

Lower Township School District Cape May New Jersey

Social Studies Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLs and in accordance with the NJ Department of Education's guidelines to include: a Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards describe what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

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Lower Township Elementary School District Social Studies Curriculum Pacing Guide	
Content Area: Social Studies	
Course Title: My World Interactive: Building Our Country	Grade level: 5
Unit 5: American Revolution	Dates for Units: 1/2 of marking period 1 from either (9/3-10/1) or (10/2-11/3)
Unit 6: New Nation	Dates for Units: 1/2 of marking period 2 from either (11/4-12/9) or (12/10-1/21)
Unit 7: Life in the Young Republic	Dates for Units: 1/2 of marking period 3 from either (1/22-2/24) or (2/25-3/25)
Unit 8: Westward Expansion	Dates for Units: 1/2 of marking period 4 from either (3/26-5/5) or (5/6-6/5) Units 8-9 will be combined.
Unit 9: Civil War and Reconstruction	Dates for Units: 1/2 of marking period 4 from either (3/26-5/5) or (5/6-6/5) Units 8-9 will be combined.
Date Created: July 2019	Board Approved On: 9/24/19

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Unit Overview	
Content Area: Social Studies	
Unit Title: American Revolution	Unit: 5
Target Course/Grade Level: 5	Timeline: 18 days (1st M.P)
<p>Unit Summary: The colonists had no representatives in the British Parliament. Because they lacked representation, the colonists believed that new British taxes were unfair. The colonists worked together to protest unfair British taxes. Tensions between the British and the American colonists led to the Boston Massacre and the Boston Tea Party. The colonists first fought against British soldiers at Lexington and Concord. The Declaration of Independence established ideals of liberty, equality, and self-government for the new nation. Those who signed the Declaration risked their lives. Early victories inspired the Patriots to keep on fighting. France and other nations supported the Patriots against the British. Native Americans were divided over which side they supported. After losing battles in the North, the British invaded the South. Washington's victory at Yorktown was the last major battle of the war. The Treaty of Paris established American independence.</p>	
Learning Targets	
Standards	
<ul style="list-style-type: none"> ● 6.1 U.S History: America in the World 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. ● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming: All Students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. ● 9.1 21st -Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 	

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Content Statements:

- 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 had a lasting impact on the development of the United States and American culture.
- Disputes over political authority and economic issues contributed to movement for independence in the colonies.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
- The ability to recognize a problem and apply critical thinking and problem-solving to solve the problem is a lifelong skill that develops over time.
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Digital media are 21st -century tools used for local and global communication.
- The nature of the 21st -century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
- Select and use applications effectively and productively.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Demonstrate personal responsibility for life-long learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.

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<ul style="list-style-type: none"> ● Collect and analyze data to identify solutions and/or make informed decisions. ● Use multiple processes and diverse perspectives to explore alternative solutions. ● The relationships among technologies and the connections between technology and other fields of study. ● The influence of technology on history. ● Use and maintain technological products and systems. 	
Indicator #	Indicator
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.
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.
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.
6.1.8.B.3.d	Explain why New Jersey’s location played an integral role in the American Revolution.
	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.
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.
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.
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.
6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
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

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	impacted by the war.
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.
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technology and social media.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences
8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.2.5.D.4	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

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9.1.8.A.1	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g.,) are taken out of pay.
9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
9.1.8.A.6	Explain how income affects spending decisions.
9.1.4.C.4	Determine the relationships among income, expenses, and interest.
Unit Essential Questions What is worth fighting for?	Unit Understandings <ul style="list-style-type: none"> ● People can stand up for what they believe. ● Many Americans colonists united in the common goal of freedom and were willing to fight for it. ● Political change can have costs and benefits for different groups. ● There are universal rights that all people share.
Unit Learning Targets (Outcomes)- Students will... <ul style="list-style-type: none"> ● Use prior knowledge to gain understanding about the American Revolution. ● Make meaningful connections to personal experience. ● Establish meaning of the American Revolution. ● Place key events and people involved in the American Revolution in chronological sequence and within a spatial context. ● Analyze maps and interpret timelines of the American Revolution. ● Apply the concepts learned in this chapter to contribute to a class newspaper that tells about major events leading up to the American Revolution and the battles that took place during it. ● Discuss the compelling question “Was the American Revolution worth fighting for? Why or Why not?” after completing the Quest. ● Explain how tensions rose between the American colonists and the British following the French and Indian War. ● Identify the leaders and groups who organized protests leading up to the American Revolution. ● Explain the events that led to the beginning of the American Revolutionary War. ● Identify Patriot and British leaders at the beginning of the revolution and their impact. ● Understand the significance of the First Continental Congress. ● Know how to identify details in a visual. ● Understand how to describe action in a visual. ● Identify historical point of view of an artist. ● Describe the purpose, actions, and significance of the Second Continental Congress. ● Identify the leaders who wrote and signed the Declaration of Independence. ● Explain Thomas Paine’s purpose for writing the pamphlet Common Sense. 	

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- Compare the advantages and disadvantages of each side of the American Revolution.
- Identify and map the major military battles and campaigns of the war and describe their importance.
- Summarize how other countries helped the Americans in their fight for independence.
- Understand the roles of women, African Americans, and American Indians in the American Revolution.
- Analyze cause-and-effect relationships.
- Summarize how alliances with other nations contributed to the colonists' victory in the American Revolution and proved to be a turning point in the war.
- Describe the actions of individuals who changed the course of the American Revolution.
- Explain the significance of the Treaty of Paris.

Integration of Technology:

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources.

Technology Resources:

- <http://www.pbs.org>
- <http://mrdonn.org>
- <http://www.brainpop.com>
- <http://www.havefunwithhistory.com>

Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.

- Students will create vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.
- Utilize peer/buddy reading to complete small group/pair reading and other activities
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications
- Provide choices of tasks or modes of working
- Outlining key aspects of the unit will help assist learners in understanding main ideas,

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connections, and important supporting details

- Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations
- Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization
- Students create a Venn diagram comparing/contrasting early civilization to present

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X

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CPR12	Work productively in teams while using cultural global competence.	X
Evidence of Learning		
<p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Lesson Review interactivities online ● Online lesson quizzes ● Speech/story from the perspective of... ● Graphic organizers ● Outlining ● Timelines ● Map skills ● Vocabulary term exercises ● Storyboard ● Research posters, pamphlets, papers ● Drawing conclusions from a video ● Illustration ● Powerpoint presentations ● Venn diagrams ● Newspaper article ● Writing a song/poem ● Writing a recommendation ● Developing a group discussion ● Design an ancient artifact ● Group/individual games 		
<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Writing Activity: Students use their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter. ● Hands-on Activity: Quest: Read All About It! Students create a newspaper on the American Revolution. ● Chapter Assessment or Online Test 		
<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> ● Grade 5 My World Social Studies Skills Pre-Test 		
<p>Alternative Assessment: <i>Example: Create a concept map or infographic</i></p> <ul style="list-style-type: none"> ● Performance Assessment: The Big Question: Ask students to think back to what they learned about the Big Question: “What is worth fighting for?” Call on students to share what they remember about the events that led the American colonists to decide that their freedom was worth fighting for. Ask students to think about what they and 		

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their families think is worth protecting.	
Activities	Materials
Lesson 1: Tensions with Britain	Lesson 1: Setting the Stage page 83 My World Social Studies Activity Guide
Lesson 2: Road to War	Lesson 2: Launching the Activities page 84-85 My World Social Studies Activity Guide
Lesson 3: Declaring Independence	Lesson 3: Launching the Activities page 84-85 My World Social Studies Activity Guide
Lesson 4: On the Battlefield and at Home	Lesson 4: Launching the Activities page 84-85 My World Social Studies Activity Guide
Lesson 5: Winning Independence	Lesson 5: Complete the Quest page 86 My World Social Studies Activity Guide
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

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Unit Overview	
Content Area: Social Studies	
Unit Title: A New Nation	Unit: 6
Target Course/Grade Level: 5	Timeline: 15 days (2nd M.P.)
<p>Unit Summary: The Northwest Ordinance expanded the borders of the United States. The Articles of Confederation created a weak central government. Many citizens called for a convention to change the Articles of Confederation. Many delegates at the Convention wanted to create a new constitution. The Great Compromise combined the Virginia Plan and the New Jersey Plan to create a legislative branch with two houses. The Constitution assigns powers to both federal and state governments. Federalists defended the Constitution and its strong federal government. Anti-Federalists criticized the Constitution for taking away power from the states. The Constitution was ratified after Federalists promised to add a Bill of Rights. The Preamble of the Constitution describes the purpose of government. National agencies help to carry out the goals in the Preamble. Amendments to the Constitution have allowed it to adapt to changing needs and ideas.</p>	
Learning Targets	
Standards	
<ul style="list-style-type: none"> ● 6.1 U.S History: America in the World - 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. ● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming: All Students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. ● 9.1 21st -Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 	
Content Statements	

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- Disputes over political authority and economic issues contributed to the movement for independence in the colonies.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
- The ability to recognize a problem and apply critical thinking and problem-solving to solve the problem is a lifelong skill that develops over time.
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Digital media are 21st-century tools used for local and global communication.
- The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
- Select and use applications effectively and productively.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Demonstrate personal responsibility for life-long learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.
- The relationships among technologies and the connections between technology and other fields of study.
- The influence of technology on history.

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<ul style="list-style-type: none"> • Use and maintain technological products and systems. 	
Indicator #	Indicator
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.
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.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
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.
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.
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.
6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected the United States relations with Native Americans and with European powers that had territories in North America.
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.
6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

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8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technology and social media.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences
8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.2.5.D.4	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
<p>Unit Essential Questions</p> <p>What is the purpose of government?</p>	<p>Unit Understandings</p> <ul style="list-style-type: none"> ● 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 gives them power over the government. ● The U.S. Constitution provides a system with a separation of powers and checks and balances to help limit the power of the federal government. ● Compromise was used to find a balance between the needs and desires of various groups brought together under the U.S. Constitution.

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Unit Learning Targets (Outcomes)-

Students will...

- Use prior knowledge to gain an understanding of the purpose of government.
- Make meaningful connections to personal experience.
- Establish meaning about the New Nation.
- Place key events and people involved in the creation of the Constitution in a chronological sequence and within a spatial context.
- Analyze maps and interpret timelines.
- Apply the concepts learned in this chapter to write a persuasive letter to the editor supporting or opposing the ratification of the U.S. Constitution.
- Discuss the compelling question “Do we need a written constitution? Why or why not?” after completing the Quest.
- Understand how the U.S. government was structured under the Articles of Confederation and identify the weaknesses of this structure.
- Explain the causes and effects of Shay’s Rebellion and how it contributed to the calls for a stronger government.
- Summarize the principles of the Land Ordinance and the Northwest Ordinance on U.S. settlers and American Indians.
- Identify the main idea and most important details into a written summary.
- Incorporate the main idea and most important details into a written summary.
- Explain why the Constitutional Convention was held.
- Identify the leaders of the Constitutional Convention and their views and the challenges and compromises involved while writing it.
- Explain how the Constitution divides powers between the three branches of government and limits the power of each branch through checks and balances.
- Differentiate between powers that belong to the federal government and to the state under the Constitution.
- Analyze an excerpt from a historical speech.
- State an opinion about the Constitution and write an opinion statement supported by evidence.
- Compare and contrast the views of Federalists and Anti-Federalists.
- Describe the process that led to the ratification of the Constitution by the states.
- Explain the relationship between the ratification of the Constitution and the Bill of Rights.
- Describe how the Bill of Rights provides protections for all American citizens.
- Identify questions that can be asked to determine the point of view of an author or speaker.
- Compare and contrast the points of view of the founders.
- Analyze important sections and clauses of the Constitution and how those clauses are important to citizens today.
- Describe how the Supreme Court serves as a check on the power of the branches of government, and how the other branches check the power of the court.
- Describe the process of amending the Constitution.
- Summarize how voting rights have been expanded to include more citizens.

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Integration of Technology:

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources.

Technology Resources:

- <http://www.pbs.org>
- <http://mrdonn.org>
- <http://www.brainpop.com>
- <http://www.havefunwithhistory.com>

Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills.	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X

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CPR5	Consider the environmental, social and economic impacts of decisions.	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Lesson Review interactivities online
- Online lesson quizzes
- Speech/story from the perspective of...
- Graphic organizers
- Outlining
- Timelines
- Map skills
- Vocabulary term exercises
- Storyboard
- Research posters, pamphlets, papers
- Drawing conclusions from a video
- Illustration
- Powerpoint presentations
- Venn diagrams
- Newspaper article
- Writing a song/poem
- Writing a recommendation

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- Developing a group discussion
- Design an ancient artifact
- Group/individual games

Summative Assessment:

- Writing Activity: Students use their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter.
- Hands-On Activity: Students will write a letter to argue as a supporter or opponent of the Constitution in the year 1787. Write a letter to the editor to convince readers of your point of view.
- Chapter Assessment or Online Test

Alternative Assessment:

Example: Create a concept map or infographic

- Ask students to think back to what they learned about the Big Question: What is the purpose of government? Call on students to share what they remember about the creation of the Constitution and the purpose of government. Ask students to think about how the Constitution protects them from abuses of power and ensures that people have control over what the government can and cannot do.

Activities	Materials
Lesson 1: Articles of Confederation	Lesson 1: Setting the Stage page 101 My World Social Studies Activity Guide
Lesson 2: Creating the Constitution	Lesson 2: Launching the Activities page 102-103 My World Social Studies Activity Guide
Lesson 3: The Bill of Rights	Lesson 3: Launching the Activities page 102-103 My World Social Studies Activity Guide
Lesson 4: Key Concepts of the Constitution	Lesson 4: Complete the Quest page 104-105 My World Social Studies Activity Guide
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

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Unit Overview	
Content Area: Social Studies	
Unit Title: Life in the Young Republic	Unit: 7
Target Course/Grade Level:	Timeline: 19 days (3rd M.P.)
<p>Unit Summary: George Washington became the first U.S. president in 1789. Washington’s chosen advisors became the first cabinet. The first political parties were the Federalists, led by Alexander Hamilton, and the Democratic Republicans, led by Thomas Jefferson. The United States bought the Louisiana Territory from France in 1803. Jefferson sent the Lewis and Clark expedition to explore the territory. The expedition traveled to the Pacific Ocean, learning about unfamiliar plants and animals and meeting Native Americans on the way. In response to British raids on American shipping and British support for Native American attacks, the United States declared war against Great Britain in 1812. Neither side won the war, but they signed a peace treaty in 1814. Andrew Jackson was elected in 1828 as the “People’s President.” Jackson forced Native Americans to leave their homelands. The forced removal of Native Americans from the southeast U.S. to the Indian Territory became known as the Trail of Tears. European immigrants came to the United States in the mid-1800’s. The cotton gin increased cotton farming, causing slavery to increase. Abolitionists worked to end slavery. Women played key roles in reform movements, such as women’s rights.</p>	
Learning Targets	
Standards	
<ul style="list-style-type: none"> ● 6.1 U.S History: America in the World 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. ● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming: All Students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. ● 9.1 21st -Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 	

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Content Statements

- Disputes over political authority and economic issues contributed to the movement for independence in the colonies.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
- The ability to recognize a problem and apply critical thinking and problem-solving to solve the problem is a lifelong skill that develops over time.
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Digital media are 21st -century tools used for local and global communication.
- The nature of the 21st -century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
- Select and use applications effectively and productively.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Demonstrate personal responsibility for life-long learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.
- The relationships among technologies and the connections between technology and other fields of study.

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<ul style="list-style-type: none"> • The influence of technology on history. • Use and maintain technological products and systems. 	
Indicator #	Indicator
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.
6.1.8.A.3.e	Determine why the Alien and Sedition Acts were enacted and whether they undermine civil liberties.
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 the federal government.
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.
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.
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.
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
6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
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.
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
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.
6.1.8.C.4.b	Explain how technological developments revolutionized land and water

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	transportation, as well as the economy, in New Jersey and the nation.
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.
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.
6.1.8.D.4.b	Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technology and social media.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy, relevance, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences

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8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.2.5.D.4	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
9.1.8.A.1	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g.,) are taken out of pay.
<p>Unit Essential Questions</p> <p>How do leaders shape a nation?</p>	<p>Unit Understandings</p> <ul style="list-style-type: none"> • The United States grew rapidly during the early and mid-1800’s. • The leaders of the United States during the time had a profound impact on future governments, as well as on the ways in which the country grew. • The War of 1812 challenged the young nation and helped build pride in America and establish an American identity. • Westward settlement and land policies disrupted the traditions and lives of American Indians. • Obtaining equal rights was a long process for African Americans, women, and many other groups.
<p>Unit Learning Targets (Outcomes)- <i>Students will...</i></p> <ul style="list-style-type: none"> • Use prior knowledge to gain understanding about Life in the Young Republic. • Make meaningful connections to personal experience. • Establish meaning about Life in the Young Republic. • Analyze maps and interpret timelines. • Apply the concepts learned in this chapter to write a movie script about the triumphs and struggles of a group living in the early to mid-1800’s. • Discuss the Big Question “How do leaders shape a nation?” after completing the Quest. • Analyze the role of George Washington in creating the first cabinet and executive branch of the federal government. • Compare and contrast the opinions of the Federalist and Democratic-Republican parties regarding issues such as the national bank. • Summarize the events of John Adams’s election as second president and the events that led to the Alien and Sedition Acts. • Summarize the causes and effects of the Louisiana Purchase. • Describe the role that Daniel Boone, Lewis and Clark, Zebulon Pike, and John C. Fremont played in the westward expansion of the United States. • Explain the importance of the Lewis and Clark expedition. • Identify the causes of the War of 1812. • List key battles and events of the War of 1812. • Describe the context in which “The Star-Spangled Banner” was written and the main ideas it expresses. • Discuss the effects of the War of 1812, including the impact on how Americans viewed 	

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themselves.

- Define an inference.
- Make inferences when reading.
- Explain the purpose of the Monroe Doctrine.
- Discuss the causes and effects of the Indian Removal Act and the Trail of Tears.
- Describe how evidence is used to support ideas.
- Analyze the evidence provided to support the ideas in an excerpt about Andrew Jackson.
- Describe the reasons for the influx of immigrants in the early and mid-1800's.
- Identify the cotton gin as one reason for the spread of slavery.
- Discuss how the growth of the country contributed to tensions between the North and the South.
- Identify major leaders of the abolitionist and women's rights movements and the roles they played.
- Explain why "The Declaration of Sentiments" was written.
- Analyze an excerpt from the document.

Integration of Technology:

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources

Technology Resources:

- <http://www.pbs.org>
- <http://mrdonn.org>
- <http://www.brainpop.com>
- <http://www.havefunwithhistory.com>

Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

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Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

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Evidence of Learning

Formative Assessment:

- Lesson Review interactivities online
- Online lesson quizzes
- Speech/story from the perspective of...
- Graphic organizers
- Outlining
- Timelines
- Map skills
- Vocabulary term exercises
- Storyboard
- Research posters, pamphlets, papers
- Drawing conclusions from a video
- Illustration
- Powerpoint presentations
- Venn diagrams
- Newspaper article
- Writing a song/poem
- Writing a recommendation
- Developing a group discussion
- Design an ancient artifact
- Group/individual games

Summative Assessment:

- Writing Activity: Students use their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter.
- Hands-On Activity: Students will write a short script on one of the following topics: the Lewis and Clark expedition, the War of 1812, the surge of immigrants that came to the United States in the 1800s, or the activist movements of the 1800s.
- Chapter Assessment or Online Test

Alternative Assessment:

Example: Create a concept map or infographic

- Ask students to think back to what they learned about the Big Question: How do leaders shape a nation? Call on students to share what they remember about the Louisiana Purchase, the Lewis and Clark expedition, the War of 1812, the Monroe Doctrine, the Trails of Tears, the abolition movement, the women's rights movement, and other events of the chapter. Have students share information about who was involved in the events and how these events affected the nation. Ask students to think about how leaders today continue to shape our nation.

Activities

Materials

Lesson 1: The First

Lesson 1: Setting the Stage page 124 My World Social Studies

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Presidents	Activity Guide
Lesson 2: Jefferson and the Louisiana Purchase	Lesson 2: Launching the Activities page 125-127 My World Social Studies Activity Guide
Lesson 3: The War of 1812	Lesson 3: Launching the Activities page 125-127 My World Social Studies Activity Guide
Lesson 4: American Indians and the Trail of Tears	Lesson 4: Launching the Activities page 125-127 My World Social Studies Activity Guide
Lesson 5: New Arrivals and the Fight for Freedom	Lesson 5: Complete the Quest page 127-129 My World Social Studies Activity Guide
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

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Unit Overview	
Content Area: Social Studies	
Unit Title: Westward Expansion	Unit: 8
Target Course/Grade Level: 5	Timeline: 15 days (4th M.P)
<p>Unit Summary: Inventions in the late 1700s and early 1800s changed the way people worked and lived. Land and resources drew people west. Technology made travel faster and easier. Texans fought Mexico for independence. The U.S. annexation of Texas led to war with Mexico. California was briefly an independent republic after the Bear Flag Revolt. Just a few weeks later, it became a territory of the United States. Thousands of settlers traveled to the Northwest of the Oregon Trail. The Mormons emigrated to avoid persecution. The California Gold Rush began when James Marshall discovered gold in 1848. This led to a major population boom over the next few years as waves of immigrants from all over the world came in search of wealth and opportunity. California became the thirty-first state in 1850. Manifest Destiny was the idea that the United States had a right to add territory until it reached the Pacific Ocean.</p>	
Learning Targets	
Standards	
<ul style="list-style-type: none"> ● 6.1 U.S. History: America in the World: 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. ● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming: All Students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. ● 9.1 21st -Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 	
Content Statements	
<ul style="list-style-type: none"> ● Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems 	

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increased regional tensions.

- The ability to recognize a problem and apply critical thinking and problem-solving to solve the problem is a lifelong skill that develops over time.
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Digital media are 21st -century tools used for local and global communication.
- The nature of the 21st -century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
- Select and use applications effectively and productively.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Demonstrate personal responsibility for life-long learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.
- The relationships among technologies and the connections between technology and other fields of study.
- The influence of technology on history.
- Use and maintain technological products and systems.

Indicator #	Indicator
6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

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6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
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.
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.
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.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.
8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technology and social media.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.2.5.A.4	Compare and contrast how technologies have changed over time

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	due to human needs and economic, political and/or cultural influences
8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.2.5.D.4	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
9.1.8.A.6	Explain how income affects spending decisions.
9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
9.1.8.F.1	Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
<p>Unit Essential Questions</p> <p>What are the costs and benefits of growth?</p>	<p>Unit Understandings</p> <ul style="list-style-type: none"> ● Changes in technology have both benefits and costs. ● Technological 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.
<p>Unit Learning Targets (Outcomes)- Students will...</p> <ul style="list-style-type: none"> ● Establish meaning of Westward Expansion. ● Make meaningful connections to personal experiences. ● Utilize prior knowledge to gain understanding about Westward Expansion. ● Place key events of westward expansion and the people who participated in them in a chronological sequence and context with each other. ● Analyze visuals such as maps and timelines to understand meaning. ● Understand the importance of preparing for a discussion before participating in it. ● Utilize collaborative discussion skills to think through an issue. ● Identify the major inventions that changed the way people worked in the early to mid-nineteenth century. ● Describe the improvements to transportation in the nineteenth century. 	

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- Understand the process of analyzing costs and benefits.
- Utilize the process of analyzing costs and benefits to determine if something is worth the cost to gain the benefit.
- Describe why Americans settled Texas and analyze the conflicts that led to the Mexican War.
- Identify and explain the concept of Manifest Destiny.
- Explain the causes and effects of declaring California independent.
- Identify the economic and social reasons that led settlers to risk moving west.
- Identify important individuals and their contributions to westward expansion.
- Understand the difference between fact and fiction.
- Utilize this skill to identify factual information and fictional information in literature.
- Analyze the causes and effects of the California gold rush.
- Describe events that made California a state.
- Analyze a visual interpretation of Manifest Destiny.
- Develop an additional understanding of how Manifest Destiny affected westward expansion.

Integration of Technology:

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources

Technology Resources:

- <http://www.pbs.org>
- <http://mrdonn.org>
- <http://www.brainpop.com>
- <http://www.havefunwithhistory.com>

Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

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Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Lesson Review interactivities online

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- Online lesson quizzes
- Speech/story from the perspective of...
- Graphic organizers
- Outlining
- Timelines
- Map skills
- Vocabulary term exercises
- Storyboard
- Research posters, pamphlets, papers
- Drawing conclusions from a video
- Illustration
- Powerpoint presentations
- Venn diagrams
- Newspaper article
- Writing a song/poem
- Writing a recommendation
- Developing a group discussion
- Design an ancient artifact
- Group/individual games

Summative Assessment:

- Writing Activity: Students use their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter.
- Hands-On Activity: Students will prepare a discussion to support their opinion about why settlers wanted to move west.
- Chapter Assessment or Online Test

Alternative Assessment:

Example: Create a concept map or infographic

- Ask students to think back to what they learned about the Big Question: What are the costs and benefits of growth? Call on students to share what they remember about the Big Question statement for each lesson. Ask students to think about a decision they (or their family) had to make. Ask: In the process of making that decision, did you think about the costs and benefits?

Activities	Materials
Lesson 1: Inventions, Roads, and Railroads	Lesson 1: Setting the Stage page 146 My World Social Studies Activity Guide
Lesson 2: Independence for Texas and California	Lesson 2: Launching the Activities page 147-150 My World Social Studies Activity Guide
Lesson 3: Trails to the West	Lesson 3: Launching the Activities page 147-150 My World Social Studies Activity Guide

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Lesson 4: The California Gold Rush

Lesson 4: Complete the Quest page 150 My World Social Studies Activity Guide

Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.

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Unit Overview	
Content Area: Social Studies	
Unit Title: Civil War and Reconstruction	Unit: 9
Target Course/Grade Level: 5	Timeline: 13 days (4th M.P)
<p>Unit Summary: Despite efforts to compromise, the North and South grew apart during the 1800s. After Abraham Lincoln was elected president in 1860, southern states seceded from the United States to form the Confederacy. During the Civil War, the North fought to preserve the unity of the nation while the South fought for states' rights and a way of life that included owning enslaved African Americans. Initially the Confederacy won a number of battles. The Union's first big victory came at Antietam, a battle that resulted in high casualties on both sides. Soldiers on both sides endured hunger, lack of supplies, diseases, and infection. President Lincoln issued the Emancipation Proclamation that set free enslaved African Americans in states at war with the Union. Union victories at Gettysburg and Vicksburg led to a Union victory. After a final victory at Appomattox, the Confederacy surrendered. The North and the South spent billions of dollars fighting the Civil War, which claimed about 620,000 lives and left the South in ruins. After the war ended, Abraham Lincoln was assassinated. Congress disagreed with President Johnson about how to heal the nation, a process known as Reconstruction. During Reconstruction, Congress passed three amendments that ended slavery, guaranteed equality, and gave all men suffrage.</p>	
Learning Targets	
Standards	
<ul style="list-style-type: none"> ● 6.1 U.S. History: America in the World: 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. ● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. ● 8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming: All Students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. ● 9.1 21st -Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 	

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Content Statements

- Civil War and Reconstruction: 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.
- The ability to recognize a problem and apply critical thinking and problem-solving to solve the problem is a lifelong skill that develops over time.
- Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Digital media are 21st -century tools used for local and global communication.
- The nature of the 21st -century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
- Select and use applications effectively and productively.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Demonstrate personal responsibility for life-long learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.
- The relationships among technologies and the connections between technology and other fields of study.
- The influence of technology on history.
- Use and maintain technological products and systems.

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Indicator #	Indicator
6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
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.
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
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.
6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

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8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technology and social media.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences
8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.2.5.D.4	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
9.1.8.A.6	Explain how income affects spending decisions.
9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
Unit Essential Questions What is worth fighting for?	Unit Understandings <ul style="list-style-type: none"> ● Social, political, and economic differences can lead to conflict. ● When change is imposed or forced, it is more difficult.

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- People will fight to protect their beliefs and way of life.
- In wars, men, women, children, and the environment may all be affected.
- Conflicts can have unexpected results that can reshape a country.

Unit Learning Targets (Outcomes)

Students will...

- Establish meaning about the Civil War and Reconstruction.
- Make meaningful connections to personal experiences.
- Utilize prior knowledge to gain understanding about the Civil War and Reconstruction.
- Place key events leading up to and including the Civil War and Reconstruction in a chronological sequence.
- Understand key people from the era of the Civil War and Reconstruction.
- Analyze visuals such as maps and timelines to understand meaning.
- Understand why people of the Civil War era loved to sing and listen to songs.
- Discuss the compelling question, “How does culture influence music?”
- Understand the economic, political, and geographic differences between the North and the South in the years before the war.
- 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.
- Explain the events that led to the Civil War.
- Know how to identify the key issues when making decisions.
- Learn how to think of options
- Understand how to test and choose the best option.
- 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 fought and its outcome.
- Describe significant battles in the first years of the war.
- Know how to classify and categorize information.
- Use graphic organizers to help classify and categorize information.
- Explain the importance of the Emancipation Proclamation and its impact on American life.
- Describe the roles of women, African Americans, and American Indians in the war.
- Understand the hardships soldiers faced.
- Understand the hardships on the home front.
- Describe women’s contribution to the war effort.
- Explain the impact of letters, newspapers, and photographs that brought the battlefield to the homefront.
- Explain why President Lincoln issued the Emancipation Proclamation.
- Explain what the Emancipation Proclamation did and did not do.

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- List the significant battles and the turning point leading to the war's end.
- Compare the leaders of the two armies.
- Understand the reaction to the war's end.
- Explain the human and material costs of the war in the North and the South.
- Describe the significance of the Gettysburg Address.
- Know how Abraham Lincoln died.
- Understand the effects of Abraham Lincoln's assassination on the course of Reconstruction.
- Compare and contrast the different aims and plans toward Reconstruction held by Congress and Presidents Lincoln and Johnson.
- Explain the difficulty of rebuilding the South.
- Describe the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- Understand the impact on racial relations in the United States made by Reconstruction.
- Relate what happened after Reconstruction.

Integration of Technology:

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources

Technology Resources:

- <http://www.pbs.org>
- <http://mrdonn.org>
- <http://www.brainpop.com>
- <http://www.havefunwithhistory.com>

Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

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Integration of 21st Century Skills through NJSL 9:		
Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

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Evidence of Learning

Formative Assessment:

- Lesson Review interactivities online
- Online lesson quizzes
- Speech/story from the perspective of...
- Graphic organizers
- Outlining
- Timelines
- Map skills
- Vocabulary term exercises
- Storyboard
- Research posters, pamphlets, papers
- Drawing conclusions from a video
- Illustration
- Powerpoint presentations
- Venn diagrams
- Newspaper article
- Writing a song/poem
- Writing a recommendation
- Developing a group discussion
- Design an ancient artifact
- Group/individual games

Summative Assessment:

- Writing Activity: Students use their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter.
- Hands-On Activity: Students will plan and write a song about the Civil War.
- Chapter Assessment or Online Test

Benchmark Assessment:

- Grade 5 My World Social Studies Skills Post-Test

Alternative Assessment:

Example: Create a concept map or infographic

- Ask students to think back to what they learned about the Big Question: What is worth fighting for? Call on students to share what they remember about the issues that triggered the Civil War and what the Union and the Confederacy were fighting for. Ask students to think about what is important to them in their own lives. Ask: who or what would you fight for? Guide students to think about their friends, family, school, and community.

Activities

Materials

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Lesson 1: Struggles Over Slavery	Lesson 1: Setting the Stage page 170 My World Social Studies Activity Guide
Lesson 2: The War Begins	Lesson 2: Launching the Activities page 170-171 My World Social Studies Activity Guide
Lesson 3: Life During the Civil War	Lesson 3: Launching the Activities page 170-171 My World Social Studies Activity Guide
Lesson 4: The War Ends	Lesson 4: Launching the Activities page 170-171 My World Social Studies Activity Guide
Lesson 5: Reconstruction	Lesson 5: Complete the Quest page 172-173 My World Social Studies Activity Guide
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

Differentiation Strategies	
<p>Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.</p>	
Low Prep Strategies (add to list as needed)	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at

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	different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers with their partner and then with the whole group.

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Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness

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	level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the

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	document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design

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	<p>a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>
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