

Unit 4: History, Culture, and Perspectives (Weeks 30-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

This unit focuses on the history of the United States. Students will learn about the beginning of the government and how the influences of Native Americans and new European settlers helped form current policy and governing documents.

ESSENTIAL QUESTIONS

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 3-5 - Social Studies (2020)

6.1.5.HistoryCC.1:

Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.2:

Use a variety of sources to illustrate how the American identity has evolved over time

6.1.5.HistoryCC.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.4:

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

6.1.5.HistoryCC.8:

Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.5.HistoryCC.9:

Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey

6.1.5.HistoryCC.15:

Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

6.1.5.HistoryUP.1:

Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.2:

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

6.1.5.HistoryUP.4:

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

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.

SOC.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.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.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.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.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.
SOC.6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.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).
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.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.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.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).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.2.5.NT.4 Identify how improvement in the understanding of materials science impacts technologies.

CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

CAEP.9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

TECH.8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

TECH.8.1.5.E.CS1 Plan strategies to guide inquiry.

TECH.8.1.5.E.CS2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.5.E.CS3 Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH.8.2.5.B.5 Explain the purpose of intellectual property law.

TECH.8.2.5.B.CS1 The cultural, social, economic and political effects of technology.

TECH.8.2.5.B.CS2 The effects of technology on the environment.

TECH.8.2.5.C.CS2 The application of engineering design.

PRE-ASSESSMENTS

[Unit 4 Pre Assessment - Google Form](#)

REFLECTIONS

Many of the lessons may take more than one day to complete.

INSTRUCTIONAL PLAN

MODULE 1

Lesson 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning how American communities have evolved over time.
Student Learning Strategies	Students will participate in whole group discussions to explain how American communities have changed over time.
Success Criteria	I can explain how American communities have changed over time.
Formative Assessment (drives instructional decisions)	Turn and Talk Class Discussion Activity Exit Ticket
Activities and Resources	Read and Discuss Harcourt <i>Social Studies Our Communities</i> Unit 3 Chapter 5 Lesson 1 Communities Through Time page 156 - 159 or Homes Then and Now Epic Books Family Life in the USA Then and Now - Epic Books School Days Then and Now - Epic Books Activity Students will be given 4 examples of changes that can happen in communities. They will choose if the change is slow or fast, then give their own examples of fast and slow changes.

[Communities Through Time](#)

Exit Ticket

[Google Form - Lesson 1 Exit Ticket](#)

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being

covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to

produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between

you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Lesson 2 Communities Through Time](#)

[Lesson 2 - Communities Through Time](#)

SOC.6.1.5.HistoryCC.2

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

MODULE 2

Lesson 2

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

We are learning about the impact of inventors and inventions.

Student Learning Strategies

Students will participate in whole group discussions to explain the impact of inventors

	and their inventions.
Success Criteria	I can give an example of an invention from a New Jersey inventor that impacted the people of the United States.
Formative Assessment (drives instructional decisions)	<p>Turn and Talk</p> <p>Class Discussion</p> <p>Activity</p> <p>Exit Ticket</p>
Activities and Resources	<p>Read and Discuss</p> <p>Harcourt <i>Social Studies Our Communities</i> Unit 3 Chapter 5 Lesson 3 Inventions in Communities page 170 - 175</p> <p>Watch and Discuss</p> <p>Thomas Edison - BrainPOP</p> <p>Activity</p> <ul style="list-style-type: none"> • Thomas Edison Graphic Organizer (Linked Below) • BrainPOP Quiz <p>Exit Ticket</p> <p>Lesson 2 Exit Ticket</p>
Suggested Modifications	<p>English Language Learners Native language support:</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and</p>

manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Thomas Edison BrainPOP.pdf](#)

[Lesson 2 - Inventions in Communities](#)

SOC.6.1.5.HistoryCC.9

Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

MODULE 3

Lesson 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning the similarities and differences between Native American groups.
Student Learning Strategies	Students will participate in whole-group discussions to compare and contrast Native Americans groups.
Success Criteria	I can compare and contrast Native American groups.
Formative Assessment (drives instructional decisions)	Turn and Talk Class Discussion Activity Exit Ticket
Activities and Resources	Read and Discuss Harcourt <i>Social Studies Our Communities</i> Unit 3 Chapter 6 Lesson 1 The First Communities page 190 - 193 Lenape Google Slides (attached) Watch and Discuss Iroquois - Brain POP Jr Pueblo - BrainPOP Jr

Activity

- Graphic Organizer to gather information about different Native American groups
- BrainPOP Quizzes

Exit Ticket

[Lesson 3 - The First Communities](#)

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

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Gifted & Talented Strategies

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[Lenape - Native Americans.pdf](#)

[Lesson 3 - The First Communities.pdf](#)

[Lesson 3 - The First Communities](#)

SOC.6.1.5.HistoryUP.4

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

MODULE 4

Lesson 4

Student Learning Intentions (SLI) WALT:
(We are learning to...)

We are learning about interactions between Native Americans and settlers.

<p>Student Learning Strategies</p>	<p>Students will participate in whole group discussions to explain how interactions between settlers and Native Americans changed each other's cultures.</p>
<p>Success Criteria</p>	<p>I can explain how the interactions between settlers and Native Americans changed each other's cultures.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and Talk Class Discussion Activity Exit Ticket</p>
<p>Activities and Resources</p>	<p>Read and Discuss Harcourt <i>Social Studies Our Communities</i> Unit 3 Chapter 6 Lesson 2 Building Communities page 196 - 203 or Epic Books Indigenous People</p> <p>Activity Create your own Settlement Students will design their own settlement near a forest and a river.</p> <p>Exit Ticket Lesson 4 - Exit Ticket</p>
<p>Suggested Modifications</p>	<p>English Language Learners Native language support:</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most</p>

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the front.

[Lesson 4 - Building Communities.pdf](#)

[Lesson 4 - Building Communities](#)

[Lesson 4 - Building Communities](#)

SOC.6.1.5.HistoryCC.4

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

MODULE 5

Lesson 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about the events that led to the formation of New Jersey and the United States.
Student Learning Strategies	Students will participate in whole-group discussions about what led to the creation of New Jersey and the United States.
Success Criteria	I can discuss the events that led to the creation of New Jersey and the United States.
Formative Assessment (drives instructional decisions)	Turn and Talk Class Discussion Activity Exit Ticket
Activities and Resources	Read and Discuss Harcourt <i>Social Studies Our Communities</i> Unit 3 Chapter 6 Lesson 3 Fighting for Freedom page 204 - 209

Watch and Discuss

[Cause of the American Revolution - BrainPOP](#)

Activity

- Cause and Effect Organizer of the events leading up to the American Revolution
- BrainPOP quiz

Exit Ticket

[Lesson 5 - Exit Ticket](#)

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and

talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you

and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Cause of the American Revolution - BrainPOP.pdf](#)

[Lesson 5 - Fighting for Freedom](#)

[Cause of the American Revolution - BrainPOP.pdf](#)

SOC.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.

MODULE 6

Lesson 6

Student Learning Intentions (SLI) WALT: (We are learning to...)

We are learning to think about past government documents affecting present-day government and citizenship.

Student Learning Strategies

Students will participate in whole group discussions to

	<p>explain why past government documents are important.</p>
<p>Success Criteria</p>	<p>I can explain why past government documents are important today.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and Talk Class Discussion Activity Exit Ticket</p>
<p>Activities and Resources</p>	<p>Watch and Discuss Declaration of Independence - Brain POP Bill of Rights - BrainPOP The U.S. Constitution - Brain POP</p> <p>Activity</p> <ul style="list-style-type: none"> • Brain POP quizzes • Graphic Organizer <p>Exit Ticket Lesson 6 Exit Ticket</p>
<p>Suggested Modifications</p>	<p>English Language Learners Native language support:</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads</p>

vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Lesson_6.pdf](#)

[Lesson 6 Exit Ticket](#)

[Lesson 6](#)

SOC.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).

MODULE 7

Lesson 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about the reasons why people immigrated to the United States.
Student Learning Strategies	Students will participate in whole group discussions about reasons why people would move to the United States.
Success Criteria	I can discuss reasons why people would have moved to the United States.
Formative Assessment (drives instructional decisions)	Turn and Talk Class Discussion Activity Exit Ticket
Activities and Resources	Read and Discuss Harcourt <i>Social Studies Our Communities</i> Unit 5 Chapter 9 Lesson 1 Moving to New Places page 324 - 329 Epic Books Immigration and Ellis Island Watch and Discuss Immigration - Brain POP

[Ellis Island - BrainPOP Jr.](#)

Activity

Ellis Island Paper Activity (attached)

Immigration Paper Activity (attached)

BrainPOP Quizzes

Exit Ticket

[Lesson 7 - Exit Ticket](#)

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly

check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects.

Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks

that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Ellis Island - BrainPOP Jr .pdf](#)

[Immigration - BrainPOP.pdf](#)

[Lesson 7 - Exit Ticket](#)

[Immigration - BrainPOP.pdf](#)

[Ellis Island - BrainPOP Jr .pdf](#)

SOC.6.1.5.HistoryUP.1

Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

MODULE 8

Lesson 8

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning how George Washington, Benjamin Franklin, Thomas Jefferson, and William Livingston have impacted state and national governments
Student Learning Strategies	Students will participate in whole group discussions to describe how George Washington, Benjamin Franklin, Thomas Jefferson, and William Livingston have impacted state and national government.
Success Criteria	I can describe how George Washington, Benjamin Franklin, Thomas Jefferson, and William Livingston have impacted state and national governments.
Formative Assessment (drives instructional decisions)	Turn and Talk Class Discussion Activity Exit Ticket
Activities and Resources	Watch and Discuss George Washington - BrainPOP Jr Thomas Jefferson - BrainPOP Benjamin Franklin - BrainPOP Read and Discuss William Livingston - Kiddle Epic Book Collection Activity Historical Figure Organizer BrainPOP Quiz Exit Ticket Lesson 8 Exit Ticket
Suggested Modifications	English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

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Students at Risk of School Failure

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be.

Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Lesson 8

SOC.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.

MODULE 9

Lesson 9

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning how the Lenni Lenape culture affected the different regions of New Jersey.
Student Learning Strategies	Students will participate in whole group discussions to describe different regions of New Jersey.
Success Criteria	I can describe how the Lenni Lenape culture impacted the different regions of New Jersey.
Formative Assessment (drives instructional decisions)	Turn and Talk Class Discussion Activity Exit Ticket
Activities and Resources	Read, discuss and complete the activity Lenape in Different New Jersey regions pdf (attached)

Activity

Labeling regional map - found in the PDF

Exit Ticket

[Lesson 9 - Exit Ticket](#)

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify

activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Lenape in Different NJ Regions.pdf](#)

[Lenape in Different NJ Regions](#)

[Lesson 9 - Exit Ticket](#)

SOC.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.

MODULE 10

Lesson 10

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

We are learning about the importance of American symbols, monuments, and holidays.

Student Learning Strategies

Students will participate in whole group discussions about the importance of American symbols, monuments, and holidays.

<p>Success Criteria</p>	<p>I can explain why an American symbol, monument, or holiday is important.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and Talk Class Discussion Activity Exit Ticket</p>
<p>Activities and Resources</p>	<p>Read and Discuss Epic Books Collection - has many symbols and monuments to share with the class</p> <p>Watch and Discuss Statue of Liberty - BrainPOP Jr U.S. Symbols - BrainPOP Jr Memorial Day - BrainPOP Labor Day - BrainPOP Veterans Day - BrainPOP</p> <p>Activity Students will choose either a U.S. symbol, monument, or holiday and create an argument about why it is important to the country. You can have students share their arguments in writing or via Flip video.</p> <p>Exit Ticket Lesson 10 - Exit Ticket</p>
<p>Suggested Modifications</p>	<p>English Language Learners Native language support:</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p>

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Lesson 10 - Exit Ticket

SOC.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.

MODULE 11

Lesson 11

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to compare and contrast forms of government, beliefs, and family structure of the Native Americans, Africans, and Europeans.
Student Learning Strategies	Students will participate in whole group discussions to explain the similarities and differences between Native Americans, Africans, and Europeans.
Success Criteria	I can explain the similarities and differences between Native Americans, Africans, and Europeans.
Formative Assessment (drives instructional decisions)	Turn and Talk Class Discussion Activity Exit Ticket
Activities and Resources	Watch and Discuss Native American Traditions - BrainPOP Building the Thirteen Colonies - BrainPOP Activity Native Americans Graphic Organizer (attached) Thirteen Colonies Graphic Organizer (attached) Exit Ticket Lesson 11 - Exit Ticket
Suggested Modifications	English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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[Native American Traditions - BrainPOP.pdf](#)

[Building the Thirteen Colonies.pdf](#)

[Building the Thirteen Colonies](#)

[Lesson 11 - Exit Ticket](#)

SOC.6.1.5.HistoryUP.2

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

**INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS
FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**
