

# **SOCIAL STUDIES CURRICULUM GUIDE**

**GRADE LEVEL: FOURTH GRADE**

**PREPARED BY: KENDALL GEORGE**

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**REVISED AUGUST 2018**

**ALIGNED TO THE NEW JERSEY STUDENT LEARNING STANDARDS**

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### Unit 1 Summary

In this unit of study, students will learn map skills for the state of New Jersey and for the world. They will identify the four oceans and seven continents and be able to describe the regions of New Jersey and the United States along with their characteristics. They will also begin to understand how the climate and weather play a role in how people live and work. They will analyze how people can have a positive or negative impact on the environment. The students will also learn about the culture of the Native Americans of New Jersey, and how aspects of their culture are still evident in our society today. Students will also learn about Europeans and different reasons why they came to New Jersey. They will study and explore the different viewpoints of the Lenape and Europeans. They will learn about different groups that opposed slavery and those that decided to own slaves coming from Africa.

**\*Highlighted activities indicate Holocaust Awareness in yellow and Amistad Commission in blue related activities.**

**This unit is based on the following Social Studies Standards:**

- **6.1.4.B.1** Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- **6.1.4.B.2** Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- **6.1.4.B.3** Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and location using longitude and latitude.
- **6.1.4.B.4** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.4.B.5** Describe how human interaction impacts the environment in New Jersey and the United States.
- **6.1.4.B.6** Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- **6.1.4.B.7** Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- **6.1.4.B.8** Compare ways people choose to use and distribute natural resources.
- **6.1.4.B.9** Relate advances in science and technology to environmental concerns, and to actions taken to address them
- **6.1.4.B.10** Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- **6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- **6.1.4.D.1** Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.4.D.2** Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- **6.1.4.D.3** Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today
- **6.1.4.D.4** Explain how key events led to the creation of the United States and the state of New Jersey.
- **6.1.4.D.9** Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- **6.1.4.D.10** Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey
- **6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.- **\*21st Century Skill Lesson\***
- **6.1.4.D.12** Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- **6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

- **6.1.4.D.15** Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- **\*Citizenship Standard\*: 6.3.4.B.1** Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. (*Chapter 1- 21C Lesson- Collaboration and Creativity- Student pages 22-23*)

\*Additional ELA Companion and Interdisciplinary Standards:

**Language Arts**

- **RI.4.1.** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text
- **RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Science**

- **4-ESS3-2.** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
- **4-ESS2-1.** Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

**Math**

- **4.MD.B** Represent and interpret data

**Student Learning Objectives**

**Geography handbook pages NJ32-NJ39**

- Identify the meaning of geographical terms
- Use a map scale to determine real earth distance between points.
- Identify and interpret symbols from the key on a map.
- Distinguish between Prime, Meridian and Equator; identify and locate the Earth's hemispheres.
- Locate continents in the different hemispheres, including North America
- Name and locate the seven continents.
- Name and locate the four oceans.
- Identify our home continent, country, and state.
- Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distance and to determine time zones and location using longitude and latitude.
- Locate the North and South Poles, the Equator and the Prime Meridian, using cardinal directions and longitude and latitude.
- Identify the major cities in NJ, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic independence.
- On a map of N.J. be able to locate four regions, boundaries of N.J., capital, and hometown.

**Chapter 1 Lesson 1: Discovery NJ pages 4-9**

- Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- Identify and explain the economic and geographic features of each region of New Jersey.

**Chapter 1 Lesson 2: NJ Four Regions pages 10-15**

- Name and locate New Jersey's four regions.
- Locate and label major rivers and cities of New Jersey.
- Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.

**Chapter 1 Lesson 3: New Jersey' Environment- pages 16-21**

- Describe how human interactions impacts the environment
- Relate advances in technology to environmental concerns

**Chapter 1- 21C Collaboration and Creativity- pages 22-23**

- Plan and participate in a project to address environmental issues

**Chapter 2 Lesson 1: Native Americans of New Jersey- pages 32-37**

- Understand why the Lenape came to NJ and how they contributed to the state's history and culture
- Compare ways people chose to use and divide natural resources
- Summarize and describe why groups immigrated to New Jersey
- Describe how Native American groups influenced culture in different regions of New Jersey
- Explain how folklore and historical/fictional characters from New Jersey and other regions of the US contributed to the national heritage
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**Chapter 2 Lesson 2: Europeans Arrive pages 38-43**

- Evaluate the impact of immigration on America's growth as a nation.
- Explain how key events led to the creation of the United States and the state of New Jersey
- Summarize why different groups settled in New Jersey

**Chapter 2- 21C Chart and Graph Skills- pages 44-45**

- Determine how communities have changed overtime and explain why by reading and interpreting a timeline

**Chapter 2 Lesson 3: Three World's Meet- pages 46-51**

- Determine the impact of European colonization on the Lenape
- Explain the impact of slavery on New Jersey and individuals- Bias Lesson
- Describe how culture is expressed and influenced by behavior

- Explain how cultures have dealt with conflict between traditions and new beliefs- Bias Lesson \*Some Europeans were trying to convert the Lenape people to be Christian.

### 21<sup>st</sup> Century Standards (Career Ready Practices & Personal Finance Standards)

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

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

#### Personal Finance Standards

**9.2.4.A.1-** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**9.1.4.G.1-** Describe how valuable items might be damaged or lost and ways to protect them.

### Technology Standards

**8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.5.A. 2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.\

**8.1.5.A. 3** Use a graphic organizer to organize information about problem or issue

Unit Sequence	
Concepts Covered in Unit	Formative & Summative Assessments
<p><b><u>Geography Handbook &amp; Chapter 1- The Geography of New Jersey</u></b></p> <p><i>Big Question: How does geography affect our lives?</i></p> <p>After reading and discussing geography and how it affects our lives students will:</p> <ul style="list-style-type: none"> <li>● Explain how the climate and physical features of New Jersey affect that way its people work and live.</li> <li>● Recognize that in New Jersey, there are several distinct regions, each with its own culture, resources, politics, and geography.</li> <li>● Explain how the people of N.J. have made choices about how to use the state’s unique natural resources.</li> <li>● Describe how human interaction has affected the environment in New Jersey and the United States.</li> <li>● List the actions that have been taken to address environmental concerns.</li> </ul> <p><b><u>Chapter 2- Early Peoples</u></b></p> <p><i>Big Question: What causes people to migrate to new lands?</i></p> <p>After reading and discussing why people migrate to a new place, the Lenape people, and the first European settlers, students will:</p> <ul style="list-style-type: none"> <li>● Explain why people leave their homelands and resettle elsewhere.</li> <li>● Understand that when groups settle in an area, they bring new ideas, traditions, and ways of life.</li> <li>● Understand that the arrival of new groups to an area can lead to conflicts. (Tie this into bias lesson)</li> </ul>	<p><i>Students who understand the concepts can show mastery of content through the following assessments:</i></p> <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Got It? at the end of each lesson in the chapter</li> <li>● Chapter formative assessments (Review and Assessments) are located at the end of each chapter <ul style="list-style-type: none"> <li>○ Chapter 1- pages 24-27</li> <li>○ Chapter 2- pages 52-55</li> </ul> </li> <li>● Classroom discussions</li> <li>● Open Ended Questions</li> <li>● Turn and Talk</li> <li>● Cooperative Learning Groups</li> <li>● Rubrics</li> <li>● myWorld activities</li> <li>● myStory book</li> <li>● Teacher observation</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Online or paper and pencil- <a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a></li> <li>● Chapter 1 Test</li> <li>● Chapter 2 Test</li> </ul> <p><b><u>Alternative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Lenape Project- Create a diorama, model, or poster about a given aspect of the Lenni Lenape people of NJ (examples: family life, clothing, fishing, houses, etc.)</li> <li>● 21<sup>st</sup> Century Project pages 22-23</li> </ul>

## What It Looks Like in the Classroom

### Geography Handbook

- *Five Themes of Geography*- student pages NJ 32- NJ 33 and *Reading Globes*- student pages NJ 34- NJ 35 (Day 1)
- *Maps*- student pages NJ 36- NJ 39 (Day 2)

### Chapter 1- The Geography of New Jersey

*Chapter 1 Intro* student workbook pages 1-3 (Day 3)- *New Jersey's Batsto Village- Hidden Treasures*

- Big question- How does geography affect our lives? - connect to prior knowledge
- My Story Video- introduces vocabulary and key concepts
- My Story Spark

*Lesson 1: Discover New Jersey*- Student workbook pages 4-9 (Day 4)

- Envision It!
- Introduce vocabulary- *landform, plateau, climate, industry, urban, suburb, rural*
- Active reading of the lesson- pages 4-9
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Draw conclusions (page 8)
- Got It? - Questions at the end of the lesson (page 9)

*Lesson 2: New Jersey's Four Regions*- Student workbook pages 10-15 (Day 5)

- Envision It!
- Introduce vocabulary- *elevation, erosion, fall line, agriculture*
- Active reading of the lesson- pages 10-15
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Main Idea and Details (page 15)
- Got It? Questions at the end of lesson (page 15)

*Lesson 3: New Jersey's Environment*- Student workbook pages 16-21 (Day 6)

- Envision It!
- Introduce vocabulary- *environment, economy, habitat, hybrid car, conserve*
- Active reading of the lesson- pages 16-21
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Main Idea and Details (page 19)
- Cause and Effect graphic organizer (page 21)
- Got It? Questions at the end of lesson (page 21)

*21C- Collaboration and Creativity- Student workbook pages 22-23 (Day 7)*

- Active reading of lesson (pages 22-23)
- Try It! Fill in graphic organizer
- List solutions to a common environmental problem in our community (page 23)

*Review and Assessment- Chapter 1- Student workbook pages 24-26 (Day 8)*

- My Story Book page 27 (Optional activity)

## **Chapter 2- Early Peoples**

*Chapter 2 Intro student workbook pages 28-31 (Day 9)- New Jersey's First People- Learning About the Lenape*

- Big question- What causes people to migrate to new lands? - connect to prior knowledge
- My Story Video- introduces vocabulary and key concepts
- My Story Spark

*Lesson 1: Native Americans of New Jersey- Student workbook pages 32-35 (Day 10)*

- Envision It!
- Introduce vocabulary- *archaeologist, artifact, surplus, legacy*
- Active reading of the lesson- pages 32-35
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Draw conclusions (page 35)

*Lesson 1 continued: Native Americans of New Jersey- Student workbook pages 36-37 (Day 11)*

- Active reading of the lesson- pages 36-37
- Got It? - Questions at the end of the lesson (page 9)

*Lesson 2: Europeans Arrive- Student workbook pages 38-43 (Day 12)*

- Envision It!
- Introduce vocabulary- *voyage, colony, persecution, proprietorship, tolerance*
- Active reading of the lesson- pages 38-43
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Got It? Questions at the end of lesson (page 43)

*21C- Chart and Graph Skills: Interpret Timelines- Student workbook pages 44-45 (Day 13)*

- Active reading of lesson (pages 44-45)
- Read and interpret timeline
- Try It! questions (page 45)

*Lesson 3: Three Worlds Meet-* Student workbook pages 46-49 (Day 14)

- Envision It!
- Introduce vocabulary- *convert, conflict, treaty, wampum, revolt, abolitionist*
- Active reading of the lesson- pages 46-49
- Answer questions throughout the lesson (explain, circle, label, underline activities)

*Lesson 3 continued: Three Worlds Meet-* Student workbook pages 50-51 (Day 15)

- Active reading of the lesson- pages 50-51
- Bias lesson- tie into **The Slave Trade** (pages 50-51)
- Got It? Questions at the end of lesson (page 51)

*Review and Assessment- Chapter 2-* Student workbook pages 52-54 (Day 16)

- My Story Book page 55 (Optional activity)

*Lenape Project-* Students will create a model, diorama, or poster based on an aspect of the Lenape culture (Day 17 and Day 18)

### Unit Resources

#### Texts:

Pearson My World Social Studies Teacher's Guide (pages NJ 86-NJ 89 and pages 1-42)

Student Worktext (pages NJ 32-NJ 39 and pages 1-55)

#### Websites:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) (My Story Videos)
- [www.njamistadcurriculum.net](http://www.njamistadcurriculum.net)
- <https://nj.gov/education/holocaust/curriculum>

### Modifications

#### At Risk Students:

- Benchmark testing
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice

- Model skills/techniques to be mastered
- Extended time to complete classwork
- Provide class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage students to proofread assignments and tests
- Provide regular parent/school communication

### Students with Disabilities/504:

- *Pair visual prompts with verbal presentations*
- *Ask students to restate information, directions, and assignments.*
- *Repetition and practice*
- *Model skills/techniques to be mastered*
- *Extended time to complete classwork*
- *Provide class notes*
- *Preferential seating to be mutually determined by the student and teacher*
- *Student may request to use a computer to complete assignments.*
- *Establish expectations for correct spelling on assignments.*
- *Assign a peer helper in the class setting*
- *Provide oral reminders and check student work during independent work time*
- *Assist students with long and short-term planning of assignments*
- *Encourage students to proofread assignments and tests*
- *Provide regular parent/school communication*

### ELL Students:

#### **Modifications for Classroom**

##### Instructional Supports:

- Hands-on materials
- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- [Can Do Descriptors](#)

**Preparing students for the lesson:**

1. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
2. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
3. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
4. Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.
5. Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

**Presenting the Lesson:**

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

**Modifications for assignments/homework**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

**Gifted & Talented/Enrichment:****Extension Activities**

- Conduct research and provide presentation of cultural topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provides data and support for speaking and writing prompts.
- Use of higher level questioning techniques
- Provide assessments at a higher level of thinking

**General Modifications****Learning Agendas/Contracts**

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete

learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- The goals of the contract
- The obligations of each party to the contract
- The time frame within which the terms of the learning contract are to be fulfilled

**Flexible grouping**

- Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

**Jigsaw Activities**

- Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

**Graphic Organizers**

**Advanced Discussion Techniques**

**Questioning Strategies**

**Unit 2 Summary**

In this unit of study, students will be learning about the colonists and the taxes placed on them by the British. They will learn about the conflicts that led to the American Revolution, the Patriots and Loyalists, and what their roles were throughout this time. Students will be able to discuss why and how the colonies became independent from Great Britain. The unit will focus on the important battles during the American Revolution that took place in New Jersey. The students will also explore the new government and how inventions improved agriculture and way of life in New Jersey after the American Revolution. Students will also be focusing on the differences between the North and South when it comes to the issue of slavery in America. Students will learn about the Underground Railroad and how it helped slaves escape to freedom. The unit will put a focus on Abraham Lincoln's presidency and different viewpoints when it came to slavery. The students will be able to identify events leading up to the Civil War and New Jersey's role during the time of the war. Students will also be exploring the process of Reconstruction after the civil war, and changes to the 13th, 14th, and 15th amendments.

**\*Highlighted activities indicate Holocaust Awareness in yellow and Amistad Commission in blue related activities.**

**This unit is based on the following Social Studies Standards:**

- **6.1.4.A.2** Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- **6.1.4.A.3** Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.
- **6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- **6.1.4.A.11** Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- **6.1.4.A.16** Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- **6.1.4.C.12** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- **6.1.4.C.15** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **6.1.4.C.16** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- **6.1.4.C.17** Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- **6.1.4.C.18** Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- **6.1.4.D.3** Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today
- **6.1.4.D.4** Explain how key events led to the creation of the United States and the state of New Jersey.
- **6.1.4.D.5** Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- **6.1.4.D.6** Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- **6.1.4.D.7** Explain the role Governor William Livingston played in the development 12 of New Jersey government.
- **6.1.4.D.8** Determine the significance of New Jersey's role in the American Revolution.

- **6.1.4.D.9** Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- **6.1.4.D.12** Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- **6.1.4.D.16** Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.- Bias Lesson (and Amistad Commission)
- **6.1.4.D.17** Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- **\*Citizenship Standard\* 6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. (*Chapter 4 Lesson 2- The Union Divided- Student pages 106-111 and Lesson 3- Rebuilding the Nation- Student pages 114-117*)

\*Additional ELA Companion and Interdisciplinary Standards:

#### Language Arts

- **RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Novel study- *George Washington's Socks* by Elvira Woodruff

Read Aloud suggestions (optional) - *Henry's Freedom Box* by Ellen Levine and *Unspoken* by Henry Cole

#### Science

- **4-ESS2-2.** Analyze and interpret data from maps to describe patterns of Earth's features.

#### Math

- **4.MD.B** Represent and interpret data

### Student Learning Objectives

#### **Chapter 3 Lesson 1: Britain's 13 Colonies -pages 60-67**

- Understand why some colonists supported the colonies in the American Revolution, while others supported Great Britain
- Explain how key events led to the creation of the US and NJ
- Describe the leadership qualities and contributions of George Washington and Benjamin Franklin

#### **Chapter 3 Lesson 2: The Path to Independence- pages 68-71**

- Explain the reasons given in the declaration of independence for fighting Great Britain in the American Revolution

#### **Chapter 3 21st Century Skill: Use Primary and Secondary Sources- pages 72-73**

- Identify and use primary and secondary sources

**Chapter 3 Lesson 3: The War in New Jersey- pages 74-79**

- Understand and explain the role New Jersey played in the American Revolution

**Chapter 3 Lesson 4: A New Nation, A New State- pages 80-85**

- Explain the rights guaranteed in the Constitution
- Understand the Bill of Rights
- Understand New Jersey's role in creating the Constitution and the Bill of Rights

**Chapter 3 Lesson 5: New Jersey Develops- pages 86-91**

- Understand how science and technology affected New Jersey's growth and development in the early 1800s

**Chapter 4 Lesson 1: The Fight Against Slavery- pages 100-105**

- Explain why some Americans fought to end slavery during the Civil War and others fought to keep it

**Chapter 4 Lesson 2: The Union Divided- pages 106-111**

- Understand why people from New Jersey fought in the Civil War
- Know why the union was saved

**Chapter 4 21st Century Lesson- Graph and Graph Skills- pages 112-113**

- Read and interpret bar graphs and line graphs with historical information

**Chapter 4 Lesson 3: Rebuilding the Nation- pages 114-117**

- Understand why African Americans began to fight for equal rights
- Discuss discrimination and bias

**21<sup>st</sup> Century Standards (Career Ready Practices & Personal Finance Standards)**

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

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**Personal Finance Standards**

**9.2.4.A.1-** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**Technology Standards**

**8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

**8.1.5.A. 2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.\

**8.1.5.A. 3** Use a graphic organizer to organize information about problem or issue

Unit Sequence	
Concepts Covered in Unit	Formative & Summative Assessments
<p><b><u>Chapter 3: An Independent Country</u></b></p> <p><i>Big Question: What is worth fighting for?</i></p> <p>After discussing why the colonies broke away from Great Britain, students will:</p> <ul style="list-style-type: none"> <li>● Understand that people can stand up for what they believe in.</li> <li>● Recognize that people who share ideals can accomplish common goals.</li> <li>● Understand that political change can have costs and benefits for different groups.</li> <li>● Know that there are basic rights that all people share.</li> </ul> <p><b><u>Chapter 4: The Civil War</u></b></p> <p><i>Big Question: What is worth fighting for?</i></p> <p>After learning about the Civil War and its causes and conflicts, students will:</p> <ul style="list-style-type: none"> <li>● Understand that social, political, and economic differences can lead to conflict.</li> <li>● Explain why people will fight to protect their beliefs and way of life.</li> <li>● Know that in big wars, men, women, children, and the environment can all be affected.</li> <li>● Explain that conflicts can have unexpected results that can reshape a country.</li> </ul>	<p><i>Students who understand the concepts can:</i></p> <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Got It? at the end of each lesson in the chapter</li> <li>● Chapter formative assessments (Review and Assessments) are located at the end of each chapter <ul style="list-style-type: none"> <li>○ Chapter 3- pages 92-95</li> <li>○ Chapter 4- pages 118-121</li> </ul> </li> <li>● Classroom discussions</li> <li>● Open Ended Questions</li> <li>● Turn and Talk</li> <li>● Cooperative Learning Groups</li> <li>● Rubrics</li> <li>● myWorld activities</li> <li>● myStory book</li> <li>● Teacher observation</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Online or paper and pencil- <a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a></li> <li>● Chapter 3 Test</li> <li>● Chapter 4 Test</li> </ul> <p><b><u>Alternative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Civil Rights Cereal Box Project- Create a cereal box based on a person or event that was significant throughout the Civil Rights Movement.</li> <li>● 21<sup>st</sup> Century Project- pages 112-113</li> </ul>

## What It Looks Like in the Classroom

### **Chapter 3- An Independent Country**

*Chapter 3 Intro* student workbook pages 56-59 (Day 1)- *William Livingston- Fighter for Freedom*

- Big question- What is worth fighting for? - connect to prior knowledge
- My Story Video- introduces vocabulary and key concepts
- My Story Spark

*Lesson 1: Britain's 13 Colonies-* Student workbook pages 60-63 (Day 2)

- Envision It!
- Introduce vocabulary- *Parliament, repeal, boycott, delegate, militia, minutemen, Patriot, Loyalist*
- Active reading of the lesson- pages 60-63
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Cause and effect question (page 63)
- Got It? - Questions at the end of the lesson (page 63)

*Lesson 1 continued: Britain's 13 Colonies-* Student workbook pages 64-67 (Day 3)

- Active reading of the lesson- pages 64-67
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Got It? - Questions at the end of the lesson (page 67)

*Lesson 2: The Path to Independence-* Student workbook pages 68-71 (Day 4)

- Envision It!
- Introduce vocabulary- *independence, committee, treason*
- Active reading of the lesson- pages 68-71
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Got It? Questions at the end of lesson (page 71)

*21C- Critical Thinking Skills-* Student workbook pages 72-73 (Day 5)

- Active reading of lesson (pages 72-73)
- Try It! Questions

*Lesson 3: The War in New Jersey-* Student workbook pages 74-76 (Day 6)

- Envision It!
- Introduce vocabulary- *enlist, retreat, mercenary, strategy*
- Active reading of the lesson- pages 74-76
- Answer questions throughout the lesson (explain, circle, label, underline activities)

*Lesson 3 continued: The War in New Jersey- Student workbook pages 77-79 (Day 7)*

- Envision It!
- Active reading of the lesson- pages 74-76
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Got It? Questions at the end of lesson (page 79)

*Lesson 4: A New Nation, A New State- Student workbook pages 80-85 (Day 8)*

- Envision It!
- Introduce vocabulary- *constitution, democracy, amendment, ratify, rights, due process*
- Active reading of the lesson- pages 80-85
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Got It? Questions at the end of lesson (page 85)

*Lesson 5: New Jersey Develops- Student workbook pages 86-91 (Day 9)*

- Envision It!
- Introduce vocabulary- *geology, turnpike, canal, census, reform*
- Active reading of the lesson- pages 86-91
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Got It? Questions at the end of lesson (page 91)

*Review and Assessment- Chapter 3- Student workbook pages 92-95 (Day 10)*

- My Story Book page 95 (Optional activity)

#### **Chapter 4- The Civil War**

*Chapter 4 Intro student workbook pages 96-99 (Day 11)- Harriet Tubman- Guide to Freedom*

- Big question- What is worth fighting for? - connect to prior knowledge
- My Story Video- introduces vocabulary and key concepts
- My Story Spark

*Lesson 1: The Fight Against Slavery- Student workbook pages 100-105 (Day 12)*

- Envision It!
- Introduce vocabulary- *abolitionist, plantation, Underground Railroad*
- Active reading of the lesson- pages 100-105
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Got It? - Questions at the end of the lesson (page 105)

*Lesson 2: The Union Divided-* Student workbook pages 106-111 (Day 13)

- Envision It!
- Introduce vocabulary- *secede, union, proclamation, emancipate*
- Active reading of the lesson- pages 106-111
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Got It? - Questions at the end of the lesson (page 111)

*21C- Graph and Graph Skills-* Student workbook pages 112-113 (Day 14)

- Active reading of lesson (pages 112-113)
- Try It! Questions

*Lesson 3: Rebuilding the Nation-* Student workbook pages 114-117 (Day 15)- Bias Lesson

- Envision It!
- Introduce vocabulary- *Reconstruction, sharecropper, discrimination, segregation*
- Active reading of the lesson- pages 114-117
- Answer questions throughout the lesson (explain, circle, label, underline activities)
- Got It? - Questions at the end of the lesson (page 117)

*Review and Assessment- Chapter 4-* Student workbook pages 118-120 (Day 16)

- My Story Book page 121 (Optional activity)

*Civil Rights Cereal Box Project- Students will research and create a cereal box with facts based on a person or event in the Civil Rights movement. (Day 17 and 18)*

### Unit Resources

#### Texts:

Pearson My World Social Studies Teacher's Guide (43-91)

Student Worktext (pages NJ 32-NJ 39 and pages 56-121)

#### Websites:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) (My Story Videos)
- [www.njamistadcurriculum.net](http://www.njamistadcurriculum.net)
- <https://nj.gov/education/holocaust/curriculum>

## Modifications

### At Risk Students:

- Benchmark testing
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete classwork
- Provide class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage students to proofread assignments and tests
- Provide regular parent/school communication

### Students with Disabilities/504:

- *Pair visual prompts with verbal presentations*
- *Ask students to restate information, directions, and assignments.*
- *Repetition and practice*
- *Model skills/techniques to be mastered*
- *Extended time to complete classwork*
- *Provide class notes*
- *Preferential seating to be mutually determined by the student and teacher*
- *Student may request to use a computer to complete assignments.*
- *Establish expectations for correct spelling on assignments.*
- *Assign a peer helper in the class setting*
- *Provide oral reminders and check student work during independent work time*
- *Assist students with long and short term planning of assignments*
- *Encourage students to proofread assignments and tests*
- *Provide regular parent/school communication*

## [ELL Students:](#)

### **Modifications for Classroom**

#### Instructional Supports:

- Hands-on materials
- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- [Can Do Descriptors](#)

#### **Preparing students for the lesson:**

1. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
2. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
3. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
4. Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.
5. Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

#### **Presenting the Lesson:**

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

#### **Modifications for assignments/homework**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

## [Gifted & Talented/Enrichment:](#)

#### **Extension Activities**

- Conduct research and provide presentation of cultural topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest/cultural importance.

- Authentic listening and reading sources that provides data and support for speaking and writing prompts.
- Use of higher level questioning techniques
- Provide assessments at a higher level of thinking

### *General Modifications*

#### **Learning Agendas/Contracts**

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- The goals of the contract
- The obligations of each party to the contract
- The time frame within which the terms of the learning contract are to be fulfilled

#### **Flexible grouping**

- Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

#### **Jigsaw Activities**

- Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

#### **Graphic Organizers**

#### **Advanced Discussion Techniques**

#### **Questioning Strategies**

### Unit 3 Summary

In this unit of study, students will be able to explain how inventors and their technologies changed the way that people lived and worked in America. Students will also demonstrate knowledge in the area of immigrants. Immigrants were very important to the United States during this time period and so students will learn about how they contributed to the nation's diversity, growth, and culture. Lastly, students will analyze the early 20th century, and the many people who worked to gain greater rights for workers, women, and minorities.

**\*Highlighted activities indicate Holocaust Awareness in yellow and Amistad Commission in blue related activities.**

**This unit is based on the following Social Studies Standards:**

- **6.1.4.A.3** Determine how "fairness," "Equality," and the "common good" have influenced change in U.S. government.
- **6.1.4.A.9** Compare and contrast responses, past and present, to violations of rights.
- **6.1.4.A.13** Describe the process by which immigrants become United States citizens.
- **6.1.4.B.6** Compare and contrast characteristics of U.S. regions based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- **6.1.4.C.12** Evaluate the impact of ideas, inventions, and other contributions of prominent New Jerseyans.
- **6.1.4.C.13** Determine the qualities of entrepreneurs.
- **6.1.4.C.16** Explain how innovation resulted in scientific achievement and inventions.
- **6.1.4.C.18** Explain how communications systems led to increased collaboration and the spread of ideas.
- **6.1.4.D.2** Summarized reasons why groups immigrated to NJ and America; describe challenges they encountered.
- **6.1.4.D.14** Trace how the American identity evolved over time.
- **6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect multiple cultures.
- **\*Citizenship Standard\*: 6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. (*Chapter 5 Lesson 2: Immigrants in New Jersey pages 134-139- discuss unfair treatment immigrants faced*)

**\*Additional ELA Companion and Interdisciplinary Standards:**

- **RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- **NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### Student Learning Objectives

**Chapter 5 Lesson 1: Technology and Industry pages 126-133**

- Explain how New Jerseyans were impacted by inventions and ideas during this time period
- Describe the qualities that entrepreneurs have
- Summarize innovations during this time that resulted in scientific achievement through new inventions

- Analyze communication systems that led to collaboration and the spread of ideas

**Chapter 5 Lesson 2: Immigrants in New Jersey pages 134-139**

- Explain how immigrants become US citizens
- Summarize reasons why groups immigrated to America
- Make a list of challenges immigrants faced when they came to America
- Analyze how beliefs, values, and traditions affected the new culture in the United States

**Chapter 5 21st Century Skill: Interpret Data on Maps pages 140-141**

- Compare and contrast regions on a map based on New Jersey and the country.
- Explain data on a map of the United States

**Chapter 5 Lesson 3: Change and Reform pages 142-147**

- Using vocabulary from the lesson, write about violations of rights from the past and present
- Summarize changes to the US government based on fairness and equality \*Bias Lesson

**21<sup>st</sup> Century Standards (Career Ready Practices & Personal Finance Standards)**

**CRP2.** Apply appropriate academic and technical skills.

**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

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence

**Personal Finance Standards:** 9.2.4.A.1- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. & 9.1.4.A.2- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Technology Standards**

- 8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A. 2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.C.1** Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate finding and present possible solutions, using digital tools and online resources for all steps.

**Unit Sequence**

Concepts Covered in Unit	Formative & Summative Assessments
<p><b>Chapter 5- A Time of Change in New Jersey</b></p> <p><i>Big Question: How does economic growth provide opportunity?</i></p> <p>After reading and discussing the changing times in New Jersey students will:</p> <ul style="list-style-type: none"> <li>● Explain how inventors helped to change the way people lived in our state.</li> <li>● Describe how technologies changed how people lived and worked in our region.</li> <li>● Recognize that immigrants contributed to the nation’s diversity, growth, and culture.</li> <li>● Analyze how in the early 20th century rights were gained for workers, women, and minorities.</li> </ul>	<p><i>Students who understand the concepts can show mastery of content through the following assessments:</i></p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Got It? at the end of each lesson in the chapter</li> <li>● Chapter formative assessments (Review and Assessments) are located at the end of each chapter               <ul style="list-style-type: none"> <li>○ Chapter 5- pages 148-151</li> </ul> </li> <li>● Classroom discussions</li> <li>● Open Ended Questions</li> <li>● Turn and Talk</li> <li>● Cooperative Learning Groups</li> <li>● Rubrics</li> <li>● myWorld activities</li> <li>● myStory book</li> <li>● Teacher observation</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Online or paper and pencil- <a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a></li> <li>● Chapter 5 Test</li> <li>●</li> </ul>

	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Research and letter writing through Ellis Island/Immigration study</li> <li>● 21<sup>st</sup> Century Skills- pages 140-141</li> </ul>
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**What It Looks Like in the Classroom**

**Chapter 5- A Time of Change in New Jersey**

*Chapter 5 Intro* student workbook pages 122-125 (Day 1)- *Thomas Edison National Historical Park*

- Big question- How does economic growth provide opportunity? - connect to prior knowledge
- My Story Video- introduces vocabulary and key concepts
- My Story Spark

*Lesson 1: Technology and Industry-* Student workbook pages 126-129 133 (Day 2)

- Envision It!
- Introduce vocabulary- *manufacture, assembly line, entrepreneur, patent, monopoly*
- Active reading of the lesson- pages 126-129
- Answer questions throughout the lesson (cause and effect, generalize, and write)

*Lesson 1 continued: Technology and Industry –* pages 130-133 (Day 3)

- Answer questions throughout the lesson (cause and effect, generalize, and write)
- Active reading of the lesson- pages 126-129
- Draw conclusions (page 132)
- Got It? - Questions at the end of the lesson (page 133)

*Lesson 2: Immigrants in New Jersey-* Student workbook pages 134-137 (Day 4)

- Envision It!
- Introduce vocabulary- *immigrant, famine, citizen, tenement, sweatshop*
- Active reading of the lesson- pages 134-137

*Lesson 2 continued: Immigrants in New Jersey-* Student workbook pages 138-139 (Day 5)

- Answer questions throughout the lesson (circle, cause and effect, write)
- Summarize activity (page 138)

- Got It? Questions at the end of lesson (page 139)

Optional extension: Virtual field trip: Ellis Island Immigrant experience (Day 6)

Optional extension: Virtual field trip: The Statue of Liberty (Day 7)

- Watch video clip
- Write about a family member who came from another country

21C- Map Skills- Student workbook pages 140-141 (Day 8)

- Active reading of lesson (pages 140-141)
- Try It! Answer questions page 141 #1-4

**Lesson 3: Change and Reform- Student workbook pages 142-145 (Day 9) \*Bias Lesson**

- Envision It!
- Introduce vocabulary- *reform, progressive, muckraker, Prohibition, suffrage, Great Migration*
- Active reading of the lesson- pages 142-145

**Lesson 3 continued: Change and Reform- Student workbook pages 146-147 (Day 10) \*Bias Lesson**

- Answer questions throughout the lesson (circle, write, fill in compare and contrast)
- Summarize activity, circle and underline (page 146)
- Got It? Questions at the end of lesson (page 147)

*Review and Assessment- Chapter 5- Student workbook pages 148-151 (Day 11 and 12)*

- My Story Book page 151 (Optional activity)

## Unit Resources

### Texts:

Pearson My World Social Studies Teacher's Guide (pages 94-113)

Student Worktext (pages 122-151)

### Websites:

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) (My Story Videos)
- <http://teacher.scholastic.com/activities/immigration/tour/> (Ellis Island guided tour)
- [www.njamistadcurriculum.net](http://www.njamistadcurriculum.net) <https://nj.gov/education/holocaust/curriculum>

## Modifications

### *At Risk Students:*

- Benchmark testing
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete classwork
- Provide class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage students to proofread assignments and tests
- Provide regular parent/school communication

### *Students with Disabilities/504:*

- *Pair visual prompts with verbal presentations*
- *Ask students to restate information, directions, and assignments.*
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- *Encourage students to proofread assignments and tests*
- *Provide regular parent/school communication*

## *ELL Students:*

### **Modifications for Classroom**

#### Instructional Supports:

- hands-on materials
- bilingual dictionaries
- visual aids
- teacher made adaptations, outlines, study guides
- [Can Do Descriptors](#)

#### **Preparing students for the lesson:**

1. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
2. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
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4. Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.
5. Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

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- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
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- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

#### **Modifications for assignments/homework**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

## *Gifted & Talented/Enrichment:*

### **Extension Activities**

- Conduct research and provide presentation of cultural topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provides data and support for speaking and writing prompts.
- Use of higher level questioning techniques
- Provide assessments at a higher level of thinking

### **Learning Agendas/Contracts**

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
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### **Flexible grouping**

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### **Jigsaw Activities**

- Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

### **Graphic Organizers**

### **Advanced Discussion Techniques**

### **Questioning Strategies**

### Unit 4 Summary

In this unit of study, students will be able to explain why people go to war in order to defend their homeland and how you can come together in a time of need. By analyzing the New Deal, students will see how the government began to play a larger role in our country. Students will continue to review and see how women and minorities struggled to find their place especially in the 1950s and 1960s. Next, students will see how the government and economy affect citizens today and play a role in their rights and responsibilities. Lastly, students will summarize the diverse culture in New Jersey and how it affects them and the way they live.

**\*Highlighted activities indicate Holocaust Awareness in yellow and Amistad Commission in blue related activities.**

**This unit is based on the following Social Studies Standards:**

- 6.1.4.A.1 Explain how laws protect rights, resolve conflicts, and promote the common good.
- 6.1.4.A.2 Explain how guaranteed rights contribute to U.S. democracy.
- 6.1.4.A.3 Determine how the “common good” has influenced change at local and national levels.
- 6.1.4.A.4 Explain how the Constitution defines and limits government power and organization.
- 6.1.4.A.5 Distinguish the roles and responsibilities of the branches of the national government.
- 6.1.4.A.6 Explain how national and state governments share power.
- 6.1.4.A.7 Explain that the U.S. is a representative democracy.
- 6.1.4.A.8 Compare and contrast how government functions at different levels.
- 6.1.4.A.9 Compare and contrast responses, past and present, to violations of rights.
- 6.1.4.A.10 Describe how Dr. Martin Luther King, Jr., and other civil rights leaders caused social change and inspired activism in later generations.
- 6.1.4.A.11 Explain why citizens should exercise civic responsibilities.
- 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15 Explain why it is important that people from diverse cultures collaborate to find solutions to challenges.
- 6.1.4.A.16 Explore how leaders, businesses, and global organizations promote human rights and provide aid to those in need.
- 6.1.4.B.2 Use political maps to explain how location and spatial relationships contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.6 Compare economics and environment of U.S. regions.
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions.
- 6.1.4.C.3 Explain why incentives vary between producers and consumers.
- 6.1.4.C.4 Describe how supply and demand affect price and product output.
- 6.1.4.C.7 Explain how the availability of goods and services is influenced by the global market and government.
- 6.1.4.C.9 Compare and contrast how resources affect people differently.
- 6.1.4.C.11 Recognize the importance of setting long-term financial goals.
- 6.1.4.C.13 Determine the qualities of entrepreneurs.
- 6.1.4.C.14 Compare NJ regions in terms of economic opportunities.
- 6.1.4.C.16 Explain how innovation resulted in scientific achievement.
- 6.1.4.C.17 Determine technology’s role in change.
- 6.1.4.D.1 Identify actions that are unfair and propose solutions.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

- **6.1.4.D.10** Describe how Native American groups, including the Lenni Lenape, have influenced New Jersey.
- **6.1.4.D.11** Determine how local and state communities have changed over time, and the reasons for this change.
- **6.1.4.D.12** Explain how historical characters contributed to the nation.
- **6.1.4.D.13** Describe how culture is expressed through and influenced by people’s behavior.
- **6.1.4.D.14** Trace how American identity evolved over time.
- **6.1.4.D.17** Explain how historical symbols affect the American identity.
- **6.1.4.D.17** Explain the role of historical monuments.
- **6.1.4.D.18** Explain how beliefs, values, and traditions may reflect more than one culture.
- **6.1.4.D.19** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- **6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures.
- **6.3.4.A.2** Learn about or discuss local issues.
- **6.3.4.A.3** Inform others about an issue.
- **6.3.4.A.4** Communicate with other students.
- **6.3.4.C.1** Develop a group initiative.

**\*Citizenship Standards\*:** (*Chapter 7 21C Lesson: Collaboration and Creativity Skills- Generate New Ideas- pages 198-199*)

- **6.3.4.A.2** Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials
- **6.3.4.A.3** Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- **6.3.4.C.1** Develop and implement a group initiative that addresses an economic issue impacting children

**\*Additional ELA Companion and Interdisciplinary Standards:**

- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Science:**

- **4-ESS2-2.** Analyze and interpret data from maps to describe patterns of Earth’s features.

**Math:**

- **4.MD.B** Represent and interpret data

## Student Learning Objectives

### Chapter 6 Lesson 1: World War I and the 1920's pages 156-161

- Explain how the American identity has changed over time.
- Analyze how different cultures may view events differently based on their cultural perspective.
- Describe why it is important to understand the perspectives of other cultures.

### Chapter 6 Lesson 2: The Great Depression and World War II pages 162-169

- Use maps to show how spatial relationships contributed to cultural diffusion.
- Explain how leaders and organizations have helped provide for others in need.

### Chapter 6 21st Century Skill: Chart and Graph Skills pages 170-171

- Organize different laws, customs, and languages on a chart to show how nations are different.

### Chapter 6 Lesson 3: The 1950s and 1960s pages 172-177- Bias Lesson\*

- Compare different rights for different citizens.
- Explain challenges that different cultural groups faced during this time period.
- Describe how Dr. Martin Luther King Jr. inspired future generations of leaders.
- Analyze how global organizations can promote rights and provide aid to others.
- Read about how scientific achievement helped our nation.

### Chapter 7 Lesson 1: A Modern Economy pages 186-191

- Compare maps and explain how different regions play a part in our economy.
- Explain how resources affect people living in different locations.
- Summarize NJ regions based on their economy.
- Analyze the importance of setting long-term financial goals.
- Explain what a producer and what a consumer are and the differences between them.
- Describe prices of products based on the supply and demand of the goods.

### Chapter 7 Lesson 2: Democracy and Citizenship pages 192-197

- Explain how rights are guaranteed based on US democracy.
- Compare different laws and show how laws have a common good in America.
- Analyze different civic responsibilities for United States citizens.
- Describe different key events that helped NJ to become a state.
- Describe different key events that helped America become a nation.

### Chapter 7 21st Century Skill: Collaboration and Creativity Skills pages 198-199

- Write about different current issues.
- Work with groups to explain different issues.
- Explain how you can work with a group to make initiatives.

**Chapter 7 Lesson 3: Government in New Jersey and the Nation pages 200-205**

- Determine how you can do good in your community to help your nation.
- Explain important parts of the United States Constitution.
- Explain how national and state governments share power.
- Compare different governmental functions, and discuss a democracy.
- Analyze how governments have changed over time and why they are not the same as they once were.

**Chapter 7 Lesson 4: New Jerseyans Today pages 206-211**

- Explain how different Native American groups have influenced NJ, specifically the Lenape.
- Compare and contrast why communities are changing over time.
- Analyze different historical figures and explain why they helped shape the nation.
- Research different historical monuments.
- Explain how beliefs, values, and traditions may reflect more than one culture.

**21<sup>st</sup> Century Standards (Career Ready Practices & Personal Finance Standards)**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management

**CRP12.** Work productively in teams while using cultural global competence

**Personal Finance Standards**

9.1.4.C.1 Explain why people borrow money and the relationship between credit and debit. & 9.1.4.B.3 Explain what a budget is and why it is important

### Technology Standards

- 8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A. 2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.2** Use a graphic organizer to organize information about a problem or issue.
- 8.1.5.B.1** Apply existing knowledge to generate new ideas, products, or processes.
- 8.1.5.C.1** Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate finding and present possible solutions, using digital tools and online resources for all steps.
- 8.2.5.C.4** The application of engineering design
- 8.2.5.C.1** Apply the design process.

### Unit Sequence

Concepts Covered in Unit	Formative & Summative Assessments
<p><b><u>Chapter 6- Challenges and Opportunities</u></b></p> <p><i>Big Question: How do people respond to good times and bad?</i></p> <p>After reading and discussing the changing times in New Jersey students will:</p> <ul style="list-style-type: none"> <li>● Explain how people go to war to defend others and their homeland.</li> <li>● Describe how people can come to the need of others and fight against oppression.</li> <li>● Recognize that the 1950s and 1960s were times of increasing struggles for women and minorities.</li> <li>● Analyze the New Deal and see how it has affected American government.</li> </ul> <p><b><u>Chapter 7- New Jersey Today</u></b></p> <p><i>Big Question: What should be the goals and responsibilities of government?</i></p> <p>After reading and discussing the changing times in New Jersey students will:</p> <ul style="list-style-type: none"> <li>● Explain that citizens have rights but they also have laws and responsibilities.</li> <li>● Describe New Jersey’s government and economy and explain how they impact the way we live.</li> <li>● Recognize that local, state, and national governments work together in a</li> </ul>	<p><i>Students who understand the concepts can show mastery of content through the following assessments:</i></p> <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Got It? at the end of each lesson in the chapter</li> <li>● Chapter formative assessments (Review and Assessments) are located at the end of each chapter               <ul style="list-style-type: none"> <li>○ Chapter 6- pages 178-181</li> <li>○ Chapter 7- pages 212-215</li> </ul> </li> <li>● Classroom discussions</li> <li>● Open Ended Questions</li> <li>● Turn and Talk</li> <li>● Cooperative Learning Groups</li> <li>● Rubrics</li> <li>● myWorld activities</li> <li>● myStory book</li> </ul>

<p>federal system to improve citizens' lives.</p> <ul style="list-style-type: none"> <li>Analyze the diversity of the state how people are impacted by its diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Online or paper and pencil- <a href="http://www.myWorldSocialStudies.com">www.myWorldSocialStudies.com</a></li> <li>Chapter 6 and 7 Tests</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Citizenship Education: Create a bill to improve the community, after researching a bill that affects our country.</li> <li>Writing assignment: Suppose a new law is passed that gives more money to your school. Write a plan for the best way to use the money.</li> <li>21<sup>st</sup> Century Skills- pages 170-171</li> </ul>
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What It Looks Like in the Classroom
<p><b>Chapter 6- A Time of Change in New Jersey</b></p> <p><i>Chapter 6 Intro</i> student workbook pages 152-155 (Day 1)- <i>Paul Robeson Scholar, Athlete, and Star</i></p> <ul style="list-style-type: none"> <li>Big question- How do people respond to good times and bad? - connect to prior knowledge</li> <li>My Story Video- introduces vocabulary and key concepts</li> <li>My Story Spark</li> </ul> <p><i>Lesson 1: World War I and the 1920s-</i> Student workbook pages 156-161 (Day 2)</p> <ul style="list-style-type: none"> <li>Envision It!</li> <li>Introduce vocabulary- <i>nationalism, alliance, neutral, trench, armistice, boom, discrimination</i></li> <li>Active reading of the lesson- pages 156-161</li> <li>Answer questions throughout the lesson (map, chart, and write)</li> <li>Got It? - Questions at the end of the lesson (page 161)</li> </ul> <p><i>Lesson 2: The Great Depression and World War II-</i> Student workbook pages 162-169 (Day 3 and 4) *Bias Lesson</p> <ul style="list-style-type: none"> <li>Envision It!</li> <li>Introduce vocabulary- <i>stock, depression, drought, dictator, internment camp</i></li> <li>Active reading of the lesson- pages 162-169</li> <li>Answer questions throughout the lesson (chart, cause and effect, write)</li> <li>Got It? Questions at the end of lesson (page 169)</li> </ul>

21C- *Chart and Graphing Skills*- Student workbook pages 170-171 (Day 5)

- Active reading of lesson (pages 170-171)
- Complete chart on page 170
- Try It! Answer questions page 171 #1-3

**Lesson 3: *The 1950s and 1960s*- Student workbook pages 172-177 (Day 6) \*Bias Lesson**

- Envision It!
- Introduce vocabulary- *superpower, communism, veteran, satellite, suburb, segregation, civil rights*
- Active reading of the lesson- pages 172-177
- Answer questions throughout the lesson (circle, write, fill in compare and contrast)
- Summarize activity (page 176)
- Got It? Questions at the end of lesson (page 177)

*Review and Assessment- Chapter 6*- Student workbook pages 178-181 (Day 7 and 8)

- My Story Book page 181 (Optional activity)

### **Chapter 7- New Jersey Today**

*Chapter 7 Intro* student workbook pages 182-185 (Day 9)- *New Jersey Today, The State House*

- Big question- What should be the goals and responsibilities of government? - connect to prior knowledge
- My Story Video- introduces vocabulary and key concepts
- My Story Spark

Virtual Field Trip: New Jersey History Kids; contains virtual field trip of the The State House in Trenton (Day 10)

- Complete question sheet, by clicking on #6

*Lesson 1: A Modern Economy*- Student workbook pages 186-191 (Day 11)

- Envision It!
- Introduce vocabulary- *consumer, opportunity cost, supply, producer, demand, scarcity, free market, capitalism*
- Active reading of the lesson- pages 186-191
- Answer questions throughout the lesson (map, underline, and circle)
- Summarize activity (page 189)
- Got It? - Questions at the end of the lesson (page 191)

*Lesson 2: Democracy and Citizenship*- Student workbook pages 192-197 (Day 12)

- Envision It!
- Introduce vocabulary- *democratic republic, rule of law*
- Active reading of the lesson- pages 192-197
- Answer questions throughout the lesson (compare and contrast, underline and circle, write answers)
- Got It? Questions at the end of lesson (page 197)

*21C- Collaboration and Creativity Skills-* Student workbook pages 198-199 (Day 13)

- Active reading of lesson (pages 198-199)
- Try It! Answer questions page 199 #1-4

*Lesson 3: Government in New Jersey and the Nation-* Student workbook pages 200-205 (Day 14)

- Envision It!
- Introduce vocabulary- *federal system, municipality, executive branch, legislative branch, judicial branch*
- Active reading of the lesson- pages 200-205
- Answer questions throughout the lesson (Chart, graph, and label)
- Summarize activity (page 204)
- Got It? Questions at the end of lesson (page 205)

Virtual Field Trip: Hangout New Jersey/NJ Government website for children: How a Bill Becomes A Law/Play the Bill Game (Day 15, 16, and 17)

- Citizenship Education: Create a bill to improve the community, after researching a bill that affects our country.
- Writing assignment: Suppose a new law is passed that gives more money to your school. Write a plan for the best way to use the money.

*Lesson 4: New Jerseyans Today-* Student workbook pages 206-211 (Day 18)

- Envision It!
- Introduce vocabulary- *population density, diversity, terrorist*
- Active reading of the lesson- pages 206-211
- Answer questions throughout the lesson (Write, circle, classify)
- Got It? Questions at the end of lesson (page 211)

*Review and Assessment- Chapter 7-* Student workbook pages 212-215 (Day 19 and 20)

- My Story Book page 215 (Optional activity)

## Unit Resources

### **Texts:**

Pearson My World Social Studies Teacher's Guide (pages 116-160)

Student Worktext (pages 152-215)

### **Websites:**

- [www.myWorldSocialStudies.com](http://www.myWorldSocialStudies.com) (My Story Videos)
- [www.state.nj.us/state/historykids/NJHistoryKids.htm](http://www.state.nj.us/state/historykids/NJHistoryKids.htm) (Tour of state house)
- [www.state.nj.us/hangout-nj/government.html](http://www.state.nj.us/hangout-nj/government.html)
- [www.njamistadcurriculum.net](http://www.njamistadcurriculum.net)
- <https://nj.gov/education/holocaust/curriculum>

## Modifications

### ***At Risk Students:***

- Benchmark testing
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete classwork
- Provide class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage students to proofread assignments and tests
- Provide regular parent/school communication

### ***Students with Disabilities/504:***

- *Pair visual prompts with verbal presentations*

- *Ask students to restate information, directions, and assignments.*
- *Repetition and practice*
- *Model skills/techniques to be mastered*
- *Extended time to complete classwork*
- *Provide class notes*
- *Preferential seating to be mutually determined by the student and teacher*
- *Student may request to use a computer to complete assignments.*
- *Establish expectations for correct spelling on assignments.*
- *Assign a peer helper in the class setting*
- *Provide oral reminders and check student work during independent work time*
- *Assist students with long and short term planning of assignments*
- *Encourage students to proofread assignments and tests*
- *Provide regular parent/school communication*

### *ELL Students:*

#### **Modifications for Classroom**

##### Instructional Supports:

- hands-on materials
- bilingual dictionaries
- visual aids
- teacher made adaptations, outlines, study guides
- [Can Do Descriptors](#)

#### **Preparing students for the lesson:**

1. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
2. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
3. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
4. Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.
5. Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

#### **Presenting the Lesson:**

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.

- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

#### **Modifications for assignments/homework**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

#### *Gifted & Talented/Enrichment:*

#### **Extension Activities**

- Conduct research and provide presentation of cultural topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provides data and support for speaking and writing prompts.
- Use of higher level questioning techniques
- Provide assessments at a higher level of thinking

#### **Learning Agendas/Contracts**

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled

#### **Flexible grouping**

- Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

#### **Jigsaw Activities**

- Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this

technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

**Graphic Organizers**

**Advanced Discussion Techniques**

**Questioning Strategies**