



Totowa Public Schools

Social Studies

Grade 5

Aligned to NJSL Standards

BOE Adopted: 8/31/22

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: Age of Exploration	9 Weeks	Lessons satisfy DEI, and AAPI laws
Unit 2: Colonization & Settlement	9 Weeks	Lessons satisfy Amistad, Climate Change, and Holocaust laws
Unit 3: The American Revolution	9 Weeks	Lessons satisfy Amistad, Holocaust, and DEI laws
Unit 4: The Constitution, Civics, and Economic Principles	9 Weeks	Lessons satisfy Amistad, Climate Change, and DEI laws
		Curricular Mandate List

Title	North American Geography, Native Americans, and the Age of Exploration
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Unit Duration	9 Weeks
Unit Summary & Rationale	<i>Students will use their physical and cultural geography skills to learn about how Native Americans adapted to their environment in North America. Students will also learn about the Americas during the Age of Exploration.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What can geography teach us about the United States? • How did Native Americans adapt to different environments in North America? • How and why did Native American cultural regions differ? • What did explorers take to and from the Americas during the Age of Exploration? • What were the effects of European exploration in the Americas?
Enduring Understandings	<ul style="list-style-type: none"> • Maps are able to provide us with information about a region. • During the Age of Exploration, Explorers interacted with people and culture, which had both positive and negative impacts.
Learning Outcomes	<ul style="list-style-type: none"> • Use maps to identify the major regions of the United States. • Understand and use different maps (political, physical and climate) and globes. • Use latitude and longitude to locate places on Earth. • Compare and contrast the regions of the US. • Determine how geographic features affected where people chose to live and played a key role in the development of the United States. • Explore migration routes of the first people who came to North America. • Describe how landforms, climate and weather, and availability of resources have impacted where and how people live. • Examine how the climate of the United States and NJ has changed. (<i>Climate Change</i>) • Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. • Explain the impact of European exploration on the Native Americans. • Research and explain the reasons various early explorers (i.e. Christopher Columbus, John Cabot, Juan Ponce de Leon, Hernan Cortes, etc.)

- Use historical maps to explain what led to the exploration of new water and land routes.
- Use evidence to identify and explain the motives for exploration, products and the technology that helped exploration.
- Students will examine maps of routes and territories in North America.
- Identify major Native American groups impacted by colonization.
- [**The Dreamcatcher | Native American Culture \(DEI\)**](#)
- [**Library of Congress: Media Gallery \(AAPI\)**](#)

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Benchmark and Alternative	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments, project based activities</p> <p><u>Formative, Summative, Alternative and Benchmark Assessments</u></p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Our Nation Macmillan McGraw- Hill 2005, Microsoft 365, Primary and Secondary Source Documents</p> <p><u>North America’s Great Waters Explorers and Traders PBS LearningMedia</u></p> <p><u>Young Explorers PBS LearningMedia</u></p> <p><u>The Lead-up to the Age of Exploration (readworks.org)</u></p> <p><u>Exploration, Trade, and Colonization (readworks.org)</u></p> <p><u>The Dreamcatcher Native American Culture (DEI)</u></p> <p><u>Library of Congress: Media Gallery Maps from the World Digital Library (AAPI)</u></p> <p><u>Approved Class Resource List</u></p> <p><u>Social Studies Primary Source List</u></p>

Content & Interdisciplinary Standards**NJ 2020 SLS: Social Studies**

Core Ideas	Performance Expectation
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.	<ul style="list-style-type: none">• 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.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none">• 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.
Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.	<ul style="list-style-type: none">• 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.
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none">• 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.
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<ul style="list-style-type: none">• 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).• 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.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

- 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.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

NJ: 2016 SLS: English Language Arts

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by

making comments that contribute to the discussion and elaborate on the remarks of others. ○ D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

SEL

- Responsible Decision-Making
- Self-Management
- Social Awareness

[New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx](#)

Title	Colonization & Settlement
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>In this unit, students will learn about the colonization of the North American Continent, the Triangle Trade and slavery.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Why did settlers come to the Americas? What were some of their challenges? • How did geography impact the colonies? Economic impact? • What was the impact of slavery on African people? • What were key parts of life for Southern colonists in the 1700s?
Enduring Understandings	<ul style="list-style-type: none"> • Patterns of settlement differ markedly from region to region.
Learning Outcomes	<ul style="list-style-type: none"> • Identify and explain reasons for colonization of North America. • Explain reasons for cooperation and conflict between colonists and Native Americans. • Why did people settle in the Colonies? (religious freedom, economic opportunity) • Examine the Mayflower Compact and determine its role in past and present-day government and citizenship. • Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture. • <u>European colonization of Americas killed so many it cooled Earth's climate (Climate Change)</u> • <u>European slaughter of Native Americans changed the climate, study says (Climate Change)</u>

- [From Slavery to Freedom in Colonial Times \(Amistad Law\)](#)
- [Caring Makes a Difference: \(nj.gov\) \(Holocaust Law\)](#)

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments, project based activities</p> <p><u>Formative, Summative, Alternative and Benchmark Assessments</u></p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Our Nation Macmillan McGraw- Hill 2005, Microsoft 365, Primary and Secondary Source Documents</p> <p><u>European colonization of Americas killed so many it cooled Earth's climate (Climate Change)</u></p> <p><u>European slaughter of Native Americans changed the climate, study says (Climate Change)</u></p> <p><u>From Slavery to Freedom in Colonial Times (Amistad Law)</u></p> <p><u>Caring Makes a Difference: (nj.gov) (Holocaust Law)</u></p> <p><u>Approved Class Resource List</u></p> <p><u>Social Studies Primary Source List</u></p>
Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
Core Ideas	Performance Expectation
Fundamental rights that allow democratic societies to function can be	<ul style="list-style-type: none"> • 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).

<p>seen at all levels of government in society.</p>	<ul style="list-style-type: none"> 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
<p>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</p>	<ul style="list-style-type: none"> 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
<p>Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.</p>	<ul style="list-style-type: none"> 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.
<p>The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.</p>	<ul style="list-style-type: none"> 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.
<p>Chronological sequencing helps us track events over time.</p>	<ul style="list-style-type: none"> 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.
<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> 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.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.

	<ul style="list-style-type: none"> • 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).
<p>Historical records are shaped by the society that the creator lived in.</p>	<ul style="list-style-type: none"> • 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.
<p>Social Studies Practices</p>	
<p>The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	
<ul style="list-style-type: none"> • Developing Questions and Planning Inquiry 	
<ul style="list-style-type: none"> • Gathering and Evaluating Sources 	
<ul style="list-style-type: none"> • Seeking Diverse Perspectives 	

- Developing Claims and Using Evidence

- Presenting Arguments and Explanations

- Engaging in Civil Discourse and Critiquing Conclusions

- Taking Informed Action

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- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
SEL	<ul style="list-style-type: none"> • Self-Awareness • Responsible Decision-Making • Self-Management <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>
Science	<ul style="list-style-type: none"> • 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Title	The American Revolution
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>In this unit, students will analyze the tension which led to the Colonies declaring their independence. Students will also examine founding documents, such as the Declaration of Independence. Students will critically examine the documents and the events of the American Revolution through the Constitutional Convention.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What British actions angered the colonists in the 1700s? • What were the arguments for and against colonial independence from Great Britain? What are the main ideas in the Declaration of Independence How did the colonists win the American Revolution?
Enduring Understandings	<ul style="list-style-type: none"> • Each aspect of this unit challenges the learner to use this lens to look back on past events from multiple perspectives and then to scrutinize current events to be able to find solutions that respect multiple perspectives, belief systems, and cultures.
Learning Outcomes	<ul style="list-style-type: none"> • 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). • Identify actions that were unfair or discriminatory in the colonies that led to the decision to fight for independence from the British government. • Explain the causes of the American Revolution. • Identify key events and battles during the American Revolution • Discuss the concepts of costs, benefits, scarcity and choice that the colonists had to weigh in making the decision to seek independence. • Compare and contrast the Loyalists and Patriots, including their motivations and belief systems. • Describe the contributions of historical figures (e.g. Thomas Jefferson, Thomas Paine, George Washington) that contributed to the creation of the Declaration of Independence and the readiness to fight for independence from Great Britain. • Read primary source documents (letters from Martha Washington). • Explain the laws associated with slavery in the Colonies and Early America. • Explain the importance of education as a tool to lift people from bonds.

- [From Slavery to Freedom in Colonial Times \(Amistad Law\)](#)
- [Slavery and the Making of America \(Amistad Law\)](#)
- [Education - Garden State Equality \(Holocaust Law\)](#)
- [Martha Washington, Letters from the General \(DEI\)](#)

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments, project based activities</p> <p style="text-align: center;">Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Our Nation Macmillan McGraw- Hill 2005, Microsoft 365, Primary and Secondary Source Documents From Slavery to Freedom in Colonial Times (Amistad Law) Slavery and the Making of America (Amistad Law) Education - Garden State Equality (Holocaust Law) Martha Washington, Letters from the General (DEI) Approved Class Resource List Social Studies Primary Source List
Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
Core Ideas	Performance Expectation
Chronological sequencing helps us track events over time	<ul style="list-style-type: none"> • 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.

<p>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</p>	<ul style="list-style-type: none"> 6.1.5.Civic.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). 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.
<p>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</p>	<ul style="list-style-type: none"> 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. 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<ul style="list-style-type: none"> 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.
<p>Economic decision making involves setting goals and identifying the resources available to achieve those goals.</p> <p>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</p>	<ul style="list-style-type: none"> 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make. 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
<p>Historical records are shaped by the society that the creator lived in.</p>	<ul style="list-style-type: none"> 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.

<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> • 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. • 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. • 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).
<p>Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.</p>	<ul style="list-style-type: none"> • 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.
<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> • 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
<p>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</p>	<ul style="list-style-type: none"> • 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, inspiring social activism in subsequent generations.
<p>Social Studies Practices</p>	
<p>The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

NJ: 2016 SLS: English Language Arts

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

SEL

- Responsible Decision-Making
- Relationship Skills

[New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx](#)

Title	Unit 4: The Constitution, Civics, and Economic Principles
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>Students will learn about the Constitution and the Bill of Rights. Students will also examine economic factors of a Free Market society.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are the key features of the U.S. Constitution? • What is the Bill of Rights and what does it protect? • What are the basic rights and freedoms of the American people? • What does it mean to be a citizen of the United States? • How can citizens participate on a national level? • How did the Founding Fathers establish our federal law system? • Why is civility important for a nation to function? • How did the Founding Fathers create the economy we use today?

	<ul style="list-style-type: none"> • How does a free market economy function?
Enduring Understandings	<ul style="list-style-type: none"> • Understanding our past helps us with understanding our present.
Learning Outcomes	<ul style="list-style-type: none"> • Define government and state its purpose. • Define and explain a representative democracy. • Explain how the Articles of Confederation limited the government's power and why the US Constitution was written. • Explain the federal system. • Describe the roles of each of the three branches of government. • Explain the system of checks and balances. • Identify and describe the purpose of the Bill of Rights. • Explain several of the important amendments in the Bill of Rights. • Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. • Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. • Discuss different ways that individuals can participate in government, focusing on national participation. • Discuss how the Founding Fathers determined the federal law system and why a strong system of laws protects people and the nation. • Research and cite evidence for how the actions of a historical civil rights leader helped change society. • Describe ways that people work together in a community and on a national level, and how working together benefits everyone. • Explain some examples of civic values, including justice, staying informed, patriotism and civility. • Use evidence to compare and contrast examples of civic values from the past and present. • Define a free market economy. • Students will examine Rights and Freedoms

- Career Exploration – Students will examine careers of their choice
- Holocaust, Bias, Race/Religion (activity & BrainPop) (*Holocaust*)
- Research an issue related to Climate Change. (*Climate Change*)
- Anne Frank (reading & BrainPop) (*Holocaust*)
- History of Holocaust/WWII (activity) - (*Holocaust*)
- *The Crayon Box That Talked (Holocaust)*
- *Lessons on Stereotypes and Prejudice (AAPI/Holocaust)*

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments, project based activities</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Our Nation Macmillan McGraw- Hill 2005, Microsoft 365, Primary and Secondary Source Documents</p> <p>Slavery and the U.S. Constitution PBS LearningMedia (Amistad Law)</p> <p>Holocaust, Bias, Race/Religion (activity & BrainPop) (<i>Holocaust</i>)</p> <p>Anne Frank (reading & BrainPop) (<i>Holocaust</i>)</p> <p>History of Holocaust/WWII (activity)</p> <p><i>The Crayon Box That Talked (Holocaust)</i></p> <p><i>Lessons on Stereotypes and Prejudice (AAPI)</i></p> <p>Approved Class Resource List</p> <p>Social Studies Primary Source List</p>

Content & Interdisciplinary Standards

NJ 2020 SLS: Social Studies

Core Ideas	Performance Expectation
<p>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</p>	<ul style="list-style-type: none"> • 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 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. • 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.
<p>In a representative democracy, individuals elect representatives to act on the behalf of the people.</p> <p>Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</p>	<ul style="list-style-type: none"> • 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.6: Distinguish the roles and responsibilities of the three branches of the national government. • 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. • 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. • 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<ul style="list-style-type: none"> • 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.

<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> • 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.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).
<p>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</p>	<ul style="list-style-type: none"> • 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.
<p>Social Studies Practices</p>	
<p>The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	
<ul style="list-style-type: none"> • Developing Questions and Planning Inquiry 	
<ul style="list-style-type: none"> • Gathering and Evaluating Sources 	
<ul style="list-style-type: none"> • Seeking Diverse Perspectives 	
<ul style="list-style-type: none"> • Developing Claims and Using Evidence 	
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<ul style="list-style-type: none"> • Taking Informed Action 	

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 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 5th Grade)

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 5th Grade)

- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork

	<ul style="list-style-type: none"> • Problem Solving
Science	<ul style="list-style-type: none"> • 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs		
<p>Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p>Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p>Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p>Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p>Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p>Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda
ELL, Enrichment, Gifted & Talented Strategies		

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity

- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.

- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.