



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

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|----------------------------|---|--|------------------|----------|-------------------------|------------------|
| <b>Course Title:</b>       | <b>Social Studies</b>   |  |                  |          |                         |                  |
| <b>Grade Level(s):</b>     | 4   |  |                  |          |                         |                  |
| <b>Duration:</b>           | <i>Full Year:</i>   |  | <i>Semester:</i> | <b>X</b> | <i>Marking Periods:</i> | <b>3 &amp; 4</b> |
| <b>Course Description:</b> | <p>The Washington Township School District fourth grade curriculum uses an integrated approach to general social studies that focuses on American history from the first migrations into the Americas through colonial life. By using this approach, teachers will meet the needs of all students while aligning with the New Jersey Student Learning Standards for Social Studies. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history. Students investigate environmental problems and implement a class project to help the world around them. The major topics of study for fourth grade are taken specifically from the New Jersey Student Learning Standards.</p> <p>Units:</p> <ol style="list-style-type: none"><li>1. America's Geographic Setting</li><li>2. Colonial Times</li><li>3. Making a Difference in the World</li></ol> |  |                  |          |                         |                  |
| <b>Grading Procedures:</b> | <p>Weighted Categories:</p> <p>60% Major Assessments</p> <p>40% Minor Assessments</p>   |  |                  |          |                         |                  |
| <b>Primary Resources:</b>  | <p>TCI Social Studies Alive! America's Past</p> <p>TCI Social Studies Alive! Our Community and Beyond</p>   |  |                  |          |                         |                  |

# Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

**Designed by:**

Danielle Narcisi & Kristi Tamasitis

**Under the Direction of:**

Christine Gehringer, Elementary Supervisor

**Written:** August 2020

**Revised:** January 2022

**BOE Approval:**

**Unit Title: *Unit 1: America's Geographic Setting*****Unit Description:**

In this unit, students learn about the geography of the United States, the Native Americans that originally lived here, and the Europeans who explored North America.

**Unit Duration: 29 instructional periods****Desired Results****Standards:**

- In a representative democracy, individuals play a role in how government functions.
- Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
- Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
- There are different processes for establishing rules and laws.
- Certain dispositions help individuals contribute to the health of American democracy.
- Regions form and change as a result of unique physical characteristics 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 differs for many reasons, including whether it is by choice or condition.
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- The exchange of goods and services can have negative and positive effects.
- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.
- Chronological sequencing helps us track events over time.
- Interactions of people and events throughout history have shaped the world we experience today.
- Events may be viewed differently based on one's perspective.
- Historical records are shaped by the society that the creator lived in.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
- There are a variety of sources that help us understand the past.

**Indicators:**

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 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.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 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.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 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.
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 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.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 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.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.
- 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.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 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.

- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 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.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.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.

#### **Understandings:**

***Students will understand that...***

##### **Lesson 2:**

- Trace the migration routes of Native Americans into North America.
- Summarize key features of four environments.
- Identify ways in which the Inuits adapted to their Arctic environment.
- Create illustrated vocabulary charts. (writing)
- Interpret images through an act-it-out. (speaking and listening)
- Recognize traits of various cultures.
- Respond to diversity by building empathy, respect, understanding, and connection.

##### **Lesson 3:**

- Identify, compare, and contrast seven Native American cultural regions.
- Analyze artifacts to identify which ones Native Americans may have used as they adapted to each region.
- Organize information into diagrams to show connections. (reading)
- Present and support decisions. (speaking and listening)
- Develop language and knowledge to accurately and respectfully describe how people are both similar to and different from each other.
- Embrace diversity and take the perspectives of people different from oneself.

#### **Essential Questions:**

##### **Unit 1:**

- *What does the 1507 Waldseemüller map reveal about the Age of Exploration?*

##### **Lesson 2:**

- *How did Native Americans adapt to different environments in North America?*

##### **Lesson 3:**

- *How and why did Native American cultural regions differ?*

##### **Lesson 4:**

- *What did explorers take to and from the Americas during the Age of Exploration?*

##### **Lesson 5:**

- *What were the effects of European exploration in the Americas?*

**Lesson 4:**

- Make connections between exploration in the 1400s and 1500s and exploration today.
- Identify and record key information about objects on an explorer's ship.
- Categorize eight objects of exploration as one of the following: a navigation tool, a motive for exploration, or a newly introduced product from the Americas.
- Find evidence to support the best category to describe an artifact. (reading)
- Present evidence to support artifact categorization. (speaking)
- Develop an argument about primary motive of European exploration. (writing)
- Demonstrate empathy for people similar to and different from oneself.
- Communicate clearly and effectively.

**Lesson 5:**

- Identify, organize, and analyze key facts about eight early European explorers who led expeditions to the New World.
- Trace and label explorers' routes and identify the motives for the explorations of eight early European explorers.
- Recognize the level of impact eight early European explorers had on North America and its inhabitants.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Recognize stereotypes and relate to people as individuals rather than representatives of groups.
- Recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they have been affected by those dynamics.
- Identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world.

**Assessment Evidence****Performance Tasks:****Show What You Know**

- **Lesson 2:** Create symbols for the lesson's key vocabulary words and draw them on a bison skin.
- **Lesson 3:** Find similarities and differences among three different Native American

**Other Evidence:**

- Hands-On Activities
- Lesson Games
- Formative Assessments
- Student interactive notebook assignments

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| <p>cultural regions and complete a graphic organizer.</p> <ul style="list-style-type: none"> <li>• <b>Lesson 4:</b> Write a claim about the biggest motive for European exploration.</li> <li>• <b>Lesson 5:</b> Write an “I Am”-style poem about an explorer to share with your classmates.</li> </ul> |  |
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**Benchmarks:** Benchmark will be given at the completion of Unit 3.

### Learning Plan

Each lesson within the program has the following elements: Preview, Vocabulary, Hands-On Activity, Extension, and Show What You Know. Not all elements or all parts of each element will be taught.

| <b>Lesson Title Elements</b>  | <b><i>Lesson 2: Native Americans and Their Land</i></b>  | <b>Amendments/Advance Preparation</b>   |
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| <b>Preview Activity</b><br>(20 minutes)                             | Watch and analyze a video of a Hopi origin story. (Journal pgs. 31-34)   |   |
| <b>Vocabulary Activity</b><br>(10 minutes)                          | Vocabulary Activity pg. 35 Fill in the blanks with the correct vocabulary words.   | Reference Vocabulary Toolkit for suggested activities   |
| <b>Extension: Migration Routes</b><br>(15 minutes)                  | Recount and trace the migration routes of the First Americans and retell the story of their journey.   | Decide whether students should complete their writing online or in print.   |
| <b>Hands-On Activity: Encountering Environments</b><br>(40 minutes) | Learn how different Native American groups adapted to their environments by finding hidden objects and organisms in four different locations. (Journal pgs. 36-44) | Place students in groups of three. Assign each group to interview one of the Inuit family members. (Students will research responses in the text.)            |
| <b>Show What You Know</b><br>(10 minutes)                           | Summary & Student Journal responses. Create symbols for the lesson's key vocabulary words and draw them on a bison skin. (Journal pgs. 45-46)                      | <ul style="list-style-type: none"> <li>• <b>Supplemental BrainPop Activity:</b> Inuit (See Appendix B)</li> </ul> <p><b>Graded as a performance task.</b></p> |

| <b>Lesson Title Elements</b>   | <b><i>Lesson 3: Native American Cultural Regions</i></b>   | <b>Amendments/Advance Preparation</b>  |
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| <b>Preview Activity</b><br>(20 minutes)  | Students use previous geographic knowledge to make a hypothesis about which Native American cultural regions are represented by seven photographs taken throughout North America. (Journal pgs. 47-51) |  |
| <b>Vocabulary Activity</b><br>(10 minutes)   | Vocabulary Activity pg. 52 Fill in the blanks with the correct vocabulary words.   | Reference Vocabulary Toolkit for suggested activities  |
| <b>Hands on Activity: Investigating Native American Cultural Regions</b><br>(75 minutes) | Match collections of photographs and artifacts to seven different Native American cultural regions. (Journal pgs. 53-67)   | Using <i>Activity Card: Artifact Collections</i> , create seven stations around the classroom, one for each Activity Card. |

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|  |  | <p>The items on the Activity Card are numbered but not labeled. Use the key in the Teacher Guide to identify each item.</p> <p>Additional Lenni Lenape Sample Resource: <a href="http://www.bigorin.org/lenape_kids.htm#:~:text=The%20Delaware%20Indians%20were%20farming.%2C%20cornbread%2C%20dumplings%20and%20salads.">http://www.bigorin.org/lenape_kids.htm#:~:text=The%20Delaware%20Indians%20were%20farming.%2C%20cornbread%2C%20dumplings%20and%20salads.</a></p> |
| <b>Extension: Presenting Your Native American Cultural Regions</b><br>(20 minutes) | Share the evidence collected about an assigned region with the class. Use the collection of artifacts to support claims.   | Place students in groups of three. Assign each group to interview one of the Inuit family members. (Students will research responses in the text.)  |
| <b>Show What You Know</b><br>(10 minutes)  | Summary & Student Journal responses. Find similarities and differences among three different Native American cultural regions and complete a graphic organizer. (Journal pgs. 68-70) | <b>Graded as a performance task.</b>  |
| <b>Lesson Title Elements</b>   | <b><i>Lesson 4: How and Why Europeans Came to the Americas</i></b>   | <b>Amendments/Advance Preparation</b>   |
| <b>Preview Activity</b><br>(15 minutes)  | List tools one would use to plan and take a family trip. Think about the problems one might experience without these tools. (Journal pgs. 71-73)                                     |   |
| <b>Vocabulary Activity</b><br>(10 minutes)   | Vocabulary Activity pg. 74 Write a description of each vocabulary word in your own words.  | Reference Vocabulary Toolkit for suggested activities   |
| <b>Hands on Activity: Exploring a Sunken Ship</b><br>(75 minutes)                  | Examine objects from an explorer's ship. (Journal pgs. 75-84)  | <p>Using <i>Activity Card A: Ship</i>, create two identical ships for students to explore. Clear enough space around each ship to allow students to easily collect artifacts while they pretend to be underwater archeologists.</p> <p>Cut the artifacts from <i>Activity Card B: Artifacts</i> and use the labels to place them in the corresponding locations on each ship. There are two of each item, one for each ship.</p>  |
| <b>Hands on Activity: Categorizing Artifacts</b><br>(20 minutes)                   | Categorize artifacts as navigation tools, motives for exploration, or new products from the Americas. (Journal pg. 85)   | Consider writing each category name—<br>Motives for Exploration, New Products from the Americas, and New Technology That Helped Exploration—on a sheet of paper to designate where each group should stand at the front of the classroom.   |
| <b>Show What You Know</b><br>(15 minutes)  | Summary & Student Journal responses. Write a claim about the biggest motive for European exploration. (Journal pg. 86)   | <ul style="list-style-type: none"> <li><b><i>Supplemental BrainPop Activity:</i></b><br/>Columbian Exchange (See Appendix B)</li> </ul> <p><b>Graded as a performance task.</b></p>   |

| Lesson Title Elements   | <b><i>Lesson 5: Routes of Exploration to the Americas</i></b>   | <b>Amendments/Advance Preparation</b>   |
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| <b>Preview Activity</b><br>(20 minutes)   | Consider the planning and preparation a sea captain would have to do before setting sail across the Atlantic in 1500. (Journal pgs. 87-89)            |   |
| <b>Vocabulary Activity</b><br>(10 minutes)  | Vocabulary Activity pg. 90 Use vocabulary words to complete the sentences.  | Reference Vocabulary Toolkit for suggested activities   |
| <b>Hands on Activity: Creating a Visual Presentation on a European Explorer</b><br>(75 minutes) | Prepare a visual presentation on a European explorer that shows the motives and impacts of European voyages to the Americas. (Journal pgs. 91-110)    | <p>Dice and Coins</p> <p><i>Activity Cards</i></p> <p>A- <i>Columbus</i><br/> B- <i>Cabot</i><br/> C- <i>De Leon</i><br/> D- <i>Cortes</i><br/> E- <i>Cartier</i><br/> F- <i>Coronado</i><br/> G- <i>Hudson</i><br/> H- <i>La Salle</i></p> <p>Divide your class into eight groups, one for each explorer. Decide whether you wish to group your students randomly, based on students' needs and abilities, or based on student choice.</p>   |
| <b>Extension: Routes of Exploration Adventure Game</b><br>(45 minutes)                          | Assume the role of a New World explorer and play an exciting educational game. Try to gain riches, make new discoveries, and survive on the open sea! | <p>Students will be working in groups to play a game. Each group will need:</p> <ul style="list-style-type: none"> <li>One game board. There are eight game boards, one for each explorer, in <i>Activity Cards A–G: Explorers</i>.</li> <li>One die.</li> <li>20 pennies (to serve as found treasure). (Consider placing the 20 pennies in a small bag for each group. Small items other than pennies, such as paperclips, may be used instead.)</li> <li>Student Journals or access to the Reading online. Each group will be assigned to read about one of the explorers.</li> </ul> |
| <b>Extension: Explorer's Game</b><br>(20 minutes)   | Play a game to review the motives and impacts of European voyages to the Americas.  | This game can be played individually, in groups, or whole class. You can have students use binder paper or any other method for recording responses. All answers are located in the Hands-On Activity Notes. Feel free to award points or incentives if you feel it motivational.   |
| <b>Show What You Know</b><br>(10 minutes)   | Summary & Student Journal responses. Write an "I Am"-style poem about an explorer to share with classmates. (Journal pgs. 111-112)                    | <ul style="list-style-type: none"> <li><b><i>Supplemental BrainPop Activity:</i></b> Christopher Columbus (See Appendix B)</li> </ul> <p><b>Graded as a performance task.</b></p>   |

| Unit Modifications for Special Population Students |   |
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| <b>Advanced Learners</b>                           | <p>Students may complete the Reading /Explore Activities:</p> <ul style="list-style-type: none"> <li>• Recording Lakotka History</li> <li>• The Development of Mayan Civilization</li> <li>• Four Young Native Americans</li> <li>• Native American Economic Patterns</li> <li>• Indigenous Economic Activity: A Case Study</li> <li>• Native American Governments</li> <li>• Contact Between Indigenous and European Cultures</li> <li>• Primary Source- Native American Women</li> <li>• The Columbian Exchange</li> <li>• Who Win's Florida</li> <li>• Europeans in the Americas</li> <li>• Exploration and Trade</li> </ul> <p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 2:</b> Have students research a Native American tribe that lived or still lives in the area near their homes. Once students identify a tribe, ask them to find some of the following information: an origin story of the tribe, the reason the tribe may have settled in the area, and the adaptations the tribe made to survive in the local environment. If possible, students should identify places that may have been named for or by that tribe, such as local geographical features or street names. Have students present research findings on a poster for classroom display.</li> <li>• <b>Lesson 3:</b> Have students further research two of the Native American cultural regions. For each region, have them identify two additional artifacts that could be found there. Ask them to create or draw the artifacts and write a short paragraph explaining how each artifact was used in the cultural region. (Option: Consider using these artifacts as bonus questions in the class game. Display each new artifact and see if students can identify which region it belongs to and why.)</li> <li>• <b>Lesson 4:</b> Have students research the navigational tools that explorers used during the Age of Exploration. These tools may include maps, the astrolabe, the compass, as well as charts, the cross-staff, and the lead line. Have students create an illustrated timeline indicating when each of these tools was first used. Additionally, have them mark the first voyage of Columbus in 1492 on the timeline. Ask students to examine their timelines to make connections between tools and travel. Ask students to place their timelines in a safe place so that they can refer to them as they read about other explorers in the next lesson.</li> <li>• <b>Lesson 5:</b> Have students research the exchange that began between Europe and the Americas with the voyage of Columbus. What European items, including tools, foods, animals, ideas, and diseases, did explorers introduce to Native Americans? What items, such as foods, ideas, and diseases, did European explorers bring home from the Americas? Students should also find out what role Africa played in the Columbian Exchange.</li> </ul> |
| <b>Struggling Learners</b>                         | <p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 2:</b> Where students are asked to write paragraphs, allow them to write sentences to summarize their main ideas. Encourage the use of the reading</li> </ul>  |

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|   | <p>when writing responses. Similarly, where students are asked to write sentences, allow them to answer in incomplete sentences.</p> <ul style="list-style-type: none"> <li>• <b>Lesson 3:</b> Reduce the amount of reading by having pairs read and complete the Activity Notes for only one or two sections. Then use the answer key to debrief all the answers as a class and to answer questions.</li> <li>• <b>Lesson 4:</b> Where students are asked to read multiple sections and complete the related Activity Notes at once, break up the work. Have students read and complete the Activity Notes one section at a time. Consider checking their answers between each section.</li> <li>• <b>Lesson 5:</b> Consider creating one of more groups comprised of students reading and writing below grade below together and provide targeted support. Provide assistance as needed with the reading of their text section. Make sure that students understand the main ideas of their section before moving on to preparing for the visual presentations. Ensure students have practiced and feel comfortable presenting information about their explore in front of their classmates.</li> </ul> <p><b><u>Additional Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Use online student textbook with text-to-speech option.</li> <li>• Use online leveled student textbook (Reading Level B).</li> <li>• Provide reading assistance.</li> <li>• Provide sentence starters for open-response questions.</li> </ul>   |
| <p><b>English Language Learners</b></p> | <p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 2:</b> After completing Hands-On Activity: Encountering Environments, reinforce the concepts of adaptation and environment. Have students discuss concrete examples such as the type of adaptation that is necessary in an environment with a climate that is hot, cold, snowy, and/or rainy. Discuss the types of jobs that might be available in different surroundings. Also invite students to find pictures in magazines, newspapers, or online that show ways in which people adapt to their environments. These may include different kinds of clothing, shelter, and sporting equipment.</li> <li>• <b>Lesson 3:</b> Point out that English words are often similar to words in other languages. For example, in Spanish the word <i>culture</i> is <i>cultura</i>, <i>artifact</i> is <i>artefacto</i>, and <i>region</i> is <i>región</i>. Tell students that when they see an unfamiliar word, they should think about whether they know a word in their first language that looks like it. If so, they should ask themselves whether that word would make sense in the text they are reading.</li> <li>• <b>Lesson 4:</b> During the Preview, make a master list on chart paper of the tools for travel. After completing the Preview, work with students to create two more master lists: one with ideas about what students might find if they traveled to a new place and the other with people's motives for travel. During Activity: Exploring a Sunken Ship, post each master list where students can see them. This will help them categorize each of the artifacts.</li> <li>• <b>Lesson 4:</b> Create the three sentence strips below to review what students know about why explorers set out for the Americas. <ul style="list-style-type: none"> <li>• Explorers wanted to find a route to Asia.</li> <li>• Explorers wanted to spread Christianity.</li> <li>• Explorers wanted to claim lands and riches.</li> </ul> <p>After you and students have completed the Preview and talked about the impact of European settlement, have students discuss what Native Americans might have thought of the motives for exploration listed above.</p> </li> </ul> <p><b><u>Additional Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Use Complete Lesson Guide/Interactive Students Notebook (Spanish), if applicable.</li> <li>• Use online student textbook with text-to-speech option.</li> </ul> |

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|                               | <ul style="list-style-type: none"> <li>• Support understanding of unknown words. <ul style="list-style-type: none"> <li>○ Pre-teach vocabulary</li> <li>○ Provide visual, verbal, and written examples together</li> <li>○ Group related words</li> <li>○ Create a vocabulary word wall</li> <li>○ Use Vocabulary Cards</li> </ul> </li> <li>• Display pictures and charts to support content.</li> </ul>  |
| <b>Special Needs Learners</b> | <p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 2:</b> Provide support for the linguistic portions of the lesson. Create cloze passage summaries for the Activity Notes. Have students use the text to help them fill in the missing words with key vocabulary. Before the interview answer presentation, use questioning to help students focus on the details of the image and make key connections. Find interview responses by searching for key words in the text.</li> <li>• <b>Lesson 3:</b> Provide pictures of the artifacts for the Activity Notes so students can cut and paste the ones they choose rather than drawing them. Display this writing frame to help them write the captions: The <i>[name of region]</i> tribes made <i>[name of artifact]</i> from <i>[what artifact is made from]</i>, which comes from <i>[where the tribes found the natural resource for the artifact]</i>. Before the lesson, have students draw images from our culture similar to those provided for the Native American cultural groups. For example, they may choose to draw a picture of the kind of building in which they live, articles of clothing they wear, vehicles in which they travel, and tools they use.</li> <li>• <b>Lesson 4:</b> Limit the number of artifacts to one or two in each category. Provide pictures of the objects that students can paste, rather than draw, in the spaces. For the Activity Notes, rather than requiring students to read all the text sections to locate the information, indicate which section of the text discusses each object.</li> <li>• <b>Lesson 5:</b> Group students strategically for their visual presentations so they can be successful. Allow reasonable modifications of the assignment based on students' needs and interests, such as the creation of a song or skit instead of a visual presentation.</li> </ul> <p><b><u>Additional Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Use online student textbook with text-to-speech option.</li> <li>• Use online leveled student textbook (Reading Level B).</li> <li>• Provide reading assistance.</li> <li>• Support understanding of unknown words. <ul style="list-style-type: none"> <li>○ Pre-teach vocabulary</li> <li>○ Provide visual, verbal, and written examples together</li> <li>○ Group related words</li> <li>○ Use Vocabulary Cards</li> </ul> </li> <li>• Display pictures and charts to support content.</li> <li>• Modify format of open-response questions. <ul style="list-style-type: none"> <li>○ Provide sentence starters or sentence frames for open-response questions</li> <li>○ Provide word banks or key phrases</li> <li>○ Allow answers to be given orally</li> </ul> </li> </ul> |
| <b>Learners with a 504</b>    | <p><b>Parent and Educator Resource Guide to Section 504</b><br/> <a href="https://www.parentcenterhub.org/ocr-guide-to-section504/">https://www.parentcenterhub.org/ocr-guide-to-section504/</a></p>   |

## Interdisciplinary Connections

### Indicators:

4. NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
7. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
8. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
9. NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
10. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
11. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
12. RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
13. RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
14. RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
15. RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
16. RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
17. RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
18. RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
19. RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
20. RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
21. RF.4.4.A. Read grade-level text with purpose and understanding.
22. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
23. W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
24. W.4.9.B. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
25. SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
26. Presentation of Knowledge and Ideas
27. SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
28. L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

29. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
30. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Social Justice Standards:**

DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

### Integration of 21<sup>st</sup> Century Skills

**Core Idea:**

Culture and geography can shape an individual's experiences and perspectives.

**Performance Expectation:**

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

**Unit Title: *Unit 2: Colonial Times*****Unit Description:**

In this unit, students learn about European colonies in North America and issues that arose between Native Americans and settlers.

**Unit Duration: 27 instructional periods****Desired Results****Standards:**

- 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.
- Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
- There are different processes for establishing rules and laws.
- Certain dispositions help individuals contribute to the health of American democracy.
- Regions form and change as a result of unique physical characteristics 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 differs for many reasons, including whether it is by choice or condition.
- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- The exchange of goods and services can have negative and positive effects.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
- Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.
- Chronological sequencing helps us track events over time.
- Interactions of people and events throughout history have shaped the world we experience today.
- Events may be viewed differently based on one's perspective.
- Historical records are shaped by the society that the creator lived in.
- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
- Historians use evidence from multiple sources to support their claims and arguments about the past.

**Indicators:**

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

- 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- 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.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 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.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 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.
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 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.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.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 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.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 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.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 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.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 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.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- 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.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 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).
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- 6.1.5.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.
- 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.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.

### **Understandings:**

***Students will understand that...***

#### **Lesson 6:**

- Compare and contrast the three English settlements of Roanoke, Jamestown, and Plymouth.
- Locate Native American and English settlements on a map of colonial southern New England.
- Develop and use specific criteria as individuals and in groups to assess works of art.
- Determine main ideas of a text and explain how they are supported by key details. (reading)
- Review the key ideas expressed and draw conclusions using information and knowledge gained from the discussions. (listening and speaking)
- Recognize unfairness on the individual level and injustice at the institutional or systemic level.
- Identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world.

#### **Lesson 7:**

- Identify key features of six colonies: Massachusetts Bay, Rhode Island, New York, Pennsylvania, Maryland, and Georgia.
- Explore historical events from multiple perspectives.
- Compare and contrast the New England, Middle, and Southern colonies.
- Draw conclusions from a map.
- Prepare and deliver a persuasive presentation. (speaking)
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (reading)
- Explain the similarities (relationships or interactions) between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.

### **Essential Questions:**

#### **Unit 2:**

- *How did geography affect the development of colonial America?*

#### **Lesson 6:**

- *What challenges did the first English colonies face?*

#### **Lesson 7:**

- *How were the three colonial regions alike and different?*

#### **Lesson 8:**

- *What was the impact of slavery on African people?*

#### **Lesson 9:**

- *What were the key parts of life for Southern colonists in the 1700s?*

- Examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified.
- Express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

#### **Lesson 8:**

- Describe life in West Africa in the 1500s and how the trade of enslaved people began.
- Identify the components of triangular trade.
- Analyze how Africans survived the Middle Passage and responded to a life of slavery in the colonies
- Communicate written and oral explanations.
- Make connections between text and visuals.
- Respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
- Analyze the harmful impact of bias and injustice on the world historically and today.
- Recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels.
- Express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

#### **Lesson 9:**

- Identify important sites in colonial Williamsburg.
- Describe six aspects of life in colonial Williamsburg: education, trades, social life, government, slavery, and religion.
- Compare and contrast life in colonial Williamsburg with life in the students' community.
- Role-play aspects of colonists' daily lives. (speaking and listening)
- Write a letter describing life in colonial Williamsburg and comparing it to life in your community. (writing)
- Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

## Assessment Evidence

### Performance Tasks: Show What You Know

- **Lesson 6:** Independently analyze a piece of early colonial art.
- **Lesson 7:** Write an evidence-based paragraph comparing the New England, Middle, and Southern colonies.
- **Lesson 8:** Explain why the triangular trade lasted for centuries.
- **Lesson 9:** Write a letter describing life in Williamsburg and compare it with life in your community.

### Other Evidence:

- Hands-On Activities
- Lesson Games
- Formative Assessments
- Student interactive notebook assignments

**Benchmarks:** Benchmark will be given at the completion of Unit 3.

## Learning Plan

Each lesson within the program has the following elements: Preview, Vocabulary, Hands-On Activity, Extension, and Show What You Know. Not all elements or all parts of each element will be taught.

| Lesson Title Elements   | <i><b>Lesson 6: Early English Settlements</b></i>  | <b>Amendments/Advance Preparation</b>  |
|---|--|--|
| <b>Preview Activity</b><br>(20 minutes)                                     | Identify the locations of Roanoke, Jamestown, and Plymouth on a map. Analyze how early English settlements were portrayed through artistic expression. (Journal pgs. 119-121)  |  |
| <b>Vocabulary Activity</b><br>(10 minutes)                                  | Vocabulary Activity pg. 122 Fill in the correct vocabulary term next to its definition.  | Reference Vocabulary Toolkit for suggested activities  |
| <b>Hands-On Activity: Exploring Colonialism Through Art</b><br>(60 minutes) | View three pieces of European art depicting early life in Roanoke, Jamestown, and Plymouth. Compete against your peers to have your assigned piece of art be the star of the show in a museum exhibition. (Journal pgs. 123-133) | Divide the class into three groups and assign one of three artworks to each group. Some of the art vocabulary terms may need to be explained. The National Visual Arts Standards (launched in 2014) are a great resource. You can also check your state's arts education instructional requirements for additional assistance in teaching students "aesthetic valuing" skills when analyzing works of art. |
| <b>Show What You Know</b><br>(10 minutes)                                   | Summary & Student Journal responses. Use your newfound skills as an art historian to independently analyze a piece of early colonial art. (Journal pg. 134)  | <ul style="list-style-type: none"> <li>• <b>Supplemental BrainPop Activity:</b> Jamestown, Part 1 (see Appendix B)</li> <li>• <b>Supplemental BrainPop Activity:</b> Jamestown, Part 2 (see Appendix B)</li> <li>• <b>Supplemental BrainPop Activity:</b> Thanksgiving (see Appendix B)</li> </ul> <p><b>Graded as a performance task.</b></p>   |
| Lesson Title Elements   | <i><b>Lesson 7: Comparing the Colonies</b></i>   | <b>Amendments/Advance Preparation</b>  |

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| <b>Preview Activity</b><br>(15 minutes)  | Create a map showing the three colonial regions. (Journal pgs. 135-137)   |  |
| <b>Vocabulary Activity</b><br>(10 minutes)   | Vocabulary Activity pg. 138. Complete the “contract” using the correct vocabulary terms.  | Reference Vocabulary Toolkit for suggested activities  |
| <b>Hands-On Activity: Comparing the Early English Colonies</b><br>(60 minutes)               | Compare and contrast six early English colonies using a graphic organizer. (Journal pgs. 139-149)   | <p>Scissors</p> <p><i>Activity Cards: Mini Books</i></p> <p>Assign a colony to each student pair. To make colony assignments clear, consider using colony name tags, setting up colony tables, or using another method for identification.</p> <p>Include New Jersey resources between Section 4: New York: Middle Colony and Section 5: Pennsylvania: Middle Colony (focus on prominent figures of New Jersey)</p> <p><b>Supplemental New Jersey Resources:</b></p> <ul style="list-style-type: none"> <li>• Founding the Colony:<br/><a href="https://www.thoughtco.com/new-jersey-colony-103874">https://www.thoughtco.com/new-jersey-colony-103874</a></li> <li>• Geography, Economy, and Government:<br/><a href="https://www.landofthebrave.info/new-jersey-colony.htm">https://www.landofthebrave.info/new-jersey-colony.htm</a></li> </ul> |
| <b>Hands-On Activity: English Colonization Through Multiple Perspectives</b><br>(35 minutes) | Read about diverse historical perspectives from the 1600s. Then rank colonial belief statements and engage in respectful discussions. (Journal pg. 150) | Scissors, Cut out each mini book from <i>Activity Cards: Mini Books</i> and fold it in half.<br>Assign students to groups of three.  |
| <b>Show What You Know</b><br>(10 minutes)  | Summary & Student Journal responses. Write an evidence-based paragraph comparing the New England, Middle, and Southern colonies. (Journal pgs. 151-152) | <ul style="list-style-type: none"> <li>• <b>Supplemental BrainPop Activity:</b> Regions of the Thirteen Colonies (see Appendix B)</li> <li>• <b>Supplemental BrainPop Activity:</b> Building the Thirteen Colonies (see Appendix B)</li> </ul> <p><b>Graded as a performance task.</b></p>   |
| <b>Lesson Title Elements</b>   | <b>Lesson 8: Slavery in the Americas</b>  | <b>Amendments/Advance Preparation</b>  |
| <b>Preview Activity</b><br>(15 minutes)  | Analyze and compare two paintings showing enslaved people being sold at an auction. (Journal pgs. 153-155)  |  |
| <b>Vocabulary Activity</b><br>(10 minutes)   | Vocabulary Activity pg. 156. Write the vocabulary word that matches the image.  | Reference Vocabulary Toolkit for suggested activities  |
| <b>Hands-On Activity: Analyzing the Enslavement of Africans</b><br>(75 minutes)              | Dive deeper into the history of slavery in the Americas by analyzing primary sources, images, and literature from different parts of the journey        | <p>Hang each Activity Card from <i>Activity Card: Stations A–G</i> around the room to create seven stations.</p> <p>Decide whether students should visit the seven stations in order or start and end at</p>   |

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|  | enslaved Africans experienced. (Journal pgs. 157-167)   | any of the seven stations. If students will visit the stations in order, print extra copies of the Activity Card for each station, and stagger the start times.   |
| <b>Extension: Researching African American Influence</b><br>(20 minutes) | Inquire about African American influence in your own community and cite the sources you find.                 |   |
| <b>Show What You Know</b><br>(10 minutes)                                | Summary & Student Journal responses. Explain why the triangular trade lasted for centuries. (Journal pg. 168) | <ul style="list-style-type: none"> <li>• <b>Supplemental Resource:</b><br/>Read Aloud: <i>A Primary Source History of Slavery in the United States</i> by Allison Crotzer Kimmel (p. 4 – 19 only)</li> <li>• <b>Supplemental BrainPop Activity:</b><br/>Slavery (see Appendix B)</li> <li>• <b>Supplemental Resources:</b><br/>Read Aloud: <i>Freedom over me: Eleven slaves, their lives and dreams brought to life</i> by Ashley Bryan<br/><i>Going Down Home with Daddy</i> by Kelly Starling Lyons</li> <li>• <b>Supplemental BrainPop Activity:</b><br/>Underground Railroad (see Appendix B)</li> </ul> <p><b>Graded as a performance task.</b></p> |

| <b>Lesson Title Elements</b>  | <b>Lesson 9: Life in Colonial Williamsburg</b>   | <b>Amendments/Advance Preparation</b>   |
|---|--|---|
| <b>Preview Activity</b><br>(5 minutes)                                  | Students explore an interactive map of colonial Williamsburg, list four places they would like to visit and explain why they would like to visit. (Journal pgs. 169-171)   |   |
| <b>Vocabulary Activity</b><br>(10 minutes)                              | Vocabulary Activity pg. 172. Use the vocabulary words to complete a “proclamation”.  | Reference Vocabulary Toolkit for suggested activities   |
| <b>Hands-On Activity: Touring Colonial Williamsburg</b><br>(75 minutes) | Visit six exhibits representing sites in colonial Williamsburg to examine aspects of colonial life such as government, society, and religion. Collect memories to use to write a letter about the experience. (Journal pgs. 173-194) | See Materials list<br>Create six exhibits around the classroom (as shown on the class map) by placing or hanging <i>Activity Cards A–G: Exhibits</i> around the room. There should be two setups for each exhibit. The materials listed on each Activity Card (and on the Materials list) should be placed by each exhibit. There should be sufficient time for students to visit two or three exhibits during this activity. If you prefer for students to visit all of the exhibits, continue the activity by having students complete Extension: Visiting More Exhibits. |
| <b>Extension: Visiting More Exhibits</b><br>(40 minutes)                | Visit as many exhibits as time allows.   |   |
| <b>Show What You Know</b>   | Summary & Student Journal responses. Write a letter  | <b>Graded as a performance task.</b>  |

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| (20 minutes) | describing life in Williamsburg and compare it with life in our community. (Journal pgs. 195-196) |  |
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**Diversity, Equity & Inclusion Educational Resources:**  
<https://www.nj.gov/education/standards/dei/index.shtml>

| Unit Modifications for Special Population Students |  |
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| Advanced Learners                                  | <p>Students may complete the Reading /Explore Activities:</p> <ul style="list-style-type: none"> <li>Primary source- The Starving Time</li> <li>Choosing a Career on the Colonies</li> <li>Colonial Families</li> <li>How Enslaved Africans Kept Hope Alive</li> <li>Labor in Virginia, Then and Now</li> <li>Juneteenth</li> <li>Primary Source- The Interesting Narrative of the Life of Olaudah Equiano</li> <li>Art, Music, and Literature in Colonial America</li> </ul> <p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li><b>Lesson 6:</b> Have students research the Jamestown Rediscovery Project, the archaeological excavation of Fort Jamestown. Ask them to find out what new geographic information has been learned from this project. Students should identify five new artifacts found at the excavation site and what these artifacts reveal about life at Fort Jamestown. Then they should use the information to create a poster to share with the class.</li> <li><b>Lesson 7:</b> Use the <u>Depth and Complexity Icons</u>’ visual prompts to increase students’ understanding of the similarities and differences among the colonies. Students can use the prompts to compare and contrast big ideas, details, patterns, trends, rules, changes over time, ethical issues, and multiple perspectives related to colonial life. Consider having students select a topic for comparison and present their findings to the class in, for example, a slideshow, presentation, or a poster.<br/>A Venn diagram or other graphic organizer can be used to compare and contrast two or more of the mini book perspectives. Create opportunities for students to research and demonstrate their knowledge of the historical figures in the mini books.</li> <li><b>Lesson 8:</b> Have students find out more about the triangular trade. They should prepare a brief product, such as a report or multimedia presentation, to answer any of these questions: <i>How did this trade affect the economy and the way of life on each continent? How did this trade make Europe, West Africa, and the Americas dependent on one another? What goods were bought and sold at different places along the trade routes? What people, raw materials, and manufactured goods were exchanged?</i> Have students use this information to create illustrated a map to go with their work. Students can also compare the multiple perspectives and ethical issues involved with the trade of enslaved people.<br/><b>Lesson 9:</b> Have students research colonial Williamsburg by visiting the website of Colonial Williamsburg, the living history museum in Virginia. Ask students to investigate the different trades practiced in the town. Tell students to choose the trade that most interests them and to read about how the work was done and what kinds of products were made. Have students create an</li> </ul> |

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|                                  | <p>advertisement (or an alternative product) for the people of colonial Williamsburg that shows the work done and the products offered at this shop. Invite students to present their advertisements to the class.</p>  |
| <b>Struggling Learners</b>       | <p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 6:</b> Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Students can complete modified Activity Notes for Hands-On Activity: Exploring Colonialism Through Art: have them reduce the number of responses and/or their length by using bullets instead of complete sentences and/or accompanying key words with quick sketches. Providing sentence starters is also helpful for reluctant writers. Allow students to work in pairs or small groups—with or without adult support—when generating ideas for writing.</li> <li>• <b>Lesson 7:</b> During Hands-On Activity: Comparing the Early English Colonies, engage students in guided practice by using two perspectives first for direct instruction. Give these two mini book perspectives to struggling students who need support in reading and writing so they are more successful during the group work and presentations.</li> <li>• <b>Lesson 8:</b> For the Preview Activity, partner students strategically. Provide support as needed to write their observations and the similarities and differences in the two paintings in the Activity Notes. In Hands-On Activity: Analyzing the Enslavement of Africans, modify the task and encourage students to use key words and drawings in the Activity Notes. Ensure students have partners who can assist with reading and understanding the Activity Cards.</li> <li>• <b>Lesson 9:</b> Modify the letter-writing assignment by providing a template on which students can record key ideas. The template should include the following: <ul style="list-style-type: none"> <li>• the date</li> <li>• a greeting</li> <li>• a place to write their ideas about Williamsburg</li> <li>• where they visited</li> <li>• a closing</li> </ul> Students can submit the completed template as their assignment or use the template as a first draft. </li> </ul> <p><b><u>Additional Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Use online student textbook with text-to-speech option.</li> <li>• Use online leveled student textbook (Reading Level B).</li> <li>• Provide reading assistance.</li> <li>• Provide sentence starters for open-response questions.</li> </ul> |
| <b>English Language Learners</b> | <p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 6:</b> Spend time building vocabulary and background knowledge on the three pieces of European art in the lesson. Provide translations as needed. Have students share what they see, think, and feel about the art through collaborative conversations. Post sentence starters as needed for scaffolding and encouraging the use of complete sentences. Chart their responses—along with key vocabulary words, visual references, and/or definitions—for future reference throughout the lesson.</li> <li>• <b>Lesson 7:</b> During the Vocabulary Activity, if students have difficulty reading the font in the Activity Notes, consider providing the Activity Notes prompt in an easier-to-read font. To avoid typing each sentence, copy and paste the answer key into a document and remove or hide the answers. Build background knowledge and review vocabulary words before the beginning of the lesson. In the Activity Notes for Hands-On Activity:</li> </ul>   |

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|                                      | <p>Comparing the Early English Colonies, students can draw and use key words to describe each colony's reasons for founding, geography, economy, and government.</p> <p>Provide scaffolding and support in Hands-On Activity: English Colonization Through Multiple Perspectives so that language learners can comprehend the colonial belief statements and at least one of the mini books.</p> <ul style="list-style-type: none"> <li>• <b>Lesson 8:</b> To introduce students to the concept of slavery, facilitate a class discussion in which you brainstorm the differences between being a worker and being an enslaved worker. List the differences in a two-column chart on the board, with the first column labeled "Workers" and the second labeled "Enslaved Workers." A Venn diagram would also work well to compare and contrast the two concepts.</li> <li>• <b>Lesson 9:</b> Define terms such as <i>tavern</i>, <i>dame</i>, <i>capitol</i>, <i>shoemaker</i>, and any other words in the lesson that students may be unfamiliar with.</li> </ul> <p>To prepare for Hands-On Activity: Touring Colonial Williamsburg, use the links in the Enhancing Learning section to help students get a better understanding of the places they will visit. Pair students strategically to increase listening and speaking engagement.</p> <p><b><u>Additional Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Use Complete Lesson Guide/Interactive Students Notebook (Spanish), if applicable.</li> <li>• Use online student textbook with text-to-speech option.</li> <li>• Support understanding of unknown words. <ul style="list-style-type: none"> <li>○ Pre-teach vocabulary</li> <li>○ Provide visual, verbal, and written examples together</li> <li>○ Group related words</li> <li>○ Create a vocabulary word wall</li> <li>○ Use Vocabulary Cards</li> </ul> </li> <li>• Display pictures and charts to support content.</li> </ul> |
| <p><b>Special Needs Learners</b></p> | <p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 6:</b> Students can use the 5Ws to write, draw, or discuss their ideas about each image. Encourage them to respond to the art in any method appropriate to their abilities and needs. Encourage everyone to participate in their own way. Practice the rules of the lesson before Hands-On Activity: Exploring Colonialism Through Art: <ol style="list-style-type: none"> <li>1. Take turns.</li> <li>2. Share one reason at a time.</li> <li>3. Be a good listener.</li> </ol> </li> <li>• <b>Lesson 7:</b> During the Preview, show students additional maps of the 13 colonies, and assist them in completing the Activity Notes as necessary. In Hands-On Activity: Comparing the Early English Colonies, modify the Activity Notes by limiting the number of responses to be written and/or having students write key words instead of complete sentences. Ensure students do not get frustrated by the length and requirements of the matrix by giving assistance and encouragement. Allow students to choose one colony to become an "expert" on. Information can be shared with the class through the creation of a product appropriate to the students' ability level and to the task.</li> <li>• <b>Lesson 8:</b> After students have read the text, have them draw simple pictures and write keywords or captions that represent the lives of enslaved Africans. On the reverse side of the same piece of paper, have students write a few sentences that describe various ways enslaved people coped with their situation.</li> </ul>  |

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|                            | <p>Pair students strategically for Hands-On Activity: Analyzing the Enslavement of Africans. Modify the assignment by limiting the number of stations to be visited. Students should complete the Activity Notes for only the stations they visit.</p> <ul style="list-style-type: none"> <li>• <b>Lesson 9:</b> To help students connect this lesson to their own community, have each student draw one building they might visit in their community, and below the picture, have them write one activity that takes place in the building. Post the pictures to create their town or community. Then have a discussion about how a typical day might involve visiting several buildings in the town and doing different activities. Connect this idea to the lives and activities of the people of colonial Williamsburg and to the way in which Hands-On Activity: Touring Colonial Williamsburg is organized around six sites. Keep the local buildings posted and use them as a reference for the tour of Williamsburg. Consider asking them to compare and contrast their community with colonial Williamsburg.</li> </ul> <p><b><u>Additional Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Use online student textbook with text-to-speech option.</li> <li>• Use online leveled student textbook (Reading Level B).</li> <li>• Provide reading assistance.</li> <li>• Support understanding of unknown words. <ul style="list-style-type: none"> <li>○ Pre-teach vocabulary</li> <li>○ Provide visual, verbal, and written examples together</li> <li>○ Group related words</li> <li>○ Use Vocabulary Cards</li> </ul> </li> <li>• Display pictures and charts to support content.</li> <li>• Modify format of open-response questions. <ul style="list-style-type: none"> <li>○ Provide sentence starters or sentence frames for open-response questions</li> <li>○ Provide word banks or key phrases</li> <li>○ Allow answers to be given orally</li> </ul> </li> </ul> |
| <b>Learners with a 504</b> | <p><b>Parent and Educator Resource Guide to Section 504</b><br/> <a href="https://www.parentcenterhub.org/ocr-guide-to-section504/">https://www.parentcenterhub.org/ocr-guide-to-section504/</a></p>  |

## Interdisciplinary Connections

### Indicators:

31. NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
32. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
33. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
34. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
35. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
36. NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
37. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

38. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
39. RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
40. RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
41. RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
42. RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
43. RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
44. Integration of Knowledge and Ideas
45. RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
46. RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
47. RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
48. RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
49. RF.4.4.A. Read grade-level text with purpose and understanding.
50. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
51. W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
52. W.4.9.B. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
53. SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
54. L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
55. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
56. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### **Social Justice Standards:**

DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

JU.3-5.12 I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.

### **Integration of 21<sup>st</sup> Century Skills**

#### **Core Idea:**

Culture and geography can shape an individual's experiences and perspectives.

#### **Performance Expectation:**

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

**Unit Title: *Unit 3: Making a Difference in the World*****\*Our Community and Beyond****Unit Description:**

In this unit, students investigate environmental problems and implement a class project to help the world around them.

**Unit Duration: 10 instructional periods****Desired Results****Standards:**

- In a representative democracy, individuals play a role in how government functions.
- Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
- Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.
- Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.
- Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.
- Certain dispositions help individuals contribute to the health of American democracy.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

**Indicators:**

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

### Understandings:

***Students will understand that...***

### Lesson 16:

- Identify specific ways of showing public virtue.
- Develop a detailed proposal for a community project to help the world around them.
- Evaluate and compare ideas for community projects.
- Match slogans to key concepts that they represent. (reading)
- Orally present a proposal for a community project and answer questions. (speaking)
- Listen carefully to oral presentations of project ideas and ask appropriate questions. (listening)
- Recognize leadership capacity in oneself and others.
- Plan and carry out collective action against bias and injustice in the world.

### Essential Questions:

### Lesson 16:

*How can we help the world around us?*

## Assessment Evidence

### Performance Tasks:

#### **Show What You Know**

- **Lesson 16:** Identify a series of problems and then suggest solutions.

### Other Evidence:

- Hands-On Activities
- Lesson Games
- Formative Assessments
- Student interactive notebook assignments

**Benchmarks:** Benchmark will be given at the completion of Unit 3.

## Learning Plan

Each lesson within the program has the following elements: Preview, Vocabulary, Hands-On Activity, Extension, and Show What You Know. Not all elements or all parts of each element will be taught.

| Lesson Title Elements   | <b>*Our Community and Beyond</b><br><b>Lesson 16: Making a Difference in the World</b>                                       | Amendments/Advance Preparation  |
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| <b>Preview Activity</b><br>(10 minutes)                                   | Students match a video to a slogan about helping the world around them. (Journal pgs. 339-341)                               | Slogans will be used throughout the lesson, so it will be important for students to have a good understanding of the concept.   |
| <b>Vocabulary Activity</b><br>(10 minutes)                                | Vocabulary Activity pg. 342. Write the definition in your own words. Come up with a simple slogan and image to represent it. | Reference Vocabulary Toolkit for suggested activities   |
| <b>Hands-On Activity: Matching Bumper Sticker Slogans</b><br>(60 minutes) | Examine bumper stickers to learn about actions one can take to make a difference in the world. (Journal pgs. 343-353)        | Cut out <i>Activity Cards A–B: Bumper Stickers</i> and be prepared to pass them out to each pair. Students will be examining each one and returning them to you in order to receive the next one. |

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| <b>Hands-On Activity: Community Service Project</b><br>(45 minutes)           | Plan and carry out a community service project. (Journal pgs. 354-357)  | Students can complete this activity as a class project, in small groups, or on their own.   |
| <b>Extension: Presenting Your Community Service Project</b><br>(20 minutes)   | Share your community service project with your classmates.  |   |
| <b>Show What You Know</b><br>(10 minutes)                                     | Summary & Student Journal responses. Identify a series of problems and then suggest solutions. (Journal pg. 358)  | <ul style="list-style-type: none"> <li>• <b>Supplemental BrainPop Activity:</b> Climate Change (See Appendix B)</li> </ul>  |
| <b>Study Your Community: How Does Our Community Help the World Around Us?</b> | <p><b>Step 1:</b> Students find out about an individual or group in our community that does one of the jobs listed in their notebook.</p> <p><b>Step 2:</b> Complete the organizer. Try to find both primary and secondary sources about the individual or group. Students write down where they found their sources.</p> <p><b>Step 3:</b> Create a poster showing how this individual or group helps protect the environment. Share their poster with the class.</p> <p><b>Step 4:</b> Students think of two natural features in our community that they want to protect. What actions can they take to protect it?</p> | <ul style="list-style-type: none"> <li>• <b>Graded as a performance task.</b></li> <li>• Sample Resources: <ul style="list-style-type: none"> <li><b><u>Students Against the Violation of the Earth (SAVE)-Washington Township High School Student Organization</u></b><br/> <b>Primary Source:</b> Website<br/> <a href="https://www.wtps.org/Page/6078">https://www.wtps.org/Page/6078</a><br/> <b>Secondary Source:</b> Article<br/> <a href="https://www.wtps.org/site/default.aspx?PageType=3&amp;DomainID=14&amp;ModuleInstanceID=20&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=56026&amp;PageID=21&amp;Comments=true">https://www.wtps.org/site/default.aspx?PageType=3&amp;DomainID=14&amp;ModuleInstanceID=20&amp;ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&amp;RenderLoc=0&amp;FlexDataID=56026&amp;PageID=21&amp;Comments=true</a><br/> <b>Secondary Source:</b> Article<br/> <a href="https://thesunpapers.com/2017/04/21/students-clean-up-schools-rain-garden-for-earth-day/">https://thesunpapers.com/2017/04/21/students-clean-up-schools-rain-garden-for-earth-day/</a> </li> <li><b><u>Environmental Commission-Washington Township Government Organization</u></b><br/> <b>Primary Source:</b> Website<br/> <a href="https://www.twp.washington.nj.us/government/boards_commissions/environmental_commission/index.php">https://www.twp.washington.nj.us/government/boards_commissions/environmental_commission/index.php</a><br/> <b>Secondary Source:</b> Article<br/> <a href="https://www.nj.com/gloucester-county/2015/10/hundreds_of_volunteers_clean_up_washington_townshi.html">https://www.nj.com/gloucester-county/2015/10/hundreds_of_volunteers_clean_up_washington_townshi.html</a> </li> </ul> </li> </ul> |

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

## Unit Modifications for Special Population Students

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| <b>Advanced Learners</b>         | <p>Students may complete the Reading /Explore Activities:</p> <ul style="list-style-type: none"> <li>• Making Your Voice Count</li> <li>• Saving Our Earth (Earth Day)</li> <li>• Improving Air Pollution</li> <li>• Preventing Oil Spills</li> <li>• Keeping Schools Safe from Toxic Waste</li> </ul> <p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 16:</b> Tell the class that one of the best ways to demonstrate one's understanding of a subject is to teach it to someone else. Then have students create a series of three or more captioned pictures that would teach kindergarten or first grade students what they can do to help the global community. The ideas in the pictures must be clear and simple enough for a young student to understand and implement, such as "save energy by turning lights off when you leave a room" or "help wildlife by picking up litter." If possible, arrange for students to share their pictures with a class of younger students at the school.</li> </ul> <p><b><u>Additional Modifications</u></b></p>  |
| <b>Struggling Learners</b>       | <p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 16:</b> Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. After reading, ask students about the main ideas to ensure comprehension. For the Hands-On Activity Notes, consider modifying the directions so students can either write a description of the bumper sticker or write things they can do to help. If appropriate, allow them to draw images with captions instead of writing descriptions. In the Show What You Know section, allow students to work in an adult-led group to complete their problem and solution charts.</li> </ul> <p><b><u>Additional Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Use online student textbook with text-to-speech option.</li> <li>• Use online leveled student textbook (Reading Level B).</li> <li>• Provide reading assistance.</li> <li>• Provide sentence starters for open-response questions.</li> </ul>   |
| <b>English Language Learners</b> | <p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 16:</b> Have students complete Hands-On Activity: Matching Bumper Sticker Slogans in strategically assigned pairs, so that English learners work on the assignment with a fluent speaker. Build background knowledge on bumper stickers and slogans by sharing examples found through internet research. Invite students to create their own art show to celebrate their heritage and teach the rest of the class about their countries of origin. Have students draw or paint a scene depicting life in their family's native country. (Note: If students do not have their own memories of life in another country, encourage them to ask a family member for ideas.) Display the pictures. Optionally, have students tell the rest of the class about the scenes depicted.</li> </ul> <p><b><u>Additional Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Use Complete Lesson Guide/Interactive Students Notebook (Spanish), if applicable.</li> <li>• Use online student textbook with text-to-speech option.</li> <li>• Support understanding of unknown words. <ul style="list-style-type: none"> <li>○ Pre-teach vocabulary</li> <li>○ Provide visual, verbal, and written examples together</li> </ul> </li> </ul> |

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|-------------------------------|---|
|                               | <ul style="list-style-type: none"> <li>○ Group related words</li> <li>○ Create a vocabulary word wall</li> <li>○ Use Vocabulary Cards</li> <li>● Display pictures and charts to support content.</li> </ul>   |
| <b>Special Needs Learners</b> | <p><b><u>Differentiated Instruction</u></b></p> <ul style="list-style-type: none"> <li>● <b>Lesson 16:</b> For the Preview, allow students to come up with a slogan for the video in a group rather than individually. Ensure students understand the vocabulary terms ("habitat" and "inclusive") before coming up with slogans and images to represent them. Give students voice and choice when working in a group on a service project idea by allowing them to choose the jobs and tasks best suited to their interests and abilities.</li> </ul> <p><b><u>Additional Modifications</u></b></p> <ul style="list-style-type: none"> <li>● Use online student textbook with text-to-speech option.</li> <li>● Use online leveled student textbook (Reading Level B).</li> <li>● Provide reading assistance.</li> <li>● Support understanding of unknown words. <ul style="list-style-type: none"> <li>○ Pre-teach vocabulary</li> <li>○ Provide visual, verbal, and written examples together</li> <li>○ Group related words</li> <li>○ Use Vocabulary Cards</li> </ul> </li> <li>● Display pictures and charts to support content.</li> <li>● Modify format of open-response questions. <ul style="list-style-type: none"> <li>○ Provide sentence starters or sentence frames for open-response questions</li> <li>○ Provide word banks or key phrases</li> <li>○ Allow answers to be given orally</li> </ul> </li> </ul> |
| <b>Learners with a 504</b>    | <p><b>Parent and Educator Resource Guide to Section 504</b><br/> <a href="https://www.parentcenterhub.org/ocr-guide-to-section504/">https://www.parentcenterhub.org/ocr-guide-to-section504/</a></p>  |

## Interdisciplinary Connections

### Indicators:

57. NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
58. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
59. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
60. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
61. Range of Reading and Level of Text Complexity
62. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
63. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
64. Range of Reading and Level of Text Complexity
65. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
66. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

67. NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
68. NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
69. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
70. RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
71. RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
72. RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
73. RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
74. RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
75. RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
76. RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
77. RF.4.4.A. Read grade-level text with purpose and understanding.
78. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
79. W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
80. W.4.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
81. W.4.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
82. W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
83. Research to Build and Present Knowledge
84. W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
85. W.4.9.B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
86. SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
87. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
88. SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
89. SL.4.1.C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
90. SL.4.1.D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
91. SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
92. SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
93. L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
94. L.4.3.C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

95. L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
96. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
97. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### Integration of 21<sup>st</sup> Century Skills

|  |   |
|--|---|
| <b>Core Idea:</b><br>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.                    | <b>Performance Expectation:</b> <ul style="list-style-type: none"> <li>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</li> <li>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> </ul>   |
| <b>Core Idea:</b><br>Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. | <b>Performance Expectation:</b> <ul style="list-style-type: none"> <li>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</li> </ul>  |
| <b>Core Idea:</b><br>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.             | <b>Performance Expectation:</b> <ul style="list-style-type: none"> <li>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> |

## **Appendix A**

### **Additional Social Studies Lessons**

**\*\*TCI “Current Connections” resources\*\***

*Inclusion of these activities and resources fulfills state mandates.*

#### **Constitution Day** (September 17)

- Safari Montage Video: *Constitution Day*
- We the People Song: <https://www.youtube.com/watch?v=Plf7uFAKkJc&t=1s>

#### **The Holocaust** (January)

- *What Was the Holocaust?* by Gail Herman (Read aloud 5 minutes per day)
- *The Butterfly* by Patricia Polacco (Read aloud January 27 – Holocaust Remembrance Day)

#### **Martin Luther King, Jr. Day** (On Martin Luther King, Jr. Day)

- *The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist* by Cynthia Levinson (Read aloud)
- *Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport  
(<https://www.youtube.com/watch?v=Rc39Ka8ut6k>)

#### **Black History Month** (February)

- *Young, Gifted and Black* by Jamia Wilson (p. 4 – 29 only – Read aloud one person per day)
- Nearpod Lessons: Maya Angelou <https://share.nearpod.com/e/FNgWUbgd6hb>  
Jesse Owens <https://share.nearpod.com/e/bwqakjd6hb>  
W.E.B. duBois <https://share.nearpod.com/e/QnGCNJmd6hb>  
Frederick Douglass <https://share.nearpod.com/e/vF3dmOpd6hb>
- BrainPop Lesson: Frederick Douglass (optional)  
<https://www.brainpop.com/socialstudies/blackhistory/frederickdouglass/>

#### **Women’s History Month** (March)

- *What Would She Do? Real Life Stories of 25 Female Trailblazers Who Changed the World* by Kay Woodward (p. 4 – 19 only – Read aloud one person per day)
- Nearpod Lessons: Women’s History Month (one per week)  
<https://share.nearpod.com/e/n155jevd6hb>, <https://share.nearpod.com/e/xdl5Jkxd6hb>

**OR**

- BrainPop Lesson: Choose a Women’s History Figure (one per week)  
<https://www.brainpop.com/socialstudies/womenshistory/>

## **Appendix B**

### **Grade 4 BrainPop Lesson Correlation**

| TCI Lesson | BrainPop Lesson  |
|------------|--|
| 2          | <ul style="list-style-type: none"><li>Inuit<br/><a href="https://www.brainpop.com/socialstudies/ushistory/inuit/">https://www.brainpop.com/socialstudies/ushistory/inuit/</a></li></ul>  |
| 3          |  |
| 4          | <ul style="list-style-type: none"><li>Columbian Exchange<br/><a href="https://www.brainpop.com/socialstudies/worldhistory/columbianexchange/">https://www.brainpop.com/socialstudies/worldhistory/columbianexchange/</a></li></ul>   |
| 5          | <ul style="list-style-type: none"><li>Christopher Columbus<br/><a href="https://www.brainpop.com/socialstudies/famoushistoricalfigures/christophercolumbus/">https://www.brainpop.com/socialstudies/famoushistoricalfigures/christophercolumbus/</a></li></ul>   |
| 6          | <ul style="list-style-type: none"><li>Jamestown, Part 1<br/><a href="https://www.brainpop.com/socialstudies/ushistory/jamestownpart1/">https://www.brainpop.com/socialstudies/ushistory/jamestownpart1/</a></li><li>Jamestown, Part 2<br/><a href="https://www.brainpop.com/socialstudies/ushistory/jamestownpart2/">https://www.brainpop.com/socialstudies/ushistory/jamestownpart2/</a></li><li>Thanksgiving<br/><a href="https://www.brainpop.com/socialstudies/ushistory/thanksgiving/">https://www.brainpop.com/socialstudies/ushistory/thanksgiving/</a></li></ul> |
| 7          | <ul style="list-style-type: none"><li>Building the Thirteen Colonies<br/><a href="https://www.brainpop.com/socialstudies/ushistory/buildingthethirteencolonies/">https://www.brainpop.com/socialstudies/ushistory/buildingthethirteencolonies/</a></li><li>Regions of the Thirteen Colonies<br/><a href="https://www.brainpop.com/socialstudies/ushistory/regionsofthethirteencolonies/">https://www.brainpop.com/socialstudies/ushistory/regionsofthethirteencolonies/</a></li></ul>  |
| 8          | <ul style="list-style-type: none"><li>Slavery<br/><a href="https://www.brainpop.com/socialstudies/ushistory/slavery/">https://www.brainpop.com/socialstudies/ushistory/slavery/</a></li><li>Underground Railroad<br/><a href="https://www.brainpop.com/socialstudies/ushistory/undergroundrailroad/">https://www.brainpop.com/socialstudies/ushistory/undergroundrailroad/</a></li></ul>   |
| 16         | <ul style="list-style-type: none"><li>Climate Change<br/><a href="https://www.brainpop.com/science/earthsystem/climatechange/">https://www.brainpop.com/science/earthsystem/climatechange/</a></li></ul>   |

## **Appendix C**

### **Grade 4 TCI Show What You Know Activities and Assessments** **Standards Report Card Correlation**

| Lesson                                 | Standards  |
|--|--|
| 2 – Show What You Know/<br>Assessment  | <ul style="list-style-type: none"><li>• Understands the environmental interaction and differing migration experiences of Native Americans and European explorers</li></ul>   |
| 3 – Show What You Know/<br>Assessment  | <ul style="list-style-type: none"><li>• Understands the environmental interaction and differing migration experiences of Native Americans and European explorers</li><li>• Understands that economic decision-making involves setting goals, making choices, and the exchange of goods and services</li><li>• Understands historical events may be viewed differently based on one's perspective</li></ul>   |
| 4 – Show What You Know/<br>Assessment  | <ul style="list-style-type: none"><li>• Understands the environmental interaction and differing migration experiences of Native Americans and European explorers</li></ul>   |
| 5 – Show What You Know/<br>Assessment  | <ul style="list-style-type: none"><li>• Understands the environmental interaction and differing migration experiences of Native Americans and European explorers</li><li>• Understands that economic decision-making involves setting goals, making choices, and the exchange of goods and services</li><li>• Understands historical events may be viewed differently based on one's perspective</li></ul>   |
| 6 – Show What You Know<br>Assessment   | <ul style="list-style-type: none"><li>• Understands that the interactions of people and events during the pre-colonial and colonization periods have shaped the world we experience today</li><li>• Understands that economic decision-making involves setting goals, making choices, and the exchange of goods and services</li></ul>   |
| 7 – Show What You Know/<br>Assessment  | <ul style="list-style-type: none"><li>• Understands that the interactions of people and events during the pre-colonial and colonization periods have shaped the world we experience today</li><li>• Understands that through participating in the decision-making process people can initiate change</li><li>• Understands democratic principles and fundamental human rights</li><li>• Understands that economic decision-making involves setting goals, making choices, and the exchange of goods and services</li></ul> |
| 8 – Show What You Know/<br>Assessment  | <ul style="list-style-type: none"><li>• Understands that the interactions of people and events during the pre-colonial and colonization periods have shaped the world we experience today</li><li>• Understands we live in an interconnected world</li><li>• Understands historical events may be viewed differently based on one's perspective</li></ul>  |
| 9 – Show What You Know/<br>Assessment  | <ul style="list-style-type: none"><li>• Understands that the interactions of people and events during the pre-colonial and colonization periods have shaped the world we experience today</li></ul>  |
| 16 – Show What You Know/<br>Assessment | <ul style="list-style-type: none"><li>• Understands that through participating in the decision-making process people can initiate change</li><li>• Understands democratic principles and fundamental human rights</li><li>• Understands we live in an interconnected world</li></ul>   |

## Appendix D

# **2020 New Jersey Student Learning Standards – Social Studies**

## **6.1 U.S. History: America in the World by the End of Grade 5**

### **Civics, Government, and Human Rights: Civics and Political Institutions**

|   | Grade 3 |   |  |  |  |  |   | Grade 4 |   |   | Grade 5 |   |   |
|---|---------|---|--|--|--|--|---|---------|---|---|---------|---|---|
| 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.                               |         |   |  |  |  |  |   | 1       | 2 | 3 |         | 2 | 3 |
| 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).   |         |   |  |  |  |  |   |         | 2 |   | 1       | 2 | 3 |
| 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. |         |   |  |  |  |  |   |         | 2 |   | 1       | 2 | 3 |
| 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.  |         | 2 |  |  |  |  | 7 |         |   | 3 | 1       | 2 | 3 |
| 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.   |         |   |  |  |  |  | 7 |         |   |   | 1       |   |   |
| 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.  |         |   |  |  |  |  |   |         |   |   | 1       | 2 | 3 |
| 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.   |         |   |  |  |  |  |   |         |   |   |         | 2 | 3 |
| 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.   |         |   |  |  |  |  |   |         |   |   |         | 2 | 3 |
| 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.  |         |   |  |  |  |  |   | 1       | 2 |   |         |   |   |

### **Civics, Government, and Human Rights: Participation and Deliberation**

|  |  |  |  |  |  |  |  |  |  |   |   |  |  |
|--|--|--|--|--|--|--|--|--|--|---|---|--|--|
| 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. |  |  |  |  |  |  |  |  |  | 3 | 1 |  |  |
| 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or  |  |  |  |  |  |  |  |  |  | 3 | 1 |  |  |

|   |  |  |  |  |  |  |  |   |   |   |  |   |   |
|---|--|--|--|--|--|--|--|---|---|---|--|---|---|
| influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).  |  |  |  |  |  |  |  |   |   |   |  |   |   |
| 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. |  |  |  |  |  |  |  | 1 | 2 | 3 |  | 2 | 3 |
| 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.                   |  |  |  |  |  |  |  |   |   |   |  | 2 | 3 |

### Civics, Government, and Human Rights: Democratic Principles

|   |   |   |  |  |  |  |   |   |   |  |   |   |   |
|---|---|---|--|--|--|--|---|---|---|--|---|---|---|
| 6.1.5.Civics.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). | 1 | 2 |  |  |  |  | 7 |   |   |  | 1 | 2 | 3 |
| 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).                                 |   |   |  |  |  |  | 7 | 1 | 2 |  | 1 | 2 | 3 |
| 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.   | 1 | 2 |  |  |  |  | 7 |   | 2 |  | 1 |   |   |

### Civics, Government, and Human Rights: Processes and Rules

|  |  |  |  |  |  |  |   |   |   |   |  |   |   |
|--|--|--|--|--|--|--|---|---|---|---|--|---|---|
| 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. |  |  |  |  |  |  | 7 | 1 | 2 |   |  |   | 3 |
| 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.  |  |  |  |  |  |  | 7 |   |   |   |  |   |   |
| 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.               |  |  |  |  |  |  |   |   |   |   |  | 2 | 3 |
| 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.   |  |  |  |  |  |  |   |   |   | 3 |  |   |   |

### Civics, Government, and Human Rights: Human and Civil Rights

|   |  |  |  |  |  |  |   |  |  |  |   |   |   |
|---|--|--|--|--|--|--|---|--|--|--|---|---|---|
| 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of |  |  |  |  |  |  | 7 |  |  |  | 1 | 2 | 3 |
|---|--|--|--|--|--|--|---|--|--|--|---|---|---|

|  |  |  |  |  |  |  |  |  |  |  |   |   |   |
|--|--|--|--|--|--|--|--|--|--|--|---|---|---|
| assembly, freedom of petition, the right to vote, and the right to due process).   |  |  |  |  |  |  |  |  |  |  |   |   |   |
| 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. |  |  |  |  |  |  |  |  |  |  |   |   | 3 |
| 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.                     |  |  |  |  |  |  |  |  |  |  |   |   | 3 |
| 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.   |  |  |  |  |  |  |  |  |  |  | 1 | 2 | 3 |

### Civics, Government, and Human Rights: Civic Mindedness

|  |  |  |  |  |  |  |  |   |   |   |   |   |   |
|--|--|--|--|--|--|--|--|---|---|---|---|---|---|
| 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. |  |  |  |  |  |  |  | 1 | 2 | 3 | 1 |   |   |
| 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.  |  |  |  |  |  |  |  |   | 2 |   | 1 | 2 | 3 |
| 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.  |  |  |  |  |  |  |  |   | 2 |   |   | 2 | 3 |
| 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.                |  |  |  |  |  |  |  |   | 2 |   |   | 2 | 3 |
| 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.   |  |  |  |  |  |  |  |   | 2 |   |   |   |   |
| 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.   |  |  |  |  |  |  |  |   | 2 | 3 | 1 | 2 |   |

### Geography, People, and the Environment: Human Population Patterns

|   |   |   |   |   |   |   |  |   |   |  |  |  |  |
|---|---|---|---|---|---|---|--|---|---|--|--|--|--|
| 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. | 1 | 2 | 3 | 4 | 5 | 6 |  | 1 | 2 |  |  |  |  |
|---|---|---|---|---|---|---|--|---|---|--|--|--|--|

|  |   |   |   |   |   |   |   |   |   |  |   |  |  |
|--|---|---|---|---|---|---|---|---|---|--|---|--|--|
| 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. | 1 | 2 | 3 |   |   |   |   | 1 | 2 |  |   |  |  |
| 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.  |   |   |   | 4 | 5 | 6 |   | 1 | 2 |  | 1 |  |  |
| 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.          |   |   |   | 4 | 5 | 6 |   |   |   |  |   |  |  |
| 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.  |   |   |   | 4 | 5 | 6 |   | 1 | 2 |  |   |  |  |
| 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.                                    | 1 | 2 | 3 |   |   |   | 7 | 1 | 2 |  | 1 |  |  |

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

|  |   |   |   |   |   |   |  |   |   |  |  |  |  |
|--|---|---|---|---|---|---|--|---|---|--|--|--|--|
| 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). | 1 | 2 | 3 | 4 | 5 | 6 |  |   |   |  |  |  |  |
| 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.  | 1 | 2 | 3 |   |   |   |  | 1 | 2 |  |  |  |  |
| 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.   | 1 | 2 | 3 |   |   |   |  |   |   |  |  |  |  |
| 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).                              | 1 | 2 | 3 |   |   |   |  | 1 | 2 |  |  |  |  |
| 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in   | 1 | 2 | 3 |   |   |   |  | 1 | 2 |  |  |  |  |

|   |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| conflict and cooperation among European colonists and Native American resulting in changes to conditions. |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|

### Geography, People, and the Environment: Human Environment Interaction

|   |   |   |  |   |   |   |   |   |  |   |  |  |  |
|---|---|---|--|---|---|---|---|---|--|---|--|--|--|
| 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. | 1 | 2 |  |   |   |   | 7 |   |  | 3 |  |  |  |
| 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).   | 1 | 2 |  |   |   |   | 7 |   |  | 3 |  |  |  |
| 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.   |   |   |  | 4 | 5 | 6 |   | 1 |  | 3 |  |  |  |

### Geography, People, and the Environment: Global Interconnections

|   |   |   |   |  |  |  |  |   |   |  |   |  |  |
|---|---|---|---|--|--|--|--|---|---|--|---|--|--|
| 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.  | 1 | 2 | 3 |  |  |  |  | 1 | 2 |  | 1 |  |  |
| 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.   | 1 | 2 | 3 |  |  |  |  | 1 |   |  |   |  |  |
| 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. | 1 | 2 | 3 |  |  |  |  | 1 | 2 |  |   |  |  |
| 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.             | 1 | 2 | 3 |  |  |  |  | 1 | 2 |  |   |  |  |

### Economics, Innovation, and Technology: Economic Ways of Thinking

|  |  |  |  |  |  |  |  |  |   |  |   |   |   |
|--|--|--|--|--|--|--|--|--|---|--|---|---|---|
| 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.                                |  |  |  |  |  |  |  |  |   |  | 1 | 2 | 3 |
| 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. |  |  |  |  |  |  |  |  |   |  | 1 | 2 | 3 |
| 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.                 |  |  |  |  |  |  |  |  | 2 |  | 1 | 2 | 3 |

### Economics, Innovation, and Technology: Exchange and Markets

|  |  |  |  |   |   |   |   |   |   |  |   |  |   |
|--|--|--|--|---|---|---|---|---|---|--|---|--|---|
| 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.   |  |  |  | 4 | 5 | 6 | 7 | 1 | 2 |  |   |  | 3 |
| 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).  |  |  |  | 4 | 5 | 6 | 7 | 1 | 2 |  |   |  | 3 |
| 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.   |  |  |  | 4 | 5 | 6 | 7 |   |   |  | 1 |  |   |
| 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities. |  |  |  |   |   |   | 7 |   |   |  |   |  |   |
| 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.   |  |  |  |   |   |   |   | 1 | 2 |  |   |  | 3 |
| 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.   |  |  |  |   |   |   |   | 1 | 2 |  | 1 |  |   |

### **Economics, Innovation, and Technology: National Economy**

|   |  |  |  |   |   |   |   |   |   |  |  |   |   |
|---|--|--|--|---|---|---|---|---|---|--|--|---|---|
| 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.   |  |  |  |   |   |   |   |   |   |  |  | 2 |   |
| 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. |  |  |  |   |   |   | 7 |   | 2 |  |  |   | 3 |
| 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.                      |  |  |  |   |   |   | 7 |   |   |  |  |   | 3 |
| 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.     |  |  |  | 4 | 5 | 6 |   | 1 |   |  |  |   | 3 |
| 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.                     |  |  |  | 4 | 5 | 6 |   |   |   |  |  |   | 3 |
| 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.   |  |  |  | 4 | 5 | 6 |   |   |   |  |  | 2 | 3 |
| 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.                            |  |  |  | 4 | 5 | 6 |   |   |   |  |  |   | 3 |

## Economics, Innovation, and Technology: Global Economy

|  |  |  |  |  |  |  |  |   |   |  |  |   |   |
|--|--|--|--|--|--|--|--|---|---|--|--|---|---|
| 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.              |  |  |  |  |  |  |  |   |   |  |  |   | 3 |
| 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. |  |  |  |  |  |  |  |   |   |  |  | 2 |   |
| 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.   |  |  |  |  |  |  |  |   | 2 |  |  |   | 3 |
| 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.  |  |  |  |  |  |  |  | 1 | 2 |  |  |   | 3 |
| 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.  |  |  |  |  |  |  |  | 1 |   |  |  |   | 3 |

## History, Culture, and Perspectives: Continuity and Change

|   |   |   |   |   |   |   |   |   |   |  |   |   |   |
|---|---|---|---|---|---|---|---|---|---|--|---|---|---|
| 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.  | 1 | 2 | 3 |   |   |   | 7 |   | 2 |  | 1 | 2 | 3 |
| 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 |  | 1 | 2 | 3 |
| 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. |   |   |   |   |   |   |   |   |   |  | 1 |   |   |
| 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.  |   |   |   |   |   |   |   | 1 | 2 |  |   |   |   |
| 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.  |   |   |   |   |   |   |   | 1 | 2 |  | 1 |   |   |
| 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.              |   |   |   |   |   |   |   | 1 | 2 |  |   |   |   |

|   |  |  |  |  |  |  |   |   |   |  |   |   |   |
|---|--|--|--|--|--|--|---|---|---|--|---|---|---|
| 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.   |  |  |  |  |  |  |   |   | 2 |  |   |   |   |
| 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.  |  |  |  |  |  |  | 7 |   |   |  |   |   |   |
| 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.   |  |  |  |  |  |  | 7 |   | 2 |  |   |   |   |
| 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.   |  |  |  |  |  |  |   | 1 | 2 |  | 1 |   |   |
| 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.   |  |  |  |  |  |  |   | 1 | 2 |  | 1 |   |   |
| 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.   |  |  |  |  |  |  |   |   | 2 |  | 1 |   |   |
| 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.   |  |  |  |  |  |  |   |   | 2 |  | 1 | 2 |   |
| 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.   |  |  |  |  |  |  |   |   | 2 |  |   |   |   |
| 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). |  |  |  |  |  |  |   |   | 2 |  | 1 | 2 | 3 |

### History, Culture, and Perspectives: Understanding Perspectives

|  |  |   |   |  |  |  |   |   |   |  |   |  |   |
|--|--|---|---|--|--|--|---|---|---|--|---|--|---|
| 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. |  | 2 | 3 |  |  |  | 7 | 1 | 2 |  | 1 |  | 3 |
| 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.  |  |   |   |  |  |  |   | 1 | 2 |  | 1 |  |   |

|   |  |  |  |  |  |  |  |   |   |  |   |   |   |
|---|--|--|--|--|--|--|--|---|---|--|---|---|---|
| 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.                         |  |  |  |  |  |  |  | 1 |   |  |   |   |   |
| 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.                |  |  |  |  |  |  |  | 1 |   |  |   |   |   |
| 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.                                    |  |  |  |  |  |  |  | 1 | 2 |  | 1 |   | 3 |
| 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. |  |  |  |  |  |  |  | 1 | 2 |  | 1 | 2 |   |
| 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.                                |  |  |  |  |  |  |  | 1 | 2 |  | 1 |   |   |

### History, Culture, and Perspectives: Historical Sourcing and Evidence

|  |  |  |  |  |  |  |  |   |   |  |   |  |   |
|--|--|--|--|--|--|--|--|---|---|--|---|--|---|
| 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. |  |  |  |  |  |  |  | 1 | 2 |  | 1 |  |   |
| 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.                         |  |  |  |  |  |  |  |   | 2 |  | 1 |  | 3 |

### History, Culture, and Perspectives: Claims and Argumentation

|  |  |  |  |  |  |  |  |  |   |  |   |  |  |
|--|--|--|--|--|--|--|--|--|---|--|---|--|--|
| 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. |  |  |  |  |  |  |  |  | 2 |  | 1 |  |  |
|--|--|--|--|--|--|--|--|--|---|--|---|--|--|

## 6.3 Active Citizenship in the 21<sup>st</sup> Century by the End of Grade 5

### Civics, Government, and Human Rights: Participation and Deliberation

|  |  |  |  |  |  |  |  |  |  |   |  |   |  |
|--|--|--|--|--|--|--|--|--|--|---|--|---|--|
| 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.   |  |  |  |  |  |  |  |  |  | 3 |  | 2 |  |
| 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue. |  |  |  |  |  |  |  |  |  | 3 |  |   |  |

