to make sense of the present.	• Chronological sequencing helps us track events over time. • Interactions of people and events throughout history have shaped the world we experience today.	• Chronological sequencing helps us understand the interrelationship of historical events. • Political, economic, social, and cultural factors both change and stay the same over time. • Historical events may have single, multiple, direct and indirect causes and effects. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

History, Culture, and Perspectives: Understanding Perspectives

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people's perspectives.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Two or more individuals can have a different understanding of the same event. • Respecting and	• Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	• An individual's perspective is impacted by one's background and experiences. • Perspectives change over

understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	• Events may be viewed differently based on one's perspective. • Historical records are shaped by the society that the creator lived in.	time. • Historical contexts and events shaped and continue to shape people's perspectives. • The perspectives of people in the present shape interpretations of the past.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Historical sourcing and evidence are based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• The nature of history involves stories of the past preserved in a variety of sources. • Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	• There are a variety of sources that help us understand the past. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	• Historical sourcing and evidence are based on a review of materials and sources from the past. • Examining historical sources may answer questions but may also lead to more questions. • Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.

History, Culture, and Perspectives: Claims and Argumentation

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

By the end of grade 2	By the end of grade 5	By the end of grade 8
• Historians create arguments outlining ideas or explanations based on evidence.	• Historians use evidence from multiple sources to support their claims and arguments about the past.	• Historians analyze claims within sources for perspective and validity. • Historians develop arguments using evidence from multiple relevant historical sources.

New Jersey Administrative Code Summary and Statutes

The 2020 NJSLS-SS continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools:

Amistad Law (N.J.S.A. 18A 52:16A-88)
Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

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

Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a)
Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Elementary Social Studies Requirements:
* Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements:
* Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)

Laura Wooten Law (N.J.S.A. 18A:35-41)
Each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)
A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

NJSL STANDARDS AND HTSD GRADE LEVEL RESOURCES, K-8

- **<u>Standards by the End of Grade 2</u>**

- **<u>Standards by the End of Grade 5</u>**

- **<u>Standards by the End of Grade 8</u>**