



Willingboro Public Schools

“Where Excellence is the Expectation”

Willingboro Public Schools Curriculum template.pending review

Revised **June, 2022**
name - Supervisor of ?

Curriculum template.pending review
(From [New Jersey Student Learning Standards](#))

<insert NJSLS Curriculum Overview Here>

Course Sequence/Table of Contents:

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3	Unit 3: Colonization and Settlement
4	Unit 4: The American Revolution
5	Appendix A: Instructional Best Practices and Exemplars
6	Appendix B: Exemplars and Explanations
7	Appendix C: <subject area> Classroom Philosophy, Schedule, Structure, and Expectations

Click here for the <course title> Pacing Guide.

Within each unit, please find:

❖ **Unit Overview**

- **Content Standards**
- **District/School Tasks**

❖ **What This May Look Like**

- **Essential Questions**
- **Enduring Understandings**
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 - District/School Formative Assessment Plan
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- **Focus Mathematical Concepts**
 - Prerequisite skills/Foundational Standards:
 - Focus Grade Level Standards
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➤ **Instructional Best Practices and Exemplars**

❖ **Integrated Accommodations and Modifications**

➤ **Differentiation**

- Differentiation - Special Education
- Differentiation - ELL
- Differentiation - At Risk
- Gifted and Talented
- 504 Plan

➤ **Interdisciplinary Connections**

➤ **Computer Science and Design Thinking**

➤ **Career Readiness Practices**

➤ **Pacing Guide Link**

This was modeled after the NJSLS Document

Overview	Content Standards	Unit Focus
<p>Unit 1</p> <p>Early Civilizations of the Americas</p>	<ul style="list-style-type: none"> ● 6.1.5.HistoryCC.4 ● 6.1.5.HistoryCC.6 ● 6.1.5.HistoryUP.2 ● 6.1.5.HistoryUP.4 ● 6.1.5.HistorySE.1 	<p>During Unit 1, students will be introduced to the early civilizations of the Americas. They will learn about various Mesoamerican cultures and the various migration and settlement patterns of Native American groups.</p>
<p><i>Unit 1:</i></p> <p>Suggested Open Educational Resources</p>	<ul style="list-style-type: none"> ● Grade 5 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Native populations of U.S through 1763) 	
<p>Unit 2</p> <p>Three Worlds Meet</p>	<ul style="list-style-type: none"> ● 6.1.5.HistoryCC.4 ● 6.1.5.HistoryCC.6 ● 6.1.5.HistoryUP.2 ● 6.1.5.HistoryUP.4 ● 6.1.5.HistorySE.1 	<p>During Unit 2, students will be introduced to the Age of Discovery. Students will learn about Old World explorers, settlement and colonization.</p>
	<ul style="list-style-type: none"> ● Grade 5 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Native populations of U.S through 1763) 	

Overview	Content Standards	Unit Focus
<i>Suggested Open Educational Resources</i>		
<p>Unit 3</p> <p>Colonization and Settlement</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsDP.2 ● 6.1.5.GeoPP.6 ● 6.1.5.HistoryCC.5 ● 6.1.5.HistoryCC.6 ● 6.1.5.HistoryCC.7 ● 6.1.5.HistoryCC.14 ● 6.1.5.HistoryUP.2 ● 6.1.5.HistoryCA.1 	<p>During Unit 3, students will learn more about colonization and settlement. Students will learn why Europeans wanted to settle in the Americas, challenges faced in the first colonies, and the impact of slavery on Africans and on the colonies.</p>
<i>Unit 3: Suggested Open Educational Resources</i>	<ul style="list-style-type: none"> ● Grade 5 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Native populations of U.S through 1763) 	
<p>Unit 4</p> <p>The American Revolution</p>	<ul style="list-style-type: none"> ● 6.1.5.HistoryCC.7 ● 6.1.5.HistoryCC.10 ● 6.1.5.HistoryCC.11 ● 6.1.5.HistoryCC.14 ● 6.1.5.HistoryCC.15 ● 6.1.5.HistoryUP.6 ● 6.1.5.HistoryUP.7 ● 6.1.5.Civic.DP.1 ● 6.1.5.Civic.DP.2 ● 6.1.5.Civic.DP.3 	<p>During Unit 4, students will be introduced to The American Revolution. Students will learn about British actions that angered the colonists in the 1700s. They will learn about the main ideas in the Declaration of Independence and how the colonists won the American Revolution.</p>
<i>Unit 4: Suggested Open Educational Resources</i>	<ul style="list-style-type: none"> ● Grade 5 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Native populations of U.S through 1763) 	

Unit 1: Early Civilizations of the Americas

Overview

During Unit 1, students will be introduced to the early civilizations of the Americas. They will learn about various Mesoamerican cultures and the various migration and settlement patterns of Native American groups.

Essential Questions

- How do human activity and the environment affect each other?
- How were the various Mesoamerican cultures alike and different from one another?
- How did the various migration and settlement patterns of Native American groups affect their interactions in different regions of the Western Hemisphere?
- How were the forms of governance, belief systems, and family structures among Native American groups different?

Enduring Understandings

- Archaeology indicates that early humans traveled by foot across the Bering Strait approximately 13,000 years ago.
- North and South America were difficult to populate due to drastic differences in climate and geography.
- The early people of Central and South America had great city cultures and civilizations, such as the Aztecs of Mexico, the Maya of Central America and the Inca of South America.
- Traces of Mesoamerican cultures are still represented today in current societies and cultures.
- Native Americans of North America (Northwest Coast, Anasazi, Southwest, Great Plains, Eastern Woodlands, Lenape) were influenced by local landscapes and landforms and demonstrated diversity in tradition, such as in architecture, crafts, climate, and livelihood.
- Many Native American cultures are still prominent and thriving in today's ever-changing society.

Unit 1 Early Civilizations and the Americas

Content Standards

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

Unit 1 Early Civilizations and the Americas**Content Standards**

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

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Core Ideas

Interactions of people and events throughout history have shaped the world we experience today.

Events may be viewed differently based on one's perspective.

There are a variety of sources that help us understand the past.

Student Learning Objectives
<p>Students will...</p> <ul style="list-style-type: none"> ● Construct timelines of the events occurring during major eras. ● Explain how major events are related to one another in time. ● Select and use various geographic representations to compare information about people, places, regions, and environments. ● Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. ● Compare and contrast differing interpretations of current and historical events. ● Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. ● Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. ● Deliver a persuasive presentation that makes a clear and knowledgeable judgment and supports arguments with evidence, examples, and reasoning.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Provide regular parent/ school communication 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

<ul style="list-style-type: none"> ● Allow extended time to complete assignment ● Establish procedures for accommodations / modifications for assessments ● Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<ul style="list-style-type: none"> ● Build on what students already know and prior experience 	
<p align="center">Gifted and Talented Students</p>		<p align="center">504 Plan</p>
<ul style="list-style-type: none"> ● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments 	
<p align="center">Interdisciplinary Connections</p>		<p align="center">Computer Science and Design Thinking</p>
<p>ELA Standards</p> <ul style="list-style-type: none"> ● 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. 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 2. <input type="checkbox"/> Collaborating Around Computing and Design 3. <input type="checkbox"/> Recognizing and Defining Computational Problems 4. <input type="checkbox"/> Developing and Using Abstractions 5. <input type="checkbox"/> Creating Computational Artifacts 6. <input type="checkbox"/> Testing and Refining Computational Artifacts 	

- 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.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 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).
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
- 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.

7. Communicating About Computing and Design

Computer Science and Design Thinking Standards

- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
- 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.

9.4 Life Literacies and Key Skills

- 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).
- 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).
- 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).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 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).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Climate Change

Addressed in Unit 4

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Differentiated Interactive Notebook Entries 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<ul style="list-style-type: none"> • Student Role-Playing Activities • Exit Slips & 3-2-1 Reflections • Teacher-Created Quizzes • Digital Formative Assessment Options <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> • Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) • Exit tickets, rotational activities (stations), quizzes, and small group activities • Classwork, homework, group work (formative assessment) • Pre-Assessment, teacher’s observation, class discussion, and journal 	<p>Summative Assessments:</p> <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>
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Targeted Academic Vocabulary

<ul style="list-style-type: none"> • Belief Systems • Culture • Environment • Family Structures • Geography • Governance • Native Americans
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District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> • See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> • Grade 5 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Native populations of U.S through 1763)

	<p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none">• Native Americans-ReadWorks (Diversity, Equity and Inclusion)• Native Americans of North America-ReadWorks (Diversity, Equity and Inclusion)• Native American Cultures (Diversity, Equity and Inclusion)• Native American Traditions and Culture (Diversity, Equity and Inclusion)• Native American Heritage Collection (Diversity, Equity and Inclusion)
<p>Instructional Best Practices and Exemplars</p>	
<p>See Appendix A for Instructional Best Practices and Exemplars</p>	
<p>Pacing Guide</p>	
<p><post link here></p>	

Unit 2: Three Worlds Meet

Overview

During Unit 2, students will be introduced to the Age of Discovery. Students will learn about Old World explorers, settlement and colonization.

Essential Questions

- Why did the Age of Discovery/Exploration occur?
- What impact did European exploration have on the indigenous populations of the Americas?
- What did Old World explorers and merchants take to and from the New World during the Age of Discovery/Exploration?
- How did the exploration of the Americas lead to settlement and colonization?

Enduring Understandings

- The Age of Discovery, or the Age of Exploration is the period in European history in which mass overseas exploration emerged as a powerful factor in European culture.
- Many lands previously unknown to Europeans were discovered by them during this period, though most were already inhabited.
- From the perspective of many non-Europeans, the Age of Discovery marked the arrival of invaders from previously unknown continents.
- The common exchange of slaves and goods between Europe, the Americas, and West Africa, using shipping routes across the Atlantic Ocean, became known as Triangular Trade.
- The slave labor system and the loss of Native American lives had a lasting impact on the development of American culture.

Unit 2: Three Worlds Meet

Content Standards

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

Unit 2: Three Worlds Meet

Content Standards

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Core Ideas

Interactions of people and events throughout history have shaped the world we experience today.

Events may be viewed differently based on one's perspective.

There are a variety of sources that help us understand the past.

Student Learning Objectives

Students will...

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Compare and contrast differing interpretations of current and historical events Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Deliver a persuasive presentation that makes a clear and knowledgeable judgment and supports arguments with evidence, examples, and reasoning.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student’s IEP Provide additional manipulatives to support instruction Allow for alternative strategies to solve algorithms or tasks Provide the steps needed to complete the task Model frequently Provide repetition and practice. Use visuals to demonstrate/model the processes Restate, reread, and clarify directions/questions Ask students to restate information, directions, and assignments. Provide copy of class notes Distribute study guide for classroom tests. Provide preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Provide regular parent/ school communication Allow extended time to complete assignment Establish procedures for accommodations / modifications for assessments Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> Modify Assignments Use testing and portfolio assessment Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Allow for extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Provide preferential seating to be mutually determined by the student and teacher Allow the use of a computer to complete assignments. Establish expectations for correct spelling on assignments Provide extra textbooks for home. Provide Peer Support Increase one on one time
Gifted and Talented Students	504 Plan	
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<ul style="list-style-type: none"> ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments
<p>Interdisciplinary Connections</p>	<p>Computer Science and Design Thinking</p>
<p>ELA Standards</p> <ul style="list-style-type: none"> ● 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.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ● 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). ● W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● 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. ● 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. 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 8. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 9. <input type="checkbox"/> Collaborating Around Computing and Design 10. <input type="checkbox"/> Recognizing and Defining Computational Problems 11. <input type="checkbox"/> Developing and Using Abstractions 12. <input type="checkbox"/> Creating Computational Artifacts 13. <input type="checkbox"/> Testing and Refining Computational Artifacts 14. <input type="checkbox"/> Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> ● 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. ● 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
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- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
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Career Readiness, Life Literacies and Key Skills Standards

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- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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9.4 Life Literacies and Key Skills

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- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 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).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Climate Change

Addressed in Unit 4
SEL Competencies
<ul style="list-style-type: none"> ● Self - Awareness ● Self - Management ● Social Awareness ● Responsible Decision Making ● Relationship Skills <p>https://www.nj.gov/education/safety/wellness/selearning/index.shtml</p>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Differentiated Interactive Notebook Entries ● Student Role-Playing Activities ● Exit Slips & 3-2-1 Reflections ● Teacher-Created Quizzes ● Digital Formative Assessment Options <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p> <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>

Targeted Academic Vocabulary
<ul style="list-style-type: none"> ● Colonization ● Culture ● Expansion ● Historical Events ● Historical Migration

- Settlement

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> • See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> • Grade 5 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Native populations of U.S through 1763) <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> • Interactive Human Migration Map • Native Americans-ReadWorks (Diversity, Equity and Inclusion) • Native Americans of North America-ReadWorks (Diversity, Equity and Inclusion) • Native American Cultures (Diversity, Equity and Inclusion) • Native American Traditions and Culture (Diversity, Equity and Inclusion) • Native American Heritage Collection (Diversity, Equity and Inclusion)
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 3: Colonization and Settlement

Overview

During Unit 3, students will learn more about colonization and settlement. Students will learn why Europeans wanted to settle in the Americas, challenges faced in the first colonies, and the impact of slavery on Africans and on the colonies.

Essential Questions

- Why did Europeans want to settle in the Americas?
- What challenges (internal and external) faced the first colonies?
- How were the three major English colonial regions alike and different?
- What was the impact of slavery on Africans and on the colonies?

Enduring Understandings

- In the late 16th century, European nations such as England, France, Spain, and the Netherlands launched major colonization programs in North America.
- Religious persecution, political and economic instability and the desire for a better life led many to emigrate to North America in the 1600 and 1700s.
- Cultural differences between European colonists and Native Americans led to conflicts that often resulted in wars and the destruction or westward movement of the Native American populations.
- Constitutions (compacts and charters) in the colonies established governmental structures and protections of essential rights.
- Many of the founding documents for the colonies (Mayflower Compact, etc.) were based on the idea of the consent of the governed.
- Most enslaved Africans worked on farms and plantations in the Southern Colonies.
- Each region in the English colonies had unique characteristics to offer - the types of people, geographies, and economies varied from region to region.

Unit 3 Colonization and Settlement

Content Standards

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.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

Unit 3 Colonization and Settlement

Content Standards

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.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.

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.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.

Core Ideas

Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

Interactions of people and events throughout history have shaped the world we experience today.

Events may be viewed differently based on one's perspective.

Historians use evidence from multiple sources to support their claims and arguments about the past.

Student Learning Objectives	
<p>Students will...</p> <ul style="list-style-type: none"> ● Construct timelines of the events occurring during major eras. ● Explain how major events are related to one another in time. Select and use various geographic representations to compare information about people, places, regions, and environments. ● Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. ● Compare and contrast differing interpretations of current and historical events. ● Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. ● Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. ● Deliver a persuasive presentation that makes a clear and knowledgeable judgment and supports arguments with evidence, examples, and reasoning. 	

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. 	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

<ul style="list-style-type: none"> • Provide preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Provide regular parent/ school communication • Allow extended time to complete assignment • Establish procedures for accommodations / modifications for assessments • Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<ul style="list-style-type: none"> • Use gestures, facial expressions and body language • Read aloud • Build on what students already know and prior experience 	
Gifted and Talented Students		504 Plan
<ul style="list-style-type: none"> • Utilize advanced, accelerated, or compacted content • Provide assignments that emphasize higher- level thinking skills. • Allow for individual student interest • Gear assignments to development in areas of affect, creativity, cognition, and research skills • Allow for a variety in types of resources • Provide problem-based assignments with planned scope and sequence • Utilize inquiry-based instruction • Adjust the pace of lessons • Utilize Choice Boards • Provide Problem-Based Learning • Establish flexible Grouping 	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Break long assignments into smaller parts • Assist student in setting short term goals • Allow for preferential seating to be mutually determined by the student and teacher • Provide extra textbooks for home. • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments 	
Interdisciplinary Connections		Computer Science and Design Thinking
<p>ELA Standards</p> <ul style="list-style-type: none"> • 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. 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 15. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 16. <input type="checkbox"/> Collaborating Around Computing and Design 17. <input type="checkbox"/> Recognizing and Defining Computational Problems 18. <input type="checkbox"/> Developing and Using Abstractions 19. <input type="checkbox"/> Creating Computational Artifacts 	

- 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.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 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).
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
- 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.

- 20. Testing and Refining Computational Artifacts
 - 21. Communicating About Computing and Design
- Computer Science and Design Thinking Standards**
- 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
 - 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.

9.4 Life Literacies and Key Skills

- 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).
- 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).
- 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).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 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).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Climate Change

Addressed in Unit 4

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

<ul style="list-style-type: none"> • Differentiated Interactive Notebook Entries • Student Role-Playing Activities • Exit Slips & 3-2-1 Reflections • Teacher-Created Quizzes • Digital Formative Assessment Options <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> • Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) • Exit tickets, rotational activities (stations), quizzes, and small group activities • Classwork, homework, group work (formative assessment) • Pre-Assessment, teacher’s observation, class discussion, and journal 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> • <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>
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Targeted Academic Vocabulary

<ul style="list-style-type: none"> • Bias • Colonies • Colonization • Economic Instability • Enslaved • Persecution • Political Instability • Prejudice

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> • See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> • Grade 5 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Native populations of U.S through 1763) <p>Assessment Resources:</p>

	<p>Other Resources:</p> <ul style="list-style-type: none"> • Creating Good Government in the Colonies • Exploring Colonial Boston • Slavery and the Making of America (Amistad) • From Slavery to Freedom in Colonial Times (Amistad) • The American Colonies-CommonLit • Building the English Colonies-ReadWorks (Diversity, Equity and Inclusion) • The Growth of Slavery in the North American Colonies-ReadWorks (Amistad)
Instructional Best Practices and Exemplars	
See Appendix A for Instructional Best Practices and Exemplars	
Pacing Guide	
<post link here>	

Unit 4: The American Revolution	
Overview	
<p>During Unit 4, students will be introduced to The American Revolution. Students will learn about British actions that angered the colonists in the 1700s. They will learn about the main ideas in the Declaration of Independence and how the colonists won the American Revolution.</p>	
Essential Questions	Enduring Understandings
<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? 	<ul style="list-style-type: none"> • The American Revolution was a colonial revolt in the Thirteen Colonies between the American Patriots and Great Britain. • Many Americans argued the position of "no taxation without representation" and rejected the authority of the British Parliament to tax them because they lacked members in that governing body. • The Continental Congress determined that King George's rule violated the colonists' rights, and declared the colonies free through the issuing of the Declaration of Independence.

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| | <ul style="list-style-type: none"> • The Thirteen Colonies defeated the British in the American Revolutionary War and won independence from Great Britain, becoming the United States of America. • The Treaty of Paris formally ended the conflict and gave the United States possession of nearly all territory east of the Mississippi River and south of the Great Lakes. |
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Unit 4 The American Revolution

Content Standards

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives

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.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.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.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).

Unit 4 The American Revolution

Content Standards

6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.

Core Ideas

Interactions of people and events throughout history have shaped the world we experience today.

Historical records are shaped by the society that the creator lived in.

Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

Student Learning Objectives

Students will...

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time. Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Compare and contrast differing interpretations of current and historical events.
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Deliver a persuasive presentation that makes a clear and knowledgeable judgment and supports arguments with evidence, examples, and reasoning.

Integrated Accommodations and Modifications		
Special Education Students	English Language Learners	At Risk
<ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student’s IEP Provide additional manipulatives to support instruction Allow for alternative strategies to solve algorithms or tasks Provide the steps needed to complete the task Model frequently Provide repetition and practice. Use visuals to demonstrate/model the processes Restate, reread, and clarify directions/questions Ask students to restate information, directions, and assignments. Provide copy of class notes Distribute study guide for classroom tests. Provide preferential seating to be mutually determined by the student and teacher Provide extra textbooks for home. Provide regular parent/ school communication Allow extended time to complete assignment Establish procedures for accommodations / modifications for assessments Allow student to take/complete tests in an alternate setting as needed <p><u>Appendix A: Special Education Accommodations and Modifications</u></p>	<p>WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> Modify Assignments Use testing and portfolio assessment Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Repeat, rephrase, paraphrase key concepts and directions Allow for extended time for assignment completion as needed Highlight key vocabulary Define essential vocabulary in context Use graphic organizers, visuals, manipulatives and other concrete materials Use gestures, facial expressions and body language Read aloud Build on what students already know and prior experience 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice Model skills / techniques to be mastered. Provide extended time to complete class work Provide copy of class notes Provide preferential seating to be mutually determined by the student and teacher Allow the use of a computer to complete assignments. Establish expectations for correct spelling on assignments Provide extra textbooks for home. Provide Peer Support Increase one on one time
Gifted and Talented Students	504 Plan	
<ul style="list-style-type: none"> Utilize advanced, accelerated, or compacted content Provide assignments that emphasize higher- level thinking skills. Allow for individual student interest 	<ul style="list-style-type: none"> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Provide repetition and and practice 	

<ul style="list-style-type: none"> ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping 	<ul style="list-style-type: none"> ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments
<p>Interdisciplinary Connections</p>	<p>Computer Science and Design Thinking</p>
<p>ELA Standards</p> <ul style="list-style-type: none"> ● 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.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ● 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). ● W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● 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. 	<p>Computer Science and Design Thinking Practices</p> <ol style="list-style-type: none"> 22. <input type="checkbox"/> Fostering an Inclusive Computing and Design Culture 23. <input type="checkbox"/> Collaborating Around Computing and Design 24. <input type="checkbox"/> Recognizing and Defining Computational Problems 25. <input type="checkbox"/> Developing and Using Abstractions 26. <input type="checkbox"/> Creating Computational Artifacts 27. <input type="checkbox"/> Testing and Refining Computational Artifacts 28. <input type="checkbox"/> Communicating About Computing and Design <p>Computer Science and Design Thinking Standards</p> <ul style="list-style-type: none"> ● 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system. ● 8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems. ● 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

- 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.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.

9.4 Life Literacies and Key Skills

- 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).
- 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).
- 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).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

- 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).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Climate Change

- 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.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.

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

<https://www.nj.gov/education/safety/wellness/selearning/index.shtml>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> ● Differentiated Interactive Notebook Entries ● Student Role-Playing Activities ● Exit Slips & 3-2-1 Reflections ● Teacher-Created Quizzes ● Digital Formative Assessment Options <p>Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students’ mastery of content through a variety of methods:</p> <ul style="list-style-type: none"> ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom’s Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher’s observation, class discussion, and journal 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● <p>Other Summative Assessments: Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.</p>

Targeted Academic Vocabulary	
<ul style="list-style-type: none"> Articles of Confederation Bill of Rights Colonies Declaration of Independence Independence Natural Resources 	

District/School Tasks	District/School Primary and Supplementary Resources
<ul style="list-style-type: none"> See Formative/Summative Assessments 	<p><u>District-Mandated Resources</u></p> <ul style="list-style-type: none"> Grade 5 (U.S. History) National Geographic: U.S. History, American Stories, Beginnings to 1877 (Native populations of U.S through 1763) <p>Assessment Resources:</p> <p>Other Resources:</p> <ul style="list-style-type: none"> Environment and the American Revolution (Climate Change) The Revolutionary War and the Jews (Holocaust) Asian People in the American Revolution (AAPI) Declaration of Independence Declaration of Independence Video Teaching the Constitution Resources What is Federalism? Slavery and the Making of America (Amistad) The Growth of Slavery in the North American Colonies-ReadWorks (Amistad & SEL) Secret Soldier-CommonLit (Diversity, Equity and Inclusion)
Instructional Best Practices and Exemplars	

[See Appendix A for Instructional Best Practices and Exemplars](#)

Pacing Guide

<post link here>

Appendix A: Instructional Best Practices and Exemplars

Appendix A: Instructional Best Practices and Exemplars: Unit 1

Appendix A: Instructional Best Practices and Exemplars: Unit 2

Appendix A: Instructional Best Practices and Exemplars: Unit 3

Appendix A: Instructional Best Practices and Exemplars: Unit 4

Appendix B: Exemplars and Explanations

Appendix B: Instructional Exemplars and Explanations: Unit 1

Appendix B: Instructional Exemplars and Explanations: Unit 2

Appendix B: Instructional Exemplars and Explanations: Unit 3

Appendix B: Instructional Exemplars and Explanations: Unit 4

Appendix C:
**<subject> Classroom Philosophy, Schedule, Structure, and
Expectations**