



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
Office of Curriculum and Instruction
CURRICULUM MAP

COURSE TITLE	American History: Migration through Colonization (Grade 5)							
GRADE BAND		K-4	X	5-6		7-8		9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	September 19, 2022							

COURSE OVERVIEW
<p>The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.</p> <p>This course examines the interactions of Europeans, Indigenous people, and Africans. Through inquiry-based learning students will critically consume information, including primary and secondary sources to produce an understanding of history through the lens of multiple perspectives.</p>

Hillsborough Township Public Schools Curriculum Map
Course Title: American History: Migration through Colonization (Grade 5)

UNIT OF STUDY	Indigenous Americans
PACING	50 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do natural resources determine the migration and settlement patterns of people? ● How does the abundance or lack of natural resources affect interactions between people in the past and present? ● What is culture? ● How does the environment shape how we live? ● How do artifacts enhance our understanding of past culture? ● How can we ensure that we understand that Indigenous peoples' history is still ongoing? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment. ● Natural resources impact the economic, social, political and cultural practices of societies of the world. ● It is important to understand the perspective of other cultures in an interconnected world. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Apply map skills to analyze the world in spatial terms. ● Evaluate how natural resources affect people and their culture. ● Compare indigenous American groups and their cultural practices. ● Analyze primary sources to interpret various perspectives. ● Detect misconceptions about Indigenous history by learning through Indigenous voices. ● Analyze the lasting impact of bias and injustice on the world. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Compare and contrast gender roles, values, cultural practices, and political systems of Indigenous American groups.
Formative	<ul style="list-style-type: none"> ● Self-assessment, peer-assessment, quizzes, verbal checks, low-stakes group work.
Summative	<ul style="list-style-type: none"> ● A project that compares and contrasts cultural practices of Indigenous American groups. Students will select two different Indigenous groups from different cultural regions and create a project from the choice list.
Benchmark	<ul style="list-style-type: none"> ● Writing piece related to RI.5.9 (Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.)

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Course Title: American History: Migration through Colonization (Grade 5)

NEW JERSEY STUDENT LEARNING STANDARDS (NJSLS)

Must include the standard # & verbiage

- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- None.

English Language Arts

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Mathematics

- None.

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Science
<ul style="list-style-type: none"> None.
Visual & Performing Arts
<ul style="list-style-type: none"> None.
World Languages
<ul style="list-style-type: none"> None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> Museum Educator
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Ensuring the discussions of Indigenous Americans' history is not rooted solely in the past but also in the present and future (Holocaust Curriculum Mandate). <ul style="list-style-type: none"> Please see resources below which will support this work
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> None.

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Self-Management

- None.

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- None.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- *Active Classroom*, <https://www.activeclassroom.com/>.
- Bower, Bert. *Social Studies Alive!: America's Past*. Teachers' Curriculum Institute, 2016.
- *Brainpop.com*, <https://www.brainpop.com/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- Sorell, Traci, and Lessac Frané. *We Are Still Here!: Native American Truths Everyone Should Know*. Charlesbridge, 2022.
- Lindstrom, Carole, and Michaela Goade. *We Are Water Protectors*. Weston Woods Studios, Inc., 2021.
- "Lesson Plan: Columbus Day or Indigenous People's Day?" *Channelone.com*, https://www.channelone.com/blog_post/lesson-plan-columbus-day-or-indigenous-peoples-day/.
- "Reconsider Columbus Day." *Learning for Justice*, <https://www.learningforjustice.org/magazine/reconsider-columbus-day>.
- "Native Americans." *Mr. Nussbaum History Native Americans Activities*, <https://mrnussbaum.com/history/native-americans>.
- *Newsela*, <https://newsela.com/>.
- *PBS LearningMedia*, <https://ny.pbslearningmedia.org/search/?q=native+americans>.
- *Scholastic News Edition 5/6*, <https://sn56.scholastic.com/>.
- "Native American Websites and Videos for Students - Teaching Is the Sweetest: 4th & 5th Grade Lessons." *Teaching Is the Sweetest | 4th & 5th Grade Lessons*, <https://garrett-copeland-e48b.squarespace.com/native-american-heritage-web-resources/#native-american-people>.

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- *Twinkl.com*, <https://www.twinkl.com/teaching-wiki/native-american-art>.
- Native American History for Kids. *Learn Bright*, Accessed 3 Aug. 2020, <https://www.youtube.com/watch?v=uxNDKlh-Vjo>.
- *Native Americans Facts for Kids: An American Indian Website for Children and Teachers*, <http://www.native-languages.org/kids.htm>.
- "Native Knowledge 360°: Frequently Asked Questions." *Home Page*, <https://americanindian.si.edu/nk360/faq/did-you-know#category-1>.
- King, Thomas. *A Coyote Columbus*. Groundwood Books, 2007.

Hillsborough Township Public Schools Curriculum Map
Course Title: American History: Migration through Colonization (Grade 5)

UNIT OF STUDY	When Three Worlds Meet
PACING	45 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do maps and globes reflect history, politics, and economics? ● What are the consequences when cultures interact? ● How does geography of a region contribute to its settlement and development? ● How do new ideas change the way people live? ● How did exploration shape societies? ● How did the Columbian Exchange impact the world? ● Why do empires fall? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The movement of people, goods, and ideas causes societies to change over time. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Apply map skills to analyze the world in spatial terms. ● Analyze the effects of European exploration. ● Evaluate the impact of interactions between Africans, Europeans, and Native Americans. ● Evaluate the impact of the Columbian Exchange from different perspectives. ● Analyze primary sources to interpret various perspectives. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Students write about the consequences when cultures interact.
Formative	<ul style="list-style-type: none"> ● Self-assessment, peer-assessment, quizzes, verbal checks, low stakes group work.
Summative	<ul style="list-style-type: none"> ● Choice research project on the consequences of the Age of Exploration.
Benchmark	<ul style="list-style-type: none"> ● Writing piece related to RI.5.9 (Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably).
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently. ● 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration. 	

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- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- None.

English Language Arts

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Mathematics

- None.

Science

- None.

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Visual & Performing Arts
<ul style="list-style-type: none"> • None.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). • 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Researcher
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. • Ensuring the discussions of history are not Eurocentric but rather provide multiple voices and perspectives (Holocaust Curriculum Mandate). <ul style="list-style-type: none"> ○ Please see resources below which will support this work.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> • None.
Self-Management

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- None.

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- None.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Yolen, Jane. *Encounter*. CNIB, 2000.
- *Active Classroom*, <https://www.activeclassroom.com/>.
- “Three Worlds Meet (Beginnings to 1620).” *PBS LearningMedia*, <https://ny.pbslearningmedia.org/subjects/social-studies/us-history/three-worlds-meet-beginnings-to-1620/>.
- Native Americans. *PBS Learning Media*, <https://ny.pbslearningmedia.org/search/?q=native%20americans>.
- “Explore the Origins and Forced Relocations of Enslaved Africans across the Atlantic World.” *Slave Voyages*, <https://www.slavevoyages.org>.
- “Search Classroom Resources.” *PBS LearningMedia*, <https://ny.pbslearningmedia.org/search/?q=enslavement>.
- “Teaching Hard History: Grades K-5.” *Learning for Justice*, <https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/k-5-framework>.
- Bower, Bert. *Social Studies Alive!: America's Past*. Teachers' Curriculum Institute, 2016. · *Newsela*, <https://newsela.com/>.
- *Brainpop.com*, <https://www.brainpop.com/>.
- *Active Classroom*, <https://www.activeclassroom.com/>.
- “The Ages of Exploration.” *Ages of Exploration*, <https://exploration.marinersmuseum.org/>.
- “Three Worlds Meet (Beginnings to 1620).” *PBS LearningMedia*, <https://ny.pbslearningmedia.org/subjects/social-studies/us-history/three-worlds-meet-beginnings-to-1620/>.
- *Scholastic News Edition 5/6*, <https://sn56.scholastic.com/>.
- “Search Classroom Resources.” *PBS LearningMedia*, <https://ny.pbslearningmedia.org/search/?q=enslavement>.

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- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.
<https://www.nj.gov/education/standards/dei/>.

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Course Title: American History: Migration through Colonization (Grade 5)

UNIT OF STUDY	Resistance and Resilience
PACING	20 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How has triangular trade impacted different groups of people? ● What is the initial and lasting impact of slavery on our world and society? ● What are essential human rights? ● How do people resist or overcome their oppressors? ● How can we acknowledge the contributions of different influential individuals or groups of people? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways. ● Marginalized groups continue to maintain cultural traditions that sustain communities and impact the larger world. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Analyze primary sources to interpret various perspectives. ● Analyze the impact of triangular trade on multiple groups of people. ● Identify ways enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways. ● Learn about the cultural impact that Africans have on American culture. ● Learn about the cultural impact that Asian Americans have on American culture. ● Examine groups of activists from different communities and groups (eg: LGBTQ+, African Americans, Asian Americans and Pacific Islanders) and their influence on society. ● Research influential individuals to determine their contributions to the larger world. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● How can we acknowledge the contributions of influential individuals?
Formative	<ul style="list-style-type: none"> ● Self-assessment, peer-assessment, quizzes, verbal checks, low stakes group work
Summative	<ul style="list-style-type: none"> ● Research project on an influential individual and their legacy
Benchmark	<ul style="list-style-type: none"> ● Writing piece related to RI.5.9 (Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably).

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NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- None.

English Language Arts

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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<ul style="list-style-type: none"> NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Mathematics
<ul style="list-style-type: none"> None.
Science
<ul style="list-style-type: none"> None.
Visual & Performing Arts
<ul style="list-style-type: none"> None.
World Languages
<ul style="list-style-type: none"> None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> Politician Activist
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Identify and analyze the impact of and resistance against the Transatlantic Slave Trade (Amistad Curriculum Mandate).

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- Ensuring the discussions of Black people, Indigenous people, people of color, and LGBTQ+ people focus on resilience and resistance (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Inclusive Curriculum Mandate, and Asian-American and Pacific Islander Curriculum Mandate).
 - Please see resources below which will support this work

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the impact of one’s feelings and thoughts on one’s own behavior

Self-Management

- None

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- None

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- *Active Classroom*, <https://www.activeclassroom.com/>.
- Dunbar, Erica Armstrong, and Kathleen Van Cleve. *Never Caught, the Story of Ona Judge: George and Martha Washington's Courageous Slave Who Dared to Run Away*. Aladdin, an Imprint of Simon & Schuster Children's Publishing Division, 2019.
- Bolden, Tonya. *Facing Frederick: The Life of Frederick Douglass, a Monumental American Man*. Abrams Books for Young Readers, 2018.
- Edinger, Monica. *Africa Is My Home: A Child of the Amistad*. Candlewick, 2013.
- Myers, Walter Dean. *The Glory Field*. Scholastic, 2008.

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- Hannah-Jones, Nikole, et al. *The 1619 Project: Born on the Water*. Kokila, 2021.
- Johnson, Angela, and Earl B. Lewis. *All Different Now: Juneteenth, the First Day of Freedom*. Simon & Schuster Books for Young Readers, 2014.
- Hooks, Gwendolyn, and Colin Bootman. *Tiny Stitches: The Life of Medical Pioneer Vivien Thomas*. Lee & Low Books Inc., 2016.
- Moua, Doua, and Kim Holt. *Today Is Different*. Carolrhoda Books, 2022.
- Miller, J.P. *Leaders Like Us* Series. Epic Books.
- Miller, J.P. *Leaders Like Us: Bayard Rustin*. <https://www.getepic.com/app/read/73476>.
- How the Civil Rights Movement Launched the Fight for LGBT, Women’s Equality. *PBS Learning Media*,
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- Epic! Books. <https://www.getepic.com/> .
- *Brainpop.com*, <https://www.brainpop.com/>.
- *Scholastic News Edition 5/6*, <https://sn56.scholastic.com/>.
- “Search Classroom Resources.” *PBS LearningMedia*,
<https://ny.pbslearningmedia.org/search/?q=colonization>.
- “Explore the Origins and Forced Relocations of Enslaved Africans across the Atlantic World.” *Slave Voyages*, <https://www.slavevoyages.org> .
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Course Title: American History: Migration through Colonization (Grade 5)

UNIT OF STUDY	Colonization
PACING	45 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What influences or challenges impact the migration of people? ● How does geography, religion, natural resources, and government affect the development of culture? ● What are the positive and negative consequences of cultures interacting? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Settlement in the Americas had a tremendous impact on the indigenous people and those that came to the Americas and in the worldwide political and economic climate. ● Slavery and the slave trade were central to the development and growth of the colonial economies and what is now the United States. ● Geography influences the development of societies. ● Slavery was an American cultural, political, and economic issue. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Apply map skills to analyze the world in spatial terms. ● Analyze primary sources to interpret various perspectives. ● Understand the reasons for people to immigrate to a new place. ● Understand the challenges and successes of the colonists. ● Analyze cultures of the New England, Middle, and Southern colonial regions (Holocaust Curriculum Mandate). 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● How can we compare and contrast characteristics of colonial regions?
Formative	<ul style="list-style-type: none"> ● Self-assessment, peer-assessment, quizzes, verbal checks, low stakes group work
Summative	<ul style="list-style-type: none"> ● Choice research project comparing the characteristics of three colonial regions (New England, Middle, Southern)
Benchmark	<ul style="list-style-type: none"> ● Writing piece related to RI.5.9 (Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably).
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	

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- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
- 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- None.

English Language Arts

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Mathematics

- 5.NF. B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

CAREERS ASSOCIATED WITH THIS UNIT

- Market Research Analyst

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

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Course Title: American History: Migration through Colonization (Grade 5)

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- None.

Self-Management

- None.

Social Awareness

- None.

Relationship Skills

- None.

Responsible Decision-Making

- None.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- *Active Classroom*, <https://www.activeclassroom.com/>.
- *Colonial Williamsburg*, <https://www.colonialwilliamsburg.org/learn/livestreams/>.
- Daschofsky, Leona Starkel. "Colonial Women's Rights Movement." *History of American Women*, 2 Apr. 2017, <https://www.womenhistoryblog.com/2007/12/colonial-womens-rights-movement.html>.
- *Climate Change. PBS Learning Media*, <https://ny.pbslearningmedia.org/search/?q=climate%20change>.
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- "Teacher Tools." *Plimoth Patuxet Museums*, <https://plimoth.org/for-teachers/teacher-tools>.
- *Colonial Williamsburg*, <https://www.colonialwilliamsburg.org/learn/livestreams/>.
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- *Scholastic News Edition 5/6*, <https://sn56.scholastic.com/>.
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- "Thanksgiving Interactive." *Thanksgiving Interactive*, <https://youarethehistorian.org/>.
- "Homework Help." *Plimoth Patuxet Museums*, <https://plimoth.org/for-students/homework-help>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

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Course Title: American History: Migration through Colonization (Grade 5)

UNIT OF STUDY	Advocacy and Action
PACING	20 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What are issues that are impacting our communities or planet? ● How can data be used to support a claim? ● How do people enact change? ● Why is it necessary to take action on an issue? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● People have the responsibility to take action for positive change in their communities and world. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Investigate climate change and global data using current research. ● Develop an action plan to combat climate change. ● Use current data to support a claim on possible solutions to climate change. ● Present action plan to others and reflect on the advocacy process. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● How can we take action to address issues related to climate change?
Formative	<ul style="list-style-type: none"> ● Self-assessment, peer-assessment, quizzes, verbal checks, low stakes group work
Summative	<ul style="list-style-type: none"> ● Research project on creating and enacting an action plan to combat climate change
Benchmark	<ul style="list-style-type: none"> ● Writing piece related to RI.5.9 (Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably).
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members. ● 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue. ● 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials. ● 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions. 	

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- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

INTERDISCIPLINARY CONNECTIONS
Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

English Language Arts

- None.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

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- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

CAREERS ASSOCIATED WITH THIS UNIT

- Scientist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
 Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- None

Self-Management

- None

Social Awareness

- None

Relationship Skills

- Utilize positive communication and social skills to interact effectively

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices

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- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Moreno, Juan Jose. "What Can We Do to Solve the Problems Presented by Climate Change?" *C3 Teachers*, <http://www.c3teachers.org/wp-content/uploads/2018/06/Climate-Change-inquiry.pdf>.
- Active Classroom, <https://www.activeclassroom.com/>.
- "New Jersey Department of Education." *NJ Climate Change Education Resources*, <https://www.nj.gov/education/standards/climate/>.
- "New Jersey Climate Change Education Hub." *New Jersey Climate Education Hub*, <https://njclimateeducation.org/>.
- Climate Change Resources. Duke Farms, <https://www.dukefarms.org/Siteassets/Documents/Making-an-Impact/Distance-Learning-Resources/Ss---Climate-Change.pdf>.
- Dunbar, Brian. "What Is Climate Change?" *NASA*, NASA, 13 May 2015, <https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/what-is-climate-change-k4.html>.
- "Teaching Climate." *NOAA Climate.gov*, <https://www.climate.gov/teaching>.
- "Home – Climate Change: Vital Signs of the Planet." *NASA*, NASA, 18 July 2022, <https://climate.nasa.gov/>.
- Thunberg, Greta. Speech to the UN. 2019. <https://www.youtube.com/watch?v=KAJsdgTPjU>.
- Thunberg, Greta. *No One Is Too Small to Make a Difference*. Penguin, 2019.
- Winter, Jeanette. *Our House Is on Fire: Greta Thunberg's Call to Save the Planet*. Beach Lane Books, 2019.
- Kamenetz, Anya. "8 Ways to Teach Climate Change in Almost Any Classroom." *NPR*, NPR, 25 Apr. 2019, <https://www.npr.org/2019/04/25/716359470/eight-ways-to-teach-climate-change-in-almost-any-classroom>.
- "A Guide to Climate Change for Kids." *NASA*, <https://climatekids.nasa.gov/kids-guide-to-climate-change/>.
- *Newsela*, <https://newsela.com/>.
- "Start Learning." *Kids Against Climate Change*, 18 Apr. 2022, <https://kidsagainstclimatechange.co/start-learning/>.
- *Brainpop.com*, <https://www.brainpop.com/>.
- *Scholastic News Edition 5/6*, <https://sn56.scholastic.com/>.
- "Talking to Your Child about Climate Change." *UNICEF Parenting*, <https://www.unicef.org/parenting/talking-your-child-about-climate-change>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.

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