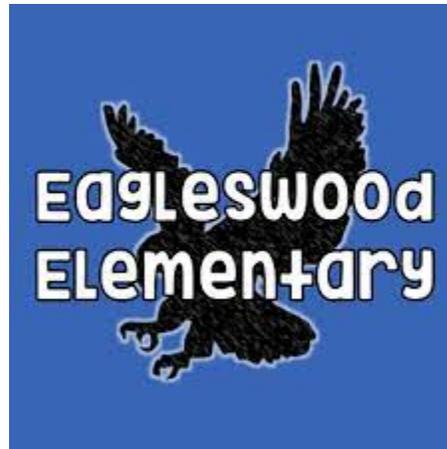


Eagleswood Township Elementary
School District



Social Studies Curriculum

5th Grade

Adopted by the Eagleswood
Board Of Education
August 15, 2022

Content Area: Social Studies
Grade Level: Fifth Grade
Date Created: April 2022
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Pacing Guide

UNIT	Timeframe
Unit 1: Three Worlds Meet	Marking Period 1
Unit 2: Colonization and Settlement	Marking Period 2
Unit 3: Holocaust	Marking Period 3
Unit 4: Revolution and the New Nation	Marking Period 4
Unit 5: Tolerance, Diversity, and Prejudice Education	Ongoing

Interdisciplinary [Standards](#) and indicators (NJSLs/ CPIs)

NJSLs for [Computer Science and Design Thinking](#) (crosswalk)

- 8.1.5.CS.2
- 8.1.5.NI.1
- 8.1.5.IC.1
- 8.1.5.DA.1
- 8.1.5.DA.3
- 8.1.5.DA.4
- 8.1.5.DA.5
- 8.2.8.ITH.1
- 8.2.8.ITH.2
- 8.2.8.ITH.3
- 8.2.8.ITH.4
- 8.2.5.ETW.1
- 8.2.5.ETW.3

NJSLs for [Career Readiness, Life Literacies, and Key Skills](#) (crosswalk)

- 9.1.5.CR.1
- 9.1.5.CP.1
- 9.4.5.GCA.1
- 9.4.5.TL.1
- 9.4.5.TL.2
- 9.4.5.TL.3
- 9.4.5.TL.4
- 9.4.5.TL.5

- 9.4.5.DC.2
- 9.4.5.DC.3
- 9.4.5.DC.4
- 9.4.5.DC.5
- 9.4.5.DC.6
- 9.4.5.DC.7
- 9.4.5.DC.8

NJSLS for [Social Emotional Learning](#) ([Crosswalk](#))

- SELSA2
- SELSA3
- SELSA4
- SELSoc1
- SELSoc2
- SELSoc3
- SELSoc4
- SELRDM2
- SELRDM3
- SELRS2
- SELRS4
- SELRS5

Unit 1- [Standards](#) and indicators

NJSLS for [Social Studies](#)

- **Democratic Principles**
- 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.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **Human Population Patterns**
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **Spatial Views of the World**
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine

the shortest route from one town to another town, to compare the number of people living at two or more locations).

- 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to condition.
- **Global Interconnections**
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- **Economic Ways of Thinking**
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **Exchange and Markets**
- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
- 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- **National Economy**
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **Global Economy**
- 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

- 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.
- **Continuity and Change**
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. Interactions of people and events throughout history have shaped the world we experience today.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.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).
- **Understanding Perspectives**
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and

events by people with different cultural or individual perspectives.

- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **Historical Sourcing and Evidence**
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- **Active Citizenship in the 21st Century**
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Unit 1-Three Worlds Meet

Central Idea/ Enduring Understanding Students will understand:

Three Worlds Meet is an interdisciplinary unit that examines the positive and negative influences Dutch, English and French explorers, Native Americans and enslaved Africans had upon each other.

The unit focuses on the traditions and perspectives held by the native peoples, the European ideologies that explorers brought with them, the forced migration of people from Africa who were taken to America as slaves and the inevitable collision of cultures.

Guiding Questions

How did three diverse cultures interact and affect each other?

How did geography and climate impact Native American groups and their cultures?

Why did some settlements succeed and others fail?

How did past interactions of peoples and cultures shape our American heritage?

How do present interactions of peoples and cultures shape our American heritage?

How did/do interactions with the environment shape our American heritage?

Content Students will know:

Early exploration was motivated by the desire to gain wealth, spread Christianity, and expand empires.

Early explorers discovered more efficient

Skills (objectives) Students will be able to:

Students will be able to describe how the environment influences settlement and trade.

Demonstrate knowledge of the settlement pattern of Native Americans to explain how

travel routes that impacted future exploration as well as the establishment of settlements.

English settlers built on lands to the east of the Appalachian Mountains.

Early settlers in North America suffered from supply shortages, starvation, poor relations with the natives and harsh climate conditions. The settlement patterns of Native Americans affected interactions in different regions of the Western Hemisphere

the settlement patterns of Native Americans affected interactions in different regions of the Western Hemisphere.

Students will be able to explain why societies trade and the importance of trade during this time period.

Students will be able to discuss the governments, belief systems, and family structures of African, European and Native American groups.

Students will be able to discuss the exploration patterns of new waterways and land groups.

Students will be able to evaluate the impact of science, religion, and technology innovations on European Exploration.

Analyze how the cultures of African, European, and Native American groups coalesced to form the America we know today.

Students will discuss gender roles, religion, values, cultural practices, and political systems of Native American groups.

Students will be able to describe how the cultures of a myriad of peoples continue to shape the America we live in today.

Students develop historical understanding by connecting local history to the bigger chronicle of the American experience

Suggested Learning Opportunities and Strategies

Suggested Resources

Chart and analyze the exploration patterns of new waterways and land groups

Create a diary/journal entry for each explorer.
https://exploration.marinersmuseum.org/wp-content/themes/agesofex/downloads/What_Would_You_Take_Worksheet.pdf

Participate in interactive lessons regarding the Columbian Exchange, discuss in both small and whole group
https://lsintspl3.wgbh.org/en-us/lesson/midlit11-soc-splcol/?as_guest=True&next=https://www.pbslearningmedia.org/resource/midlit11.soc.splcol/the-columbian-exchange/

Use internet resources to compare and contrast experiences and perspectives of various groups.
https://www.nationalgeographic.org/topics/european-colonization-north-america/?q=&page=1&per_page=25

Turn and talk: Provide examples of various motives for exploring new land.

Research New World explorers to identify their country of origin, their purpose for exploring, what they discovered, and how that impacted the future
https://www.nationalgeographic.org/topics/european-colonization-north-america/?q=&page=1&per_page=25

Locate the English settlements of Roanoke, Jamestown, and Plymouth.
<https://colonialamerica.thinkport.org/interactives/colonial-settlements-map/index.html>

Small group/whole group: Discuss and illustrate the hardships settlers endured in the New World

Map of The World. 1507.
http://www.loc.gov/today/placesinthenews/archive/2009arch/20090513_waldseemuller.html

Viking Voyages Map.
<http://www.webexhibits.org/vinland/archeological.html>

Famous Explorers. Kid Info.com.
http://www.kidinfo.com/American_History/Explorers.html

Social Studies for Kids website.
<http://www.socialstudiesforkids.com/subjects/columbus.htm>

The Mariners' Museum.
<https://exploration.marinersmuseum.org/resources/>

Britannica Kids: Columbian Exchange
<https://kids.britannica.com/students/article/Columbian-Exchange/632098>

History Illustrated: Columbian Exchange
 The Columbian Exchange - description ...

Interactive Lesson: Columbian Exchange
https://lsintspl3.wgbh.org/en-us/lesson/midlit11-soc-splcol/?as_guest=True&next=https://www.pbslearningmedia.org/resource/midlit11.soc.splcol/the-columbian-exchange/

Ducksters: The Lost Colony of Roanoke
https://www.ducksters.com/history/colonial_america/lost_colony_of_roanoke.php

The Lost Colony of Roanoke
 The Lost Colony of Roanoke | COLOS...

Jamestown: The First Colony
 Jamestown Settlement | Jamestown Co...

Britannica Kids: Plymouth colony
<https://kids.britannica.com/kids/article/Plymouth-Colony/353643>

<p>Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups</p> <p>Identify the Native American tribes in the New England Colonies and their relationships with one another and the settlers. https://www.nationalgeographic.org/encyclopedia/new-england-native-american-groups/</p>	<p>Haudenosaunee (Iroquois) Indian Fact Sheet. http://bigorin.org/iroquois_kids.htm</p> <p>Brainpop: Native Americans https://www.youtube.com/watch?v=i-ZqomODOlg&t=48s</p> <p>Digital History. http://www.digitalhistory.uh.edu/</p>
<p>Performance Tasks</p> <p>Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning</p> <p>Participation and teacher observation Vocabulary Quizzes Exit Passes Chapter tests District benchmarks or interim assessments End of unit tests Anecdotal records Presentations and projects</p>

<h2>Unit 2- <u>Standards</u> and indicators</h2>	
<p>NJSLS for <u>Social Studies</u></p> <ul style="list-style-type: none"> ● Civics and Political Institutions ● 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. ● Participation and Deliberation ● 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. ● Process and Roles ● 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. ● 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems. ● Civic Mindedness ● 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. ● Human Population Patterns ● 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States 	

based on culture, economics, and physical characteristics to understand the concept of regionalism.

- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **Spatial Views of the World**
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- **Global Interconnections**
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land route
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- **Economic Ways of Thinking**
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analysis of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **Exchange and Markets**
- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of

products.

- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
- 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- **National Economy**
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- **Global Economy**
- 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.
- **Continuity and Change**
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. Interactions of people and events throughout history have shaped the world we experience today.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.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.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- **Understanding Perspectives**
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **Historical Sourcing and Evidence**
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- **Claims and Argumentation**
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era
- **Active Citizenship in the 21st Century**
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Unit 2-Colonization and Settlement

Central Idea/ Enduring Understanding

Guiding Questions

<p>Students will understand:</p> <p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>Slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p>	<p>How do economic, political, and religious forces interact to cause cultures to form new systems?</p> <p>How did geography play a role in the settlement of the colonies?</p> <p>Why have people been enslaved throughout history?</p>
<p>Content Students will know:</p> <p>Settlers came to the New World for religious freedom and new economic opportunities.</p> <p>Each of the three colonial regions offered different careers based on location.</p> <p>In the colonial period, most children were expected to work at a young age; daily jobs and life skills were based on gender.</p> <p>The slave trade forced West African leaders and enslaved people(s) to confront life changing decisions to survive.</p> <p>The Triangular Trade involved shipping goods from Britain to West Africa to be exchanged for people, who were then shipped to the West Indies and exchanged for goods.</p> <p>Enslaved West Africans were sold as property and relied on customs, prayer and storytelling for self preservation.</p>	<p>Skills (objectives) Students will be able to:</p> <p>Explain why societies trade, how trade functions, and the role of trade during this time period.</p> <p>Describe how the cultures of a myriad of peoples continue to shape the America we live in today.</p> <p>Evaluate the impact of science, religion, and technology innovations on European exploration.</p> <p>Introduce questions that explore purpose, point of view, and bias.</p> <p>Compare and contrast the colonies based on geography, climate, and economy</p> <p>Discuss dilemmas West Africans faced in trading people for goods.</p> <p>Geographically identify the pathway of the Triangular Trade and describe its purpose.</p> <p>Understand the importance of storytelling in maintaining origins, tradition, and culture.</p>

	<p>Compare and contrast the responsibilities of colonial children with the responsibilities of children today.</p>
<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning Participation and teacher observation Vocabulary Quizzes Exit Passes Chapter tests District benchmarks or interim assessments End of unit tests Anecdotal records Presentations and projects</p>
<p>Suggested Learning Opportunities and Strategies</p> <p>Locate the thirteen colonies on an interactive map. https://mrnussbaum.com/13-colonies-interactive-map</p> <p>Compare and contrast the responsibilities of children today versus colonial times.</p> <p>Create a google slide presentation reflecting the opportunities and resources of each region.</p> <p>Create a journal entry about an aspect of life as an enslaved person</p> <p>Create a timeline focusing on the major events in this time period.</p>	<p>Suggested Resources</p> <p>Colonial Times: <u>Short Nonfiction for American History</u> by Stephanie Harvey and Anne Goudvis</p> <p>Liberty Kids Link to Episodes:  Liberty's Kids 101 - The Boston Tea Pa...</p> <p>Khan Academy: The New England Colonies https://www.khanacademy.org/humanities/us-history/colonial-america/colonial-north-america/v/society-and-religion-in-the-new-england-colonies</p> <p>Khan Academy: The Middle Colonies https://www.khanacademy.org/humanities/us-history/colonial-america/colonial-north-america/v/the-middle-colonies</p> <p>Khan Academy: Southern Colonies https://www.khanacademy.org/humanities/us-history/colonial-america/early-chesapeake-and-the-southern-colonies/v/the-west-indies-and-the-southern-colonies</p> <p>Khan Academy: Slavery in the British Colonies https://www.khanacademy.org/humanities/us-history/colonial-america/early-chesapeake-an</p>

[d-southern-colonies/v/slavery-in-the-british-colonies](https://www.britannica.com/topic/American-colonies)

Britannica: American Colonies

<https://www.britannica.com/topic/American-colonies>

DK Find Out! Thirteen Colonies

<https://www.dkfindout.com/us/history/american-revolution/british-america-thirteencolonies/>

The Ultimate Guide to Teaching the Thirteen Colonies.

<https://www.thecleverteacher.com/the-ultimate-guide-to-teaching-the-13-colonies>

13 American Colonies

 13 American Colonies | US History | Ki...

If You Lived in Colonial Times by Ann McGovern (Links to each part available through part 1)

 PART 1 - If You Lived in Colonial Times...

Triangular Trade Definition for Kids

<https://www.youtubekids.com/watch?v=ypF2Laa8LR0>

Introduction of Slavery Explained to Kids

https://www.youtubekids.com/watch?v=IUfJCh7Rd_Q

DK Find Out! Slave Trade Facts

<https://www.dkfindout.com/us/history/slave-trade/>

Brown Sugar & Spice Books & Educational Services, LLC

<https://brownssbooks.com/elements/product-categories/>

If You Lived When There Was Slavery in America by Anne Kamma

<https://brownssbooks.com/product/if-you-lived-when-there-was-slavery-in-america/>

	<p>Harriet Tubman: Secret Messages Through Song https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/3-5/harriet-tubman-secret-messages-through-song/</p> <p>Readworks https://www.readworks.org/ Brainpop https://www.brainpop.com/</p> <p>Colonial Williamsburg Trades https://www.slaveryandremembrance.org/Almanack/life/trades/tradehdr.cfm?showSite=mobile-regular</p> <p>KidZone. Colonial Williamsburg http://www.history.org/kids/games/.</p> <p>The Virginia House of Burgesses http://www.socialstudiesforkids.com/articles/ushistory/houseofburgesses.htm</p> <p>Britannica.com: Transatlantic Slave Trade Key Facts https://www.britannica.com/summary/Transatlantic-Slave-Trade-Key-Facts</p>
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Unit 3- Standards and indicators

NJSLS for Social Studies

- 6.1.5 Civics HR.2 Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5 CivicsHR.3 Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- Additional standards in tolerance curriculum

Unit 3-The Holocaust: Tolerance, Diversity, and Prejudice Education

(Please refer to tolerance curriculum linked above)

Unit 4- Standards and indicators

NJSLS for Social Studies

- **Civics and Political Institutions**

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.
- 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
- 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

- **Participation and Deliberation**

- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

- **Democratic Principles**

- 6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find cultural practices, and political systems of Native American groups.

- **Process and Roles**

- 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

- **Civic Mindedness**

- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and

identify criteria that are likely to make leaders qualified for those positions.

- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- **Human Population Patterns**
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- **Spatial Views of the World**
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- **Global Interconnections**
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- **Economic Ways of Thinking**
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analysis of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- **Continuity and Change**
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. Interactions of people and events throughout history have shaped the world we experience today.

- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey
- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- **Understanding Perspectives**
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 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.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **Historical Sourcing and Evidence**
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- 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.

- **Claims and Argumentation**

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

- **Active Citizenship in the 21st Century**

- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify perspectives and actions taken by individuals involving a current or historical community, state, or national issue solutions to community, state, national, and global challenges.
- 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

- **ERA 3 Revolution and the New Nation**

- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- 6.18.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
- 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
- 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
- 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

- **ERA 3 Revolution and the New Nation**

- 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- 6.18.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories

in North America from multiple perspectives.

- 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
- 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

Unit 4-Revolution and the New Nation

Central Idea/ Enduring Understanding Students will understand...

Disputes over political authority and economic issues contributed to a movement for independence in the colonies.

Colonists were angered by the laws and taxes that were imposed by Great Britain without representation from the colonies.

Colonists were divided in their position in regards to the laws imposed by Great Britain.

The American Revolution created a great shift in power for the people living in America

The fundamental principles of the United States Constitution serve as the foundation of the current United States government.

Guiding Questions

What events brought the colonies together as a nation?

How did the movement toward revolution cause the Declaration of Independence to be written?

How did the Revolutionary War impact the colonies' ability to rule themselves?

How can people initiate and persevere to bring about a change that can affect future generations?

What goals, people, and documents influenced the making of the Constitution, which is a living document?

What are the underlying principles of the U.S. Constitution? The Bill of Rights?

Content

Students will know:

Great Britain imposed policies on the colonists that were designed to raise taxes to pay for the French-Indian War.

The policies caused tension and conflict

Skills (objectives)

Students will be able to:

Compare and contrast experiences and perspectives of various groups.

Evaluate how the consequences of the Seven Years War affected changes in British

<p>between the colonies and Great Britain.</p> <p>The Battles of Bunker Hill and Lexington and Concord were critical in the colonists' effort for independence.</p> <p>The Declaration of Independence emphasized the ideals of the colonists who no longer wished to be ruled by Great Britain.</p> <p>Geographic features and knowledge about the landscape of the colonies impacted the battles and outcome of the American Revolution.</p> <p>African Americans fought on both sides of the war for the promise of freedom.</p> <p>The Articles of Confederation were the first system of government set up for the New Nation.</p> <p>The three branches of government are the executive branch, legislative branch, and judicial branch.</p> <p>The Constitution is a legal document which was established based on the fundamental rights and principles of the American people.</p> <p>The United States is a democracy; its citizens elect representatives to act for the people.</p> <p>The U.S. Constitution is a fluid document</p>	<p>policy toward American colonies.</p> <p>Understand the various acts and events imposed on the colonists by King George III that contributed to growing tensions between colonists and the British.</p> <p>Describe how the written and spoken word can be powerful motivators</p> <p>Compare and contrast the various economic, cultural, political, and religious factors influenced the American Revolution</p> <p>Identify the causes and effects of the American Revolution; recognizing the formation of an army under George Washington.</p> <p>Compare and contrast the perspectives of Neutralists, Loyalists and Patriots</p> <p>Compare and contrast strategies that both the British and the Continental armies used during the American Revolution.</p> <p>Use physical maps to describe the geography of the colonies and how this affected the outcome of the battles.</p> <p>Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies</p> <p>Discuss the role of African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p>
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	<p>Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>Compare and contrast the roles and perspectives of various socioeconomic groups(e.g.,rural farmers, urban craftsmen, northern merchants, and southern planters),</p> <p>Evaluate the role that compromise played in the creation and adoption of the Constitution and Bill of Rights .</p> <p>Discuss the Articles of Confederation and the Constitution in terms of the decision-making powers of the national government. E Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p>
<p>Performance Tasks Interactive Classroom Activities Classroom Discussion Cooperative Learning Groups Project- Based Learning Activities</p>	<p>Other Evidence of Learning Participation and teacher observation Vocabulary Quizzes Exit Passes Chapter tests District benchmarks or interim assessments End of unit tests Anecdotal records Presentations and projects</p>
<p>Suggested Learning Opportunities and Strategies Create a slideshow as a colonist to gain support for the Loyalists or the Patriots from</p>	<p>Suggested Resources Liberty Kids link to Episodes: ▶ Liberty's Kids 101 - The Boston Tea Par...</p>

differing points of view.

Use google or another platform to create a timeline of events leading up to the American Revolution.

Research a lesser known, yet important, member of the Patriots or Loyalists, then create a google slide to present such.

Use google or another platform to depict the roles of African Americans, Native Americans and women in the Revolution.

Discuss the meaning of an excerpt from the Declaration of Independence.

Create a classroom Declaration of Independence using common words from the present

Using metaphors, make connections to the colonists' point of view regarding their relationship with Great Britain

Discuss information on the policies and the acts that caused tensions between the colonies and Great Britain then prepare individual posters depicting one policy of choice.

Create a timeline of the policies leading up to the Revolution.

Write a journal entry or letter to depict the war effort during the American Revolution from different points of view

Discuss the major components of change and the importance of the Declaration of Independence.

Write a classroom Constitution.

Link to "King George" Announcements:

 The Coercive Acts - King George III An...

American Revolution. Kid Info website.
http://www.kidinfo.com/American_History/American_Revolution.html

Archiving Early America.
<http://www.earlyamerica.com/>

Fort Necessity. National Park Service.
<http://www.nps.gov/fone/index.htm>

History Makers of the American Revolution. History Central.
<http://www.historycentral.com/bio/RevoltBIOS/INDEX.html>

Eyewitness Accounts of the Boston Massacre. Historywiz.com.
<http://www.historywiz.com/primarysources/eyewit-boston.htm>

Khan Academy: The Boston Massacre
<https://www.khanacademy.org/humanities/us-history/road-to-revolution/the-american-revolution/a/the-boston-massacre>

Boston Massacre Facts for Kids
https://kids.kiddle.co/Boston_Massacre

Khan Academy: The Boston Tea Party
<https://www.khanacademy.org/humanities/us-history/road-to-revolution/the-american-revolution/a/the-boston-tea-party>

Khan Academy: The Intolerable Acts
<https://www.khanacademy.org/humanities/us-history/road-to-revolution/the-american-revolution/a/the-intolerable-acts-and-the-first-continental-congress>

Khan Academy: Lexington & Concord
<https://www.khanacademy.org/humanities/us-history/road-to-revolution/the-american-revolution/a/lexington-and-concord>

Khan Academy: The Second Continental Congress

<https://www.khanacademy.org/humanities/us-history/road-to-revolution/the-american-revolution/a/the-second-continental-congress>

Khan Academy: The Declaration of Independence

<https://www.khanacademy.org/humanities/us-history/road-to-revolution/the-american-revolution/v/the-declaration-of-independence>

Khan Academy: Women in The Revolution

<https://www.khanacademy.org/humanities/us-history/road-to-revolution/the-american-revolution/a/women-in-the-american-revolution>

Phillis Wheatley Facts for Kids

https://kids.kiddle.co/Phillis_Wheatley

Story Behind the Join or Die Snake Cartoon

<https://constitutioncenter.org/blog/the-story-behind-the-join-or-die-snake-cartoon>

Boston Map 1775. American Experience.PBS

<http://www.pbs.org/wgbh/amex/patriotsday/maps/index.html#info1>

The American Revolution and Constitution:

Short Nonfiction for American History by

Anne Goudvis and Stephanie Harvey

Short Story: Shh! We're Writing the

Constitution by Jean Fritz

 Shh! We're Writing The Constitution

Short Story: We the Kids: The Preamble to

the Constitution of the United States by David

Catrow

 We the Kids by David Catrow read by ...

Read Aloud. Avi. The Fighting Ground.

DK Find Out! The Constitution

<http://www.dkfindout.com/us/search/us-constit>

	ution/ Schoolhouse Rock: No More Kings  No More Kings Brainpop https://www.brainpop.com/ Readworks https://www.readworks.org/
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NOTE: Teachers should follow the specific curricular accommodations for students with individualized learning plans such as IEPs and 504

Accommodations for Various Learners

Students that are English Language Learners:

1. Retell content information in easier English
2. Use simple sentence structure (verb-subject-object)
3. Use high frequency words
4. Avoid negative phrasing such as all, but, except
5. Actively help students build connections and associations in order to access background knowledge or previously taught information
6. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
7. Use visuals to explain ideas
8. Modify assignments (fewer questions or fewer vocabulary)
9. Provide taped lessons
10. Provide concrete examples of vocabulary words through the use of visuals
11. Model Think Alouds to increase student comprehension
12. Directly teach learning strategies
13. Provide small group instruction
14. Provide preferential seating
15. Assess whether the student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

Students with Disabilities:

1. Seat student near model (student/teacher)
2. Seat student near instruction
3. Use a highlight marker to identify key words, phrases, or sentences for student to read
4. Provide manipulative objects for student to use in problem solving
5. Have peers deliver directions or explanations
6. Buddy in class to assist and clarify

7. Provide mnemonic devices
9. Repeat major points of information
10. Provide visual cues (posters, number lines, gestures, use of technology)
11. Provide study guides
12. Highlight new vocabulary and key words
13. Use advance organizers
14. Allow for frequent breaks (sensory/brain)
15. Be aware of student's preferred learning style and provide matching instruction materials

Students listed as Gifted & Talented:

1. Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials
2. Provide content that is thematic, broad based, and integrative rather than just single-subject areas
3. Provide opportunities to generalize, integrate, and apply ideas to content
4. Encourage students to move through content at their own pace
5. Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
7. Require students to think about topics in more abstract and complex ways
8. Activity selection should be based on student interests and encourage self directed learning
9. Align objectives with Bloom's Taxonomy
10. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
11. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas
12. Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

Students with 504 Plans:

Environmental Strategies

- Provide a structured learning environment
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Establish a home/school communication system for behavior monitoring

Presentation Strategies

- Record lessons so the student can review
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide audio books
- Highlight main ideas and supporting details in the book
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques
- Ask student to repeat/paraphrase context to check understanding
- Simplify and repeat instructions
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Reinforce study skills strategies (survey, read, recite, review)
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

- Cooperatively generate rules and consequences for classroom behavior
- Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills

Evaluation Methods

- Limit amount of material presented on page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

Students that are At Risk:

1. Provide a structured learning environment
2. Provide sensory breaks
3. Change student seating
4. Vary the method of lesson presentation using multi-sensory techniques
5. Provide small group or individual instruction
6. Reinforce the use of compensatory strategies
7. Reinforce self-monitoring and self-reflecting strategies
8. Buddy in class to assist and clarify
9. Actively help students build connections and associations in order to access background knowledge or previously taught information
10. Directly teach learning strategies
11. Repeat major points of information
12. Provide visual cues (posters, number lines, gestures, use of technology)

Universal Design

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's [strengths](#) and needs. That's why UDL benefits all kids.

- Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
- This approach offers flexibility in the ways students access material, engage with it and show what they know.
- Developing lesson plans this way helps all kids, but it may be especially helpful for kids with learning and attention issues.

[The Difference Between UDL and Traditional Education](#)

[UDL in the Classroom](#) (5 Practices)

