

Domain: The Frist Americans Chapter 1

Stage 1: Desired Results

Standards:

- LA.5.CCSS.ELA-Literacy.RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- LA.5.CCSS.ELA-Literacy.RF.5.4a Read grade-level text with purpose and understanding.
- LA.5.CCSS.ELA-Literacy.RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- LA.5.CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. LA.5.CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- LA.5.CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- LA.5.CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LA.5.CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- LA.5.CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- LA.5.CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- LA.5.CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- LA.5.CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LA.5.CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented.
- LA.5.CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- LA.5.CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- SOC.6.1.8 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- SOC.6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- SOC.6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
- SOC.6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
- SOC.6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- SOC.6.1.8.CS1 Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- SOC.6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- SOC.6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

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| <p>Essential Understandings:</p> <ul style="list-style-type: none"> • Native Americans both shaped and adapted to their environment, creating thriving civilizations throughout the Americas. • Native Americans thrived by creating diverse ways of life, adapting to the climate, resources, and other environmental factors. • Native Americans developed rich cultural traditions, creating societies with complex economies, governments, languages, arts, and technologies. | <p>Content Skills (The students will...):</p> <ul style="list-style-type: none"> • Summarize how ancient Americans migrates to and settled in North America. • Describe how ancient Americans spread throughout the Americas. • Identify civilizations that flourished throughout the Americas. • Compare and contrast the major achievements of ancient civilizations in the Americas. • Identify Native American societies from different geographic regions of North America. • Define the term economy and describe ways in which Native American groups used local resources to survive. • Describe how Native Americans modified the environment to meet basic needs and the importance of these modifications. • Define culture and provide examples from different native peoples. • Examine daily life of adults and children in Native American families. • Describe how Native American groups choose leaders and governed themselves. • Describe various features of Native American religious life. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the environment shape how we live? | |
| <p>Stage 2: Evidence of Learning</p> | |
| <p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"> • Chapter Review and Assessment • Student Activity Worksheets • Chapter Test | <p>Summative Performance Task:</p> <ul style="list-style-type: none"> • Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter • Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen |

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on generalizations, writing responses and performance task
- Technology - publish online story
- Visual Arts - performance task

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Collaboration and Creativity Skills - Taking Action
- Target Reading Skill - Generalizations
- Collaboration and Creativity Skills - Problem solving

Unit Resources

Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers

Modifications:

- As per IEP
- See Appendix A

Domain: **Age of Exploration Chapter 2**

Stage 1: Desired Results

Standards:

- LA.5.CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- LA.5.CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- LA.5.CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.5.CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- LA.5.CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- LA.5.CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- LA.5.CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- LA.5.CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LA.5.CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- LA.5.CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- SOC.6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.
- SOC.6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- SOC.6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- SOC.6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- SOC.6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- SOC.6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.
- SOC.6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- SOC.6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.
- SOC.6.1.8.CS2 The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
- SOC.6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
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Essential Understandings:

- Trade spurred European explorers in the fifteenth and sixteenth centuries to seek new opportunities, some of which had unexpected results.
- Columbus’s voyages launched a period of interaction and exchange among Europe, Africa, and the Americas, which had both beneficial and tragic results, and long-lasting effects.

Content Skills (The students will...):

- Analyze the impact on exploration of innovations such as improved maps, faster and safer ships, the astrolabe, and magnetic compass.
- Summarize the efforts of the prince of Portugal to establish sea routes around Africa to Asia in order to increase trade and gain riches for his country.
- Identify Portuguese explorer Vasco de Gama as the first European to sail around the tip of Africa and reach India.
- Define Columbian Exchange as an interchange of cultures and goods between Europeans, Native Americans, and Africans following Columbus’ explorations.
- Analyze the consequences of the Columbian Exchange, both positive and negative.
- Draw conclusions about the lasting impact of the Columbian Exchange on the cultures of European, Native American, and African peoples.

Essential Questions:

- Why do people explore?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on generalizations, writing responses and performance task
- Technology - publish online story
- Visual Arts - performance task

Technology Connections:

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21 Century Themes:

- Collaboration and Creativity Skills - Taking Action
- Target Reading Skill - Generalizations
- Collaboration and Creativity Skills - Problem solving

Unit Resources

Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers

Modifications:

- As per IEP
- See Appendix A

Domain: **Settlements Take Root Chapter 3**

Stage 1: Desired Results

Standards:

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- SOC.6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- SOC.6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- SOC.6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- SOC.6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- SOC.6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.
- SOC.6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- SOC.6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.
- SOC.6.1.8.CS2 The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
- SOC.6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
- SOC.6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed
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Essential Understandings:

- **Immigrants leave their homelands due to political and economic problems and to seek economic opportunities and religious freedom.**
- **Colonization of the Americas had unintended and sometimes devastating consequences.**
- **When people from different cultures first meet, there are opportunities for cooperation and compromise as well as for conflict.**
- **Europeans and Native Americans often had differing points of views.**

Content Skills (The students will...):

- Summarize the economic activities of Spanish settlements including encomienda, ranches, and mines.
- Describe the importance of the Spanish mission in the spread of Spanish settlements in North America.
- Analyze the relationships between Spanish settlers and Native Americans.
- Identify the location of Spanish settlements in North America including St. Augustine.
- Describe the geographical setting of St. Augustine and its importance.
- Explain why and how the English started settlements in Virginia.
- Analyze the impact of geography and climate on the Virginia colony.
- Summarize the sequence of events leading to a permanent settlement in Virginia.
- Summarize the religious and economic reasons that prompted Pilgrims and Puritans to settle in New England.
- Explain the significance of the Mayflower Compact.
- Describe the relationship between Native Americans and English settlers in New England.
- Describe the kinds of communities the Pilgrims and Puritans created including the influence of religion on daily life.
- Identify ways in which Europeans competed for economic opportunities in North America, including claiming land, using resources, and establishing trade.
- Summarize the relationship between Native Americans and the French, and between Native Americans and the Dutch.
- Describe the colonial communities created by the French and the Dutch.
- Compare the colonization efforts of the English, French, and Dutch in North America.

Essential Questions:

- **Why do people leave their homelands?**

Stage 2: Evidence of Learning

Summative Traditional Assessment:

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- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

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- Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
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Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on generalizations, writing responses and performance task
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21 Century Themes:

- Collaboration and Creativity Skills - Taking Action
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- Collaboration and Creativity Skills - Problem solving

Unit Resources

Resources:

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- Student Worktext
- myStory Book
- myWorld Leveled Readers

Modifications:

- As per IEP
- See Appendix A

Domain: **Life in the Colonies Chapter 4**

Stage 1: Desired Results

Standards:

- LA.5.CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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- SOC.6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.
- SOC.6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- SOC.6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- SOC.6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- SOC.6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- SOC.6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.
- SOC.6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- SOC.6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.
- SOC.6.1.8.CS2 The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
- SOC.6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
- SOC.6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed

Essential Understandings:

- **Environment and location influence where people live and what they do there.**
- **People adapt and modify the world around them to better suit their needs.**
- **Trade and technology promote economic growth and help provide people with jobs.**
- **Varied systems of labor including indentured servitude, family labor, and slavery were factors in the prosperity of colonial America.**
- **As people and nations interact, they shape cultural and political institutions in new ways.**

Content Skills (The students will...):

- Compare and contrast the physical geography and location of the New England, Middle, and Southern colonies.
- Analyze the role of religion and government in the New England colonies.
- Describe Quaker and other settlements in the Middle Colonies and the industries that developed.
- Explain how the Southern colonies of Virginia, Maryland, the Carolinas, and Georgia were established and developed.
- Explain and give examples of the work of apprentices, artisans, farmers, and enslaved Africans, and other workers in the colonies.
- Describe triangular trade, including the goods exported by colonists for export and the goods they imported.
- Explain the impact of protectionism and mercantilism on colonial trade.
- Compare and contrast the various social classes in the colonies.
- Explain ways in which colonists altered the environment to meet their needs.
- Summarize the development of slavery in America.
- Describe the daily life of enslaved Africans in the colonies, as well as free Africans.
- Explain the contributions of enslaved Africans to the colonies.
- Describe ways in which Africans resisted slavery.
- Describe the relationships between British colonists and different Native American groups that led to both cooperation and conflict.
- Analyze how the French settlements in the Ohio River valley and conflicts in Europe impacted French and British colonists and Native Americans.
- Identify George Washington's role in the French and Indian war.
- Assess how the conflicts and alliances during the French and Indian War affected the expansion of the British colonies.
- Analyze the impact of Pontiac's

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it take to build a new society? | |
| <p>Stage 2: Evidence of Learning</p> | |
| <p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"> • Chapter Review and Assessment • Student Activity Worksheets • Chapter Test | <p>Summative Performance Task:</p> <ul style="list-style-type: none"> • Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter • Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen |
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> • <i>Got It?</i> - formative assessment for each lesson • Observation • Participation | |
| <p>Stage 3: Learning Plan</p> | |
| <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • English/Language Arts - passages focus on generalizations, writing responses and performance task • Technology - publish online story • Visual Arts - performance task | <p>Technology Connections:</p> <ul style="list-style-type: none"> • www.myWorldSocialStudies.com - digital presentations, videos, formative assessments. |
| <p>21 Century Themes:</p> <ul style="list-style-type: none"> • Collaboration and Creativity Skills - Taking Action • Target Reading Skill - Generalizations • Collaboration and Creativity Skills - Problem solving | |
| <p>Unit Resources</p> | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Pearson My World Social Studies: We Are Connected, 2013 • Student Worktext • myStory Book • myWorld Leveled Readers | |
| <p>Modifications:</p> <ul style="list-style-type: none"> • As per IEP • See Appendix A | |

Domain: The American Revolution Chapter 5

Stage 1: Desired Results

Standards:

- SOC.6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- SOC.6.1.8.A.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.
- SOC.6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- SOC.6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- SOC.6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- SOC.6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- SOC.6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- SOC.6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- SOC.6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- SOC.6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- SOC.6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.
- SOC.6.1.8.C.3.a 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.
- SOC.6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
- SOC.6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
- SOC.6.1.8.CS3 Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- SOC.6.1.8.D.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.
- SOC.6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- SOC.6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- SOC.6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- SOC.6.1.8.D.3.e 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.
- SOC.6.1.8.D.3.f Analyze from multiple perspectives 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.
- SOC.6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

Essential Understandings:

- People can stand up for what they believe.
- People who share ideals can accomplish common goals.
- Political change can have costs and benefits for different groups.
- There are universal rights that all people share.

Content Skills (The students will...):

- Know that the British government wanted the colonists to accept British rule.
- Understand how the actions of Parliament led to protests against British rule.
- Identify leaders who organized protests against British rule.
- Analyze how British actions caused the colonists to stage boycotts.
- Explain how British actions caused the colonist to work together.
- Describe the effects of the colonists' protests.
- Explain the causes and effects of the Boston Massacre
- Identify Patriot and British leaders at the beginning of the Revolution and their activities.
- Describe the events leading up to the British response to the Boston Tea Party.
- Summarize the activities and decisions of the Continental Congress.
- List the location and results of the first battle of the Revolution.
- Describe the purpose and actions of the Second Continental Congress.
- Describe how and why the colonies declared their independence from British rule.
- Identify the leaders who wrote and signed the Declaration of Independence.
- Understand that the Declaration of Independence was a public explanation of American ideals.
- Compare the advantages and disadvantages of each side in the American Revolution.
- Describe the importance of the battles of Ticonderoga, Trenton, and Saratoga.
- Identify the contributions of key individuals in the American Revolution.
- Understand the viewpoints of groups such as women and Native American Revolutionary period.
- Summarize why other nations formed alliances with the colonists and how these alliances contributed to the

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What is worth fighting for? | |
| <p>Stage 2: Evidence of Learning</p> | |
| <p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"> • Chapter Review and Assessment • Student Activity Worksheets • Chapter Test | <p>Summative Performance Task:</p> <ul style="list-style-type: none"> • Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter • Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen |
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> • <i>Got It?</i> - formative assessment for each lesson • Observation • Participation | |
| <p>Stage 3: Learning Plan</p> | |
| <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • English/Language Arts - passages focus on generalizations, writing responses and performance task • Technology - publish online story • Visual Arts - performance task | <p>Technology Connections:</p> <ul style="list-style-type: none"> • www.myWorldSocialStudies.com - digital presentations, videos, formative assessments. |
| <p>21 Century Themes:</p> <ul style="list-style-type: none"> • Collaboration and Creativity Skills - Taking Action • Target Reading Skill - Generalizations • Collaboration and Creativity Skills - Problem solving | |
| <p>Unit Resources</p> | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Pearson My World Social Studies: We Are Connected, 2013 • Student Worktext • myStory Book • myWorld Leveled Readers | |
| <p>Modifications:</p> <ul style="list-style-type: none"> • As per IEP • See Appendix A | |

Domain: A New Nation Chapter 6

Stage 1: Desired Results

Standards:

- SOC.6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- SOC.6.1.8.A.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.
- SOC.6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- SOC.6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- SOC.6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- SOC.6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- SOC.6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- SOC.6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- SOC.6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- SOC.6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- SOC.6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.
- SOC.6.1.8.C.3.a 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.
- SOC.6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
- SOC.6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
- SOC.6.1.8.CS3 Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- SOC.6.1.8.D.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.
- SOC.6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- SOC.6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- SOC.6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- SOC.6.1.8.D.3.e 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.
- SOC.6.1.8.D.3.f Analyze from multiple perspectives 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.
- SOC.6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

Essential Understandings:

- **Every citizen is equal under the laws of the United States.**
- **The U.S. Constitution is an enduring document that has been amended over time.**
- **The U.S. Constitution guarantees the rights of citizens and the structure and responsibilities of our government.**
- **People with different viewpoints may need to compromise to reach a common goal.**
- **People agree to follow written rules because this helps them to live and work together.**

Content Skills (The students will...):

- Understand how the American government was structured under the Articles of Confederation and describe the weaknesses of this structure.
- Summarize how the lack of a national currency and large war debts led to inflation and economic troubles for the new nation.
- Understand how Shay's Rebellion led to increased calls for a stronger national government.
- Summarize the principles and effects of the Northwest Ordinance.
- Explain why the Constitutional Convention was called and what it was intended to do.
- Summarize the reason a convention to modify the Articles of Confederation was needed.
- Identify the leaders of the Constitutional Convention and their views.
- Summarize the struggles and compromises involved in writing the U.S. Constitution.
- Compare and Contrast the Virginia Plan and the New Jersey Plan.
- Summarize how the Constitution describes good government.
- Explain how the Constitution limits the power of government through a system of checks and balances.
- Explain the powers that belong to the federal government and to the states under the Constitution.
- Compare and contrast the viewpoints of Federalists and Anti-Federalists.
- Describe the process that led to the ratification of the Constitution by the States.
- Understand that to get ratification the supporters of the Constitution had to agree to add a Bill of Rights.
- Explain that the Bill of Rights guarantees the individual rights of all citizens.
- Describe the civic responsibilities of citizens of United States.
- Analyze the basic principles of democracy and why they are important to citizens today.
- Analyze the role of the Supreme Court

Essential Questions:

- **What is the purpose of government?**

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on generalizations, writing responses and performance task
- Technology - publish online story
- Visual Arts - performance task

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Collaboration and Creativity Skills - Taking Action
- Target Reading Skill - Generalizations
- Collaboration and Creativity Skills - Problem solving

Unit Resources

Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers

Modifications:

- As per IEP
- See Appendix A

Domain: The Young Nation Grows Chapter 7

Stage 1: Desired Results

Standards:

- SOC.6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- SOC.6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- SOC.6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.
- SOC.6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- SOC.6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
- SOC.6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
- SOC.6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
- SOC.6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
- SOC.6.1.8.CS4 Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
- SOC.6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
- SOC.6.1.8.D.4.b Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
- SOC.6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
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Essential Understandings:

- Leaders affect the way that countries grow and develop.
- The War of 1812 helped establish our identity as an independent nation.
- Westward settlement and land policies affected Native Americans.
- The struggle for equal rights is an important part of American history.

Content Skills (The students will...):

- Analyze the role George Washington in creating the Executive Branch of the Federal government.
- Describe the development of political parties in the new nation.
- Analyze how the new government tried to build a strong economy for the United States.
- Understand how the new capital at Washington, D.C. symbolized the new nation,
- Summarize the causes and effects of the Louisiana Purchase.
- Describe the role of geography in the expansion of American settlement beyond the original thirteen states.
- Summarize the role of leaders and expeditions in westward expansion.
- Understand the importance and the goals of the Lewis and Clark expedition.
- Identify the causes of the War of 1812.
- Identify key events and results of the War of 1812.
- Summarize the history and importance of Francis Scott Key's "Star-Spangled Banner."
- Analyze how the War of 1812 changed the way Americans viewed themselves.
- Understand that the Monroe Doctrine was issued to prevent new European colonies in the Americas.
- Summarize the role of Andrew Jackson and others in the settlement of the new territories of the United States, actions which shaped the nation.
- Analyze the effects of extending the right to vote.
- Analyze the policies and events that led Native Americans to resist American settlements.
- Summarize the effects of the Indian Removal Act and the "Trail of Tears."
- Describe the importance of the cotton gin and westward settlement in the spread of slavery.
- Summarize the influences of various immigrant groups in the early years of the United States.
- Identify major leaders of the early

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do leaders shape a nation? | |
| <p>Stage 2: Evidence of Learning</p> | |
| <p>Summative Traditional Assessment:</p> <ul style="list-style-type: none"> • Chapter Review and Assessment • Student Activity Worksheets • Chapter Test | <p>Summative Performance Task:</p> <ul style="list-style-type: none"> • Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter • Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen |
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> • <i>Got It?</i> - formative assessment for each lesson • Observation • Participation | |
| <p>Stage 3: Learning Plan</p> | |
| <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • English/Language Arts - passages focus on generalizations, writing responses and performance task • Technology - publish online story • Visual Arts - performance task | <p>Technology Connections:</p> <ul style="list-style-type: none"> • www.myWorldSocialStudies.com - digital presentations, videos, formative assessments. |
| <p>21 Century Themes:</p> <ul style="list-style-type: none"> • Collaboration and Creativity Skills - Taking Action • Target Reading Skill - Generalizations • Collaboration and Creativity Skills - Problem solving | |
| <p>Unit Resources</p> | |
| <p>Resources:</p> <ul style="list-style-type: none"> • Pearson My World Social Studies: We Are Connected, 2013 • Student Worktext • myStory Book • myWorld Leveled Readers | |
| <p>Modifications:</p> <ul style="list-style-type: none"> • As per IEP • See Appendix A | |

Domain: **Moving West Chapter 8**

Stage 1: Desired Results

Standards:

- SOC.6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- SOC.6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- SOC.6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.
- SOC.6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- SOC.6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
- SOC.6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
- SOC.6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
- SOC.6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
- SOC.6.1.8.CS4 Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
- SOC.6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
- SOC.6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
- SOC.6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
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Essential Understandings:

- Changes in the technology have costs and benefits.
- Technology advances can change how and where people live.
- Nations can gain or lose territory through war, treaties, and the movement of people.
- People move for economic, political, and social reasons.
- People may undergo personal hardships to obtain economic opportunity or personal freedom.

Content Skills (The students will...):

- Identify important inventors and manufacturers from the late eighteenth through mid-nineteenth centuries.
- Describe how many major technological advances and inventions change productivity.
- Summarize Samuel Slater's role in bringing the Industrial Revolution to the United States.
- Describe how advances in technology revolutionized land and water transportation.
- Analyze how new transportation systems affected how and where people settled.
- Summarize how and why Texas became a state.
- Analyze the role of slavery in the American settlement of Texas.
- Describe the concept of manifest destiny as an understanding by Americans that their nation would extend to the Pacific Coast.
- Identify significant people and their contributions during the period of western expansion.
- Summarize the events of the war with Mexico and its effect on the expansion of the United States.
- Identify the economic and social reasons that led settlers to risk moving west.
- Summarize the impact of western settlement on the lives of Native Americans.
- Identify important individuals and their contributions to westward settlement.
- Analyze how geographical influenced the location of trails and settlements in the west.
- Identify the variety of routes to the west and why people traveled them.
- Analyze the causes and effects of the California gold rush.
- Identify the tools and methods used by miners during the gold rush.
- Analyze the variety of economic opportunities that developed out the gold rush.
- Identify roles and contributions of

Essential Questions:

- **What are the costs and benefits of growth?**

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on generalizations, writing responses and performance task
- Technology - publish online story
- Visual Arts - performance task

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Collaboration and Creativity Skills - Taking Action
- Target Reading Skill - Generalizations
- Collaboration and Creativity Skills - Problem solving

Unit Resources

Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers

Modifications:

- As per IEP
- See Appendix A

Domain: **Civil War and Reconstruction Chapter 9**

Stage 1: Desired Results

Standards:

- SOC.6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- SOC.6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- SOC.6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
- SOC.6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.
- SOC.6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.
- SOC.6.1.8.CS5 The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.
- SOC.6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.
- SOC.6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
- SOC.6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.
- SOC.6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
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Essential Understandings:

- **Social, political, and economic differences can lead to conflict.**
- **When change is imposed or forced it is more difficult.**
- **People will fight to protect their beliefs and way of life.**
- **In wars, men, women, children, and the environment can all be affected.**
- **Conflicts can have unexpected results that can reshape a country.**

Content Skills (The students will...):

- Understand the economic, political, and geographic differences between the North and the South in the years between the wars.
- Summarize different perspectives on both slavery in the western territories and states' rights.
- Describe the efforts that were made to keep the country from dividing.
- Realize that there was growing resistance to slavery before the war.
- Explain the causes and events that led to the Civil War.
- Understand how the Civil War started.
- Compare the political and military strategies of the North and the South.
- Describe the similarities and differences between Abraham Lincoln and Jefferson Davis.
- Assess the strengths and weaknesses of the North and the South.
- Understand the importance of new technologies to the way the war was fought and it to its outcome.
- Describe the significant battles and turning point in the first years of the war.
- Explain the importance of the Emancipation Proclamation and its impact on American life.
- Describe the roles of women, African Americans, and Native Americans in the war.
- Understand the hardships soldiers faced on and off the battlefields.
- Understand the hardships on the home front.
- Describe women's contributions to the war effort.
- Explain the impact of letters, newspapers, and photographs that brought the battlefield to the home front.
- List the significant battles and turning point leading to the war's end.
- Compare the similarities and differences between the leaders of the two armies.
- Describe the accomplishments of Robert E. Lee, Ulysses S. Grant, and William T. Sherman.
- Understand the reaction to the war's

Essential Questions:

- **What is worth fighting for?**

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on generalizations, writing responses and performance task
- Technology - publish online story
- Visual Arts - performance task

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Collaboration and Creativity Skills - Taking Action
- Target Reading Skill - Generalizations
- Collaboration and Creativity Skills - Problem solving

Unit Resources

Resources:

- Pearson My World Social Studies: We Are Connected, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers

Modifications:

- As per IEP
- See Appendix A

Appendix A

Accommodations and Modifications for Special Education Students

1. Break assignments into segments of shorter tasks
2. Use concrete examples of concepts before teaching the abstract
3. Relate information to the student's experiential base
4. Reduce the number of concepts presented at one time
5. Provide an overview of the lesson before beginning
6. Schedule frequent, short conferences with the student to check for comprehension
7. Provide consistent review of any lesson before introducing new information
8. Highlight important concepts to be learned in text of material
9. Give additional presentations by varying the methods using repetition, simpler explanation, more examples and modeling
10. Require verbal responses to indicate comprehension
11. Allow for oral administration of tests if needed
12. Give written directions to supplement verbal directions
13. Slow the rate of presentation
14. Paraphrase information
15. Keep statements short and to the point
16. Encourage feedback from students to check for understanding
17. Familiarize student with any new vocabulary before beginning of the lesson
18. Alert student's attention before expressing key points
19. Utilize visual aids such as charts and graphs
20. Make frequent checks for assignments progress/completions
21. Make sure the appropriate books and materials are open to the correct pages
22. Check on progress often in the first few minutes of work
23. Provide time suggestions for each task

Accommodations and Modifications for Gifted Students

1. Encourage students to explore concepts in depth and encourage independent studies or investigations.
2. Use thematic instruction to connect learning across the curriculum.
3. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
4. Expand students' time for free reading.
5. Invite students to explore different points of view on a topic of study and compare the two.
6. Provide learning centers where students are in charge of their learning.
7. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
8. Determine where students' interests lie and capitalize on their inquisitiveness.
9. Refrain from having them complete more work in the same manner.
10. Employ differentiated curriculum to keep interest high.
11. Avoid drill and practice activities.
12. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
13. If possible, compact curriculum to allow gifted students to move more quickly through the material.
14. Encourage students to make transformations-use a common task or item in a different way.

Accommodations For English Language Learners

1. Read aloud of test directions in student's native language
2. Picture Dictionary (alone, combined with oral reading of test items in English, and combined with bilingual glossary)
3. Customized Dictionary/glossary in English (content-related terms removed)
4. Traditional glossary with Spanish translations (content-related terms removed)
5. Bilingual Dictionary
6. Spanish Translation of Test
7. Dual Language Translation of Test
8. Test administration directions that are simplified or clarified
9. Test questions read aloud to student by teacher or electronic media-ELA
10. Colored overlay, mask, or other means to maintain visual attention
11. Essay responses dictated to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions

Accommodations For Students At Risk

1. Adjust time for completion of assignments
2. Allow frequent breaks, vary activities often
3. Modify assignments requiring copying in a timed situation
4. Modify homework (Specify.)
5. Give directions in small units
6. Use written backup for oral directions
7. Lower reading level of assignment (RL=__)
8. Adjust length of assignment
9. Change format of assignment
10. Break assignment into a series of smaller assignments
11. Reduce paper and pencil tasks
12. Read directions/worksheets to student
13. Record or type assignments
14. Maintain assignment notebook
15. Avoid penalizing for spelling errors
16. Block off or mask sections of work
17. Use highlighted texts
18. Emphasize teaching auditory ___ visual ___ tactile ___ multi
19. Individual/small group instruction
20. Utilize specialized curriculum
21. Tape lectures for replay
22. Present demonstration
23. Utilize manipulative
24. Emphasize critical information/key concepts
25. Pre-teach vocabulary
26. Provide visual cues
27. Provide study guide or note cards or notes