

Original Adoption:	03/08/2016
Created by:	Social Studies Department PLC
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Revised by:	Facilitator of Social Studies

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Ocean County Social Studies Curriculum	
Content Area: Social Studies	
Course Title: World History/U.S. History	Grade Level: Middle School
Cultural Exchanges & Encounters	100 days
Three Worlds Meet	45 Days
Colonization and Settlement	45 Days

Introduction

The unit on African civilizations will allow students to explain how geography affected the development and interaction of civilizations over the entire continent. They will analyze the effects of government, disputes, traditional religious beliefs, and the spread of Islam on African societies. Students will analyze Africa's complex societies, each with many common characteristics, as well as how they built economies, and they will explain how artistic works created by Africans reflected their beliefs.

During the Imperial China unit, students will explain how ideas and innovations that were introduced during the Sui, Tang, and Song dynasties united China after centuries of chaos and helped it to become a powerful empire. They will analyze how China's economy grew through trade and improvements during the Tang and Song dynasties. Furthermore, they will be able to identify lasting achievements of the Chinese during this time in history. Finally, students will explore how the world's largest land empire in history was created when the Mongols conquered northern China.

In the unit on Japan, students will analyze the geography of Japan and determine how it has shaped its civilization and development. They will recognize how many of the characteristics of modern day Japanese culture can be traced back to Shinto and the samurai. When analyzing medieval Japan, students will understand that Japanese society was transformed under the shoguns. Cultural influences from this time period, such as religion, art, writing, and architecture, still influence Japan and the world to this day.

After completion of the unit on Medieval Europe, students will have learned how geography helped shape life in Europe after the fall of Rome. They will be able to recognize the Middle Ages as a time of struggle and conflict. Specifically, they will analyze kingdoms, feudalism, towns and cities, crusades, and plague, as well as the effects of each. Students will describe how Europeans lived in an ordered society. They will also analyze how, as trade and cities grew, so did merchants and laborers. Furthermore, students will be able to identify the influence of the Catholic Church on almost every aspect of people's lives.

The unit on Renaissance and Reformation, allows students to recognize the Renaissance as a rebirth in culture, science, and the arts, as well as to understand how the Reformation was a movement to change and reform the Catholic Church. Students will analyze how wealthy Italian city-states developed new ideas about arts and learning and recognize the effect these changes had on Europe and, eventually, the world today. They will also analyze how the Reformation gave rise to a new religion in Europe called Protestantism.

the First Americans unit, have the students examine a variety of topics related to the development of the Ancient American civilizations. They will begin with a study of the migration of the first Americans via the Beringia Land Bridge and their ability to live off that

new land. Next, they will analyze the development of the Ancient civilizations of Meso-America, as well as the groups of North America, such as the Iroquois.

Students will examine how all of these groups achieved great things and developed complex cultures by relying on natural resources to survive, adapting to changes in their environments, and exchanging with other groups. Students will eventually determine how these great cultures eventually declined.

Exploring the Americas unit gives the students the opportunity to examine a variety of topics related to the Age of Exploration, specifically relating to the exploration of North America by the Europeans. Students will analyze how and why the Europeans sailed the oceans, looking for a direct trade route to the East Indies. This will include a focus on the ideas of “god, gold, and glory”. Students will discover how the Europeans, instead, found a “new world” that countries would compete to explore and settle over the next centuries. Furthermore, students will understand and appreciate the exploitation of the Native American tribes that resulted from exploration by Spanish conquistadors and the competition among nations for

Lastly, the unit on Colonial America, students will have examined the development of the 13 colonies in terms of social and cultural experiences. Their studies will have them analyze how the colonists developed their own identity, one different from Europe, as well as how a divide escalated between the colonists and the Europeans. They will be able to identify how, despite the failure of their early attempts at colonizing, the British eventually dominated the continent and had colonies stretching for hundreds of miles along the Atlantic coast.

Unit 1: Cultural Exchanges & Encounters

Duration: 100 Days

Standards/Learning Targets

Focus Standards (Major Standards)

Standard 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CPI # Cumulative Progress Indicator (CPI)

6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.

6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.

6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

6.2.8.B.4.c Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.

6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the

positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

6.2.8.B.4.f Explain how the geographies of China and Japan influenced their development and their relationship with one another.

6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.

6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.

6.2.8.C.4.c Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.

6.2.8.C.4.d Analyze the relationship between trade routes and the development of powerful city states and kingdoms in Africa.

6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.

6.2.8.D.4.b Analyze how religion both unified and divided people.

6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.d Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.D.4.f Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.4.g Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.8.D.4.i Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.

6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLS for Mathematics, Language Arts Literacy

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6– 8 text complexity band independently and proficiently.

WHST.6-8.1 Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the

relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

TECHNOLOGY STANDARDS

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at

www.NJ.gov/education/aps/cccs/career/

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 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.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Evidence of Student Learning

Performance Tasks/Use of Technology:	Other Assessments
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www.kahoot.com

www.quizizz.com

<https://my.mheducation.com/login?logout=true>

Formative

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling

Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Problem Based Projects/Tasks

Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative

- Portfolio Project
- Modified assignments

Knowledge and Skills

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The regions of Africa ● Trade was important in developing societies. ● The cultural organization of African societies. ● Cultural traditions that have carried over into modern day ● Mongol rulers allowed trade to flourish along the Silk Road. ● Mongol rulers kept Chinese traditions, but changed China's government. ● The people of Japan depended on the sea as a major food source. ● Japanese clans were strongly influence in China. ● Rival warriors ruled Japan for centuries. ● Feudal society was highly organized and marked by military values. ● Religion influenced feudal Japanese society. ● How invasions created disorder in Europe. ● That Feudalism and the manor system brought social and economic order in Europe. ● How monasteries and religious orders helped spread Christianity. ● That the church became the center of authority in medieval Europe. ● The Norman Conquest of England. The rights protected under the Magna Carta. The development of the English Parliament. ● Reasons for the Crusades in the Middle Ages ● The social, economic, and cultural impact of religious campaigns. ● Medieval farming methods that increased food supplies. ● The effects of crop surpluses. 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Explain the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society. ● Identify major areas of ancient Africa. ● Analyze the importance of trade in ancient Africa. ● Summarize African social structure. ● Identify and locate major cities and regions of ancient Africa. ● Sequence events related to the Mongol empire. ● Compare viewpoints involving Chinese rights under Mongol reign. ● Sequence events involving early attempts to unify Japan. ● Generate new ideas about governing. ● Analyze the causes and effects of feudalism. ● Summarize the achievements of a samurai. ● Identify main ideas and details about European feudalism. ● Categorize information to review the order brought by feudalism and manor system . ● Understand important ideas about how limits on monarchy evolved in England. ● Identify the effects of the Norman Conquest and the Magna Carta. ● Sequence events related to the Crusades. ● Authority in medieval Europe. ● The Norman Conquest of England. ● The rights protected under the Magna Carta. ● The development of the English Parliament. ● Reasons for the Crusades in the Middle Ages.

<ul style="list-style-type: none"> ● The role of trade in bringing about change. ● The effects of religious faith on art and values. ● The effects of famine, war, and plague on medieval society. 	<ul style="list-style-type: none"> ● The social, economic, and cultural impact of religious campaigns. ● Medieval farming methods that increased food supplies. ● The effects of crop surpluses. ● The role of trade in bringing about change. ● The effects of religious faith on art and values. ● The effects of famine, war, and plague on medieval society. ● Synthesize information about one of the Crusades. ● Compare and contrast farming and trading. ● Identify evidence on town-versus-country life. ● Summarize the impact of religion on art and learning. ● Draw conclusions about the consequences of famine, war, and plague. ● Explain how the development of new business practices and banking systems impacted global trade and the merchant class.
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Instructional Plan

Suggested Activities	Resources
Junior Scholastic (Print and online) Week In Rap Cicero Ocean County Library Online Databases SHEG Mr. Donn Slideshare Historyonthenet.com Readworks Mr. Dowling Mr. Foughton British Museum PBS.org TeacherTube Discovery Education Media http://www.discoveryeducation.com	<ul style="list-style-type: none"> ● <i>Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition):</i> <ul style="list-style-type: none"> ○ Chapter 4, Lesson 1 (The Rise of African Civilizations) ○ Chapter 4, Lesson 2 (Africa’s Governments and Religions) ○ Chapter 4, Lesson 3 (African Society and Culture) ● <i>The Nystrom Atlas of World History</i>

Promethean Planet

<http://www.prometheanplanet.com/en-us/>

Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City

<http://www.archives.gov/northeast/nyc.com>

Social Studies Central

<http://www.socialstudiescentral.com>

Social Studies for Kids

<http://socialstudiesforkids.com>

- Unit 5: African Empires
- Student Activities matching pages 56 to 63
- *World History Shorts, Volume 1*
 - Africa's Trading Empires
 - The Islamic Empire
- *The DBQ Project Mini-Q's in World History*
 - Mansa Musa's Hajj: A Personal Journal
 - Why Did Islam Spread So Quickly?
- *Mankind: The Story of All of Us (DVD)*
- *Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition):*
 - Chapter 6, Lesson 1 (China Reunites)
 - Chapter 6, Lesson 2 (Chinese Society)
 - Chapter 6, Lesson 3 (The Mongols in China)
- *The Nystrom Atlas of World History*
 - Unit 4: Empires and Cultures of Asia
 - Student Activities matching pages 44-45, 49-51
- *World History Shorts, Volume 1*
 - Genghis Khan and the Mongols
- *The DBQ Project Mini-Q's in World History*
 - Should We Celebrate the Voyages of Zheng He?
- *Mankind: The Story of All of Us (DVD)*
- *Discovering Our Past: A History of the World, Early Ages and A History of the*

United States Early Years (Customized Toms River Edition):

- Chapter 7, Lesson 2 (Early Japan)
- Chapter 7, Lesson 3 (Medieval Japan)
- *The Nystrom Atlas of World History*
 - Unit 4: Empires and Cultures of Asia
 - Student Activities matching pages 54-55
- *The DBQ Project Mini-Q's in World History*
 - Samurai and Knights: Were the Similarities Greater Than the Differences?
- *Mankind: The Story of All of Us (DVD)*
- *Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition):*
 - Chapter 8, Lesson 1 (The Early Middle Ages)
 - Chapter 8, Lesson 2 (Feudalism and the Rise of Towns)
 - Chapter 8, Lesson 3 (Kingdoms and Crusades)
 - Chapter 8, Lesson 4 (Culture and the Church)
 - Chapter 8, Lesson 5 (The Late Middle Ages)
- *The Nystrom Atlas of World History*
 - Unit 6: Europe in the Middle Ages

- Student Activities matching pages 64-75
- *World History Shorts, Volume 1*
 - The Church's Power Grows
 - The Feudal System
 - The Crusades
 - Advances in the Middle Ages
 - The Black Death Hits Europe
 - Joan of Arc
- *The DBQ Project Mini-Q's in World History*
 - Samurai and Knights: Were the Similarities Greater Than the Differences?
- *Mankind: The Story of All of Us (DVD)*

Suggested Options for Differentiation

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

504 Plans

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Core Instructional and Supplemental Materials

- Discovering our Past
- Nystrom World History Atlas
- DBQ Project
- Mankind Story of US

- World History Shorts
- U.S. History Atlas

Teacher Notes:

Unit 2: Three Worlds Meet	Duration: 45 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<p>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.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	

CPI # Cumulative Progress Indicator (CPI)

6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.

6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

6.2.8.B.4.h Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6– 8 text complexity band independently and proficiently.

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at

www.NJ.gov/education/aps/cccs/career/

MUST LIST STANDARDS OUT SPECIFICALLY AND ADD THE CAREER READY PRACTICES THAT ARE RELEVANT

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

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.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Evidence of Student Learning

Performance Tasks/Use of Technology:

www.kahoot.com

www.quizizz.com

<https://my.mheducation.com/login?logout=true>

Other Assessments

Formative

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- class discussions
- peer modeling

Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Problem Based Projects

	<p>Benchmark</p> <ul style="list-style-type: none"> ● State Standardized Assessments ● Quarterly Benchmark Assessment <p>Alternative</p> <ul style="list-style-type: none"> ● Portfolio Project ● Modified assignments
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Knowledge and Skills

Content	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The geography of the Maya, Aztec, and Inca Empires. ● The culture and economy of the Maya, Aztec, and Inca Empires ● The major technological innovations of the ancient civilizations of Asia, Africa, Europe, and the Americas. ● Native American migration patterns and how they were able to cross from Asia to North America and then migrate throughout North America and South America. ● Gender roles, religion, values, cultural practices, and political systems of Native American regional groups such as the Far North, Northwest, Far West, Southwest, Great Plains, South East, and Eastern Woodlands. ● How the Crusades led to the desire for goods from Asia, which in turn led to new trade routes and trading centers in the Atlantic Ocean. ● Henry the Navigator’s role in the Age of Exploration. ● The science and navigation technology used during this time period that made 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Compare and contrast the ancient civilizations of the Maya, Aztec, and Incas. ● Research the surrounding geography, the main structure and their purposes, the inhabitants, the building materials, the general layout, and any other revealing information or artifacts of the Maya, Aztec, and Inca Empires. ● Consider how culture and local geography influences the Maya, Aztec, and Inca Empires. ● Compare the major technological innovations of the ancient civilizations of Asia, Africa, Europe, and the Americas ● Explain how the development of new business practices and banking systems impacted global trade and the merchant class. ● Analyze maps of Native American migration patterns and explain how they were able to cross from Asia to North America and then migrate throughout North America and South America. ● Compare and contrast gender roles,
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cross Atlantic travel possible.

- How the search for a water route to Asia led to the European discovery of two continents and the exchange of resources between the Eastern and Western hemispheres.
- Maps of early land trade routes to maps of early water trade routes and explain why the water routes may have developed.
- What happened to the Vikings who explored Newfoundland?
- The voyages of Christopher Columbus
- The conquest of the Aztec and Inca Empires and the impact it had on the Native American cultures of those areas.
- Forms of governance, belief systems, and family structures exist among African, European, and Native American groups.
- The interaction along African, European, and Native American groups began a cultural transformation.
- European exploration routes and how they relate to the settlements that formed in the New World.
- The impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
- How major events are related to one another in time.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic and political systems.
- Differing interpretations of current and historical events.

religion, values, cultural practices, and political systems of Native American regional groups such as the Far North, Northwest, Far West, Southwest, Great Plains, South East, and Eastern Woodlands.

- Explain how the Crusades led to the desire for goods from Asia which in turn led to new trade routes and trading centers in the Atlantic Ocean
- Describe Henry the Navigator's role in the Age of Exploration.
- Describe the science and navigation technology used during this time period that made cross Atlantic travel possible.
- Explain how the search for a water route to Asia led to the European discovery of two continents and the exchange of resources between the Eastern and Western hemispheres.
- Compare and contrast maps of early land trade routes to maps of early water trade routes and explain why the water routes may have developed.
- Explain what happened to the Vikings who explored Newfoundland.
- Describe the voyages of Christopher Columbus.
- Discuss the conquest of the Aztec and Inca Empires and the impact it had on the Native American cultures of those areas.
- Compare and contrast forms of governance, belief systems, and family structures exist among African, European, and Native American groups.
- Explain how interaction among African, European, and Native American groups began a cultural transformation.
- Discuss the European exploration routes and how they relate to the settlements that formed in the New World.
- Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives. Explain how major events are related to

	<p>one another in time.</p> <ul style="list-style-type: none"> ● Compare and contrast maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic and political systems. ● Compare and contrast differing interpretations of current and historical events.
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Instructional Plan

Suggested Activities	Resources
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<p>Discovering Our Past, History of the United States, Early Years – Print Edition</p> <p>Discovering Our Past, History of the United States, Early Years – Online Edition</p> <p>Nystrom Atlas of U.S. History</p> <p>U.S. History Shorts Junior Scholastic (Print and online)</p> <p>Week In Rap</p> <p>Cicero</p> <p>Ocean County Library Online Databases</p> <p>SHEG Slideshare www.Historyonthenet.com</p> <p>Readworks</p> <p>Mr. Dowling</p> <p>Mr. Roughton www.PBS.org</p> <p>TeacherTube Discovery Education Media</p>	<ul style="list-style-type: none"> ● <i>Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition):</i> <ul style="list-style-type: none"> ○ Chapter 10, Lesson 1 (Migration to the Americas) ○ Chapter 10, Lesson 2 (Cities and Empires) ○ Chapter 10, Lesson 3 (North American Peoples) ● <i>The Nystrom Atlas of World History</i> <ul style="list-style-type: none"> ○ Unit 7: The Age of Global Contact ○ Student Activities matching pages 80 to 81 ● <i>The Nystrom Atlas of United States History</i> <ul style="list-style-type: none"> ○ Era 1: Three Worlds Meet ○ Student Activities matching pages 6 to 8 ● <i>World History Shorts, Volume 1</i> <ul style="list-style-type: none"> ○ Mexico’s Great Empire ● <i>US History Shorts</i> <ul style="list-style-type: none"> ○ A New Land
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<http://www.discoveryeducation.com>

Promethean Planet

<http://www.prometheanplanet.com/en-us/>

Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City

<http://www.archives.gov/northeast/nyc.com>

Social Studies Central

<http://www.socialstudiescentral.com>

Social Studies for Kids

<http://socialstudiesforkids.com>

- The First Americans
- *The DBQ Project Mini-Q's*
 - The Maya: What Was Their Most Remarkable Achievement?
 - The Aztecs: Should Historians Emphasize Agriculture or Human Sacrifice?
- *America: The Story of US* (DVD)
- *Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition):*
 - Chapter 11, Lesson 1 (A Changing World)
 - Chapter 11, Lesson 2 (Early Exploration)
 - Chapter 11, Lesson 3 (Spain in America)
 - Chapter 11, Lesson 4 (Competing for Colonies)
- *The Nystrom Atlas of World History*
 - Unit 7: The Age of Global Contact
 - Student Activities matching pages 78 to 79 and 82 to 83
- *The Nystrom Atlas of United States History*
 - Era 1: Three Worlds Meet
 - Student Activities matching pages 10 to 17
- *World History Shorts, Volume 1*
 - The Race for Riches
- *US History Shorts*
 - A Treasure Hunt
 - Hudson's Discoveries

- *The DBQ Project Mini-Q's*
 - Should We Celebrate the Voyages of Zheng He?
 - Was Magellan Worth Defending?
 - Cabeza De Vaca: How Did He Survive?
- *America: The Story of US (DVD)*

Suggested Options for Differentiation

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education/504 Plans

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities

- Group Projects
- Tiered Activities

Students at Risk of School Failure

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Core Instructional and Supplemental Materials

- Discovering our Past
- Nystrom World History Atlas
- DBQ Project
- Mankind Story of US
- World History Shorts
- U.S. History Atlas

Teacher Notes:

Unit 3: Colonization and Settlement	Duration: 45 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<p>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.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>CPI # Cumulative Progress Indicator (CPI)</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p>	

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.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.

6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

6.1.8.C.2.a Relate slavery and indentured servitude to Colonial labor systems.

6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.

6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.

6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and

style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps)

with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grade 6–8 text complexity band independently and proficiently.

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at

www.NJ.gov/education/aps/cccs/career/

MUST LIST STANDARDS OUT SPECIFICALLY AND ADD THE CAREER READY PRACTICES THAT ARE RELEVANT

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

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.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Evidence of Student Learning

Performance Tasks/Use of Technology:

Other Assessments

www.kahoot.com

www.quizizz.com

<https://my.mheducation.com/login?logout=true>

Formative

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling

Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Problem Based Projects

Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative

- Portfolio Project
- Modified assignments

Knowledge and Skills

Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The reasons that Britain wanted to establish colonies in North America. The hardships faced by the settlers at Jamestown, and how tobacco saved the colony. ● The religious institutions that developed in the individual New England Colonies. ● How and why early government structures developed, and the impact of these early structures on the evolution of American politics and institutions. ● What social, economic, religious, and political systems developed in the three colonial regions of the New England, Middle Colonies, and Southern colonies? ● What natural resources were available to the 3 colonial regions and explain how the availability of specific natural resources shaped their regional industries. ● How the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. ● What factors impacted emigration, settlement patterns, and regional identities of the colonies. ● The social and economic classes that developed in the American Colonies. ● How the Triangular Trade and Middle Passage impacted multiple nations and 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● List the reasons that Britain wanted to establish colonies in North America. ● Describe the hardships faced by the settlers at Jamestown, and how tobacco saved the colony. ● Compare and contrast the religious institutions that developed in the individual New England Colonies. ● Explain how and why early government structures developed, and the impact of these early structures on the evolution of American politics and institutions. ● Analyze the social, economic, religious, and political systems that developed in the three colonial regions of the New England, Middle, and Southern Colonies. ● Analyze and list the natural resources available to the 3 colonial regions and explain how the availability of specific resources shaped their regional industries. ● Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. ● Determine the factors that impacted emigration, settlement patterns, and regional identities of the colonies. ● Compare and contrast the social and economic classes that developed in the American Colonies. ● Describe the impact of the Triangular Trade system and Middle Passage on multiple nations and groups. ● Describe the power struggle among European countries, and determine its impact on people living in Europe and the Americas.

<p>groups.</p> <ul style="list-style-type: none"> ● Why European nations were involved in a power struggle, and determine its impact on people living in Europe and the Americas. ● The issues that led the colonists to protest or revolt during Bacon’s Rebellion. 	<ul style="list-style-type: none"> ● Determine the issues that led the colonists to protest or revolt.
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Instructional Plan

Suggested Activities	Resources
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<p>Mapping the U.S. Colonies activity</p> <p>History Mystery: Roanoke (Mr. Roughton site)</p> <p>On the Trail of Captain John Smith: A Jamestown Adventure activity</p> <p>Pocahontas Lesson Plan - Did Pocahontas Really Save John Smith’s Life? (SHEG Site)</p> <p>The Plymouth Colony: A Play activity</p> <p>What Caused the Salem Witch Trials? lesson plan (SHEG site)</p> <p>Salem Witchcraft Hysteria interactive activity (www.education.nationalgeographic.com/media/salem-witch-trials-interactive/)</p> <p><i>Mysteries in History: American History</i> (Mystery #2 - What Happened to the Lost Colony)</p> <p><i>Mysteries in History: American History</i></p>	<ul style="list-style-type: none"> ● <i>Discovering Our Past: A History of the World, Early Ages and A History of the United States Early Years (Customized Toms River Edition):</i> <ul style="list-style-type: none"> ○ Chapter 12, Lesson 1 (Roanoke and Jamestown) ○ Chapter 12, Lesson 2 (The New England Colonies) ○ Chapter 12, Lesson 3 (The Middle Colonies) ○ Chapter 12, Lesson 4 (The Southern Colonies) ● <i>The Nystrom Atlas of United States History</i> <ul style="list-style-type: none"> ○ Era 2: Colonization and Settlement ○ Student Activities matching pages 18 to 23 ● <i>US History Shorts</i> <ul style="list-style-type: none"> ○ The Pilgrims’ Journey ○ Penn’s Woods ● <i>The DBQ Project Mini-Q’s</i>
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(Mystery #3 - The Salem Witch Trials)

Mr. Donn's Site

<http://www.mrdonn.org/index.html>

Mr. Kenny's Site

<http://mrdotkenny.blogspot.com/p/blog-page.html>

Mr. Dowling's Site

<http://www.mrdowling.com/>

History.com

<http://www.history.com/>

National Geographic

<http://www.nationalgeographic.com/>

Crash Course Video Series

Classtools.net

www.classtools.net

PBS NOVA

Colonial House site (www.PBS.org)

Jamestown video (from Izzit.org)

Have Fun With History site

(www.havefunwithhistory.com/HistorySubjects/colonialAmerica.html)

Jamestown Settlement site

(www.historyisfun.org)

Succeeding in the New World - Colonial America

(colonialamerica.thinkport.org/welcome-to-colonial-america.html)

<http://www.historyisfun.org/jamestown-settlement/>

- Early Jamestown: Why Did So Many Colonists Die?
- What Caused the Salem Witch Trial Hysteria of 1692?
- *America: The Story of US* (DVD)

Suggested Options for Differentiation	
<p><i>English Language Learners</i></p> <ul style="list-style-type: none">● Provide clear and specific directions● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing● Provide class notes ahead of time to allow students to preview material and increase comprehension● Provide extended time● Simplify written and verbal instructions● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words <p><i>Special Education/504 Plans</i></p> <ul style="list-style-type: none">● Utilize graphic organizers to help provide a purpose for reading and increase comprehension● Assign peer tutor● Provide clear and specific directions● Provide class notes ahead of time to allow students to preview material and increase comprehension● Provide extended time● Simplify written and verbal instructions <p><i>Gifted and Talented</i></p> <ul style="list-style-type: none">● Extension activities● Opportunities for Critical Thinking● Problem Solving/Design Challenges● Technology Integration● Student Choice Activities● Student Driven Activities● Group Projects● Tiered Activities <p><i>Students at Risk of School Failure</i></p> <ul style="list-style-type: none">● Extended Time● Flexible Grouping● Small Group Instruction	

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
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Special Education/504 Plans

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Students at Risk of School Failure

- Extended Time
- Flexible Grouping
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- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Core Instructional and Supplemental Materials

- Discovering our Past
- Nystrom World History Atlas
- DBQ Project
- Mankind Story of US
- World History Shorts
- U.S. History Atlas

Teacher Notes: