



# Stafford Township School District

## Social Studies Curriculum Grade 1

2020 New Jersey Student Learning Standards – Social Studies

<https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-by-Standard.pdf>

**Original Adoption: September 12, 2022**

## Philosophy

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

## New Jersey Statutes

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Laura Wooten Law: N.J.S.A. 18A:35-41** Each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

**Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a** Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

## Structure and Coding of the NJSLs-SS

• **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

• **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

<p><b>Civics, Government and Human Rights (Civics)</b></p> <ul style="list-style-type: none"> <li>● Civic and Political Institutions (PI)</li> <li>● Participation and Deliberation (PD)</li> <li>● Democratic Principles (DP)</li> <li>● Processes, Rules and Laws (PR)</li> <li>● Human and Civil Rights (HR)</li> <li>● Civic Mindedness (CM)</li> </ul>	<p><b>Geography, People, and the Environment (Geo)</b></p> <ul style="list-style-type: none"> <li>● Spatial Views of the World (SV)</li> <li>● Human Population Patterns (PP)</li> <li>● Human Environment Interactions (HE)</li> <li>● Global Interconnections (GI)</li> </ul>
<p><b>Economics, Innovation and Technology (Econ)</b></p> <ul style="list-style-type: none"> <li>● Economic Ways of Thinking (ET)</li> <li>● Exchanges and Markets (EM)</li> <li>● National Economy (NE)</li> <li>● Global Economy (GE)</li> </ul>	<p><b>History, Culture and Perspectives (History)</b></p> <ul style="list-style-type: none"> <li>● Continuity and Change (CC)</li> <li>● Understanding Perspectives (UP)</li> <li>● Historical Sourcing and Evidence (SE)</li> <li>● Claims and Argumentation (CA)</li> </ul>

<p align="center"><b>Unit 1: Citizenship/Working Together</b>  <i>Holocaust Mandate</i>  <i>Amistad Mandate</i></p>	<p><b>Duration:</b> 18 days (September – October)</p>
<p align="center"><b>Standards</b></p>	
<p>6.1.2/CivicsPR.1 Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders , and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p>6.1.2.CivicsPI.2 Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPI.4 Explain how all people, not just official leaders play important roles in a community.</p> <p>6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.GeoHE.2: Describe how human activities affect the culture and environmental characteristics of places of regions (e.g. transportation, housing, dietary needs).</p> <p>6.1.2.EconET.1: Explain the difference between needs and wants.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p>	

6.1.2HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2HistorySE.3 Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

### **Interdisciplinary Connections ELA Standards**

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RF.2.4.A. Read grade-level text with purpose and understanding.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1. Participate in collaborative conversations with diverse partners....with peers and adults in small and larger groups.

### **Computer Science and Design Thinking Standards**

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)

### **Career Readiness, Life Literacies, and Key Skills**

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

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### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

### **9.2 Career Awareness**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

### 9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

### 9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

#### Career Readiness, Life Literacies, and Key Skills Practices

**9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

**9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g.8.1.2.NI.4).

**9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.

**9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the culture of other individuals (e.g.,1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.

**9.4.2.IML.2:** Represent data in a visual format to tell a story about the data (e.g., 2MD.D,10).

**9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g.1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

**9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

**9.1.2.CAP.2:** Explain why employers are willing to pay individuals to work.

**9.1.2.CR.1:** Recognize ways to volunteer in the classrooms, school and community.

**9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.

**9.1.2.FP.2:** Differentiate between financial wants and needs.

**9.1.2.PB.1:** Determine various ways to save and places in the local community that help people save and accumulate money over time.

**9.1.2.PB.2:** Explain why an individual would choose to save money.

**9.1.2.RM.1:** Describe how valuable items might be damages or lost and ways to protect them.

#### Essential Understandings

*Students will understand that...*

- A good citizen makes his or her country and community a better place.
- A good citizen follows the rules.
- The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc. are some symbols of the United States.
- The key terms in anti-bullying are: upstander, bystander, bully, and victim.
- Everyone in the vicinity of a bullying incident involves him or herself by playing one of the four roles listed above.

#### Essential Questions

- What makes a good citizen?
- How does a good citizen act?
- What are some symbols that represent the United States?
- What roles do people play in bullying incidents?
- How can we address bullying by becoming “upstanders” who speak up for the rights of others?
- How can we become activists for social justice, in our own daily lives and in the future?

<ul style="list-style-type: none"> <li>• Not everyone is treated equally.</li> </ul>	<ul style="list-style-type: none"> <li>• How did Martin Luther King Jr. fight for equality?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<p>The goal is to write an advertisement seeking a Good Citizen listing all the qualities and requirements that are needed for the job of Good Citizen. Advertisements will be displayed on a help wanted bulletin board.</p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Anecdotal Notes</li> <li>• Exit Slips</li> <li>• Checklists</li> <li>• Cooperative Learning Groups</li> <li>• Open Ended Questions</li> <li>• Vocabulary</li> <li>• Rubrics</li> <li>• Participation and teacher observation</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Pre-test, post-test, and daily work</li> <li>• Chapter tests</li> <li>• District benchmarks or interim assessments</li> <li>• End of unit tests</li> <li>• Student Report Card grades</li> <li>• Presentations or Projects</li> <li>• Portfolios</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Social Studies Notebook Check with Scoring Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Group Work/Class Discussion Rubric</li> <li>• Teacher Observations</li> <li>• Questions Starters</li> <li>• Participation Rubric</li> <li>• Modified Tests/Quizzes/Classwork</li> <li>• Social Studies related Reading A-Z</li> </ul>



	<ul style="list-style-type: none"> <li>• Social Studies related Achieve 3000 Leveled Articles</li> <li>• Fundamentals Unlimited Books and Assessments</li> </ul>
<b>Vocabulary</b>	
citizen, leader, community, rules, laws, patriotic symbol, justice, equality, Bully/Bullying, Victim, Upstander, Bystander	
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will ....</i></p> <ul style="list-style-type: none"> <li>• Identify different types of groups.</li> <li>• Explain the need for groups to have rules.</li> <li>• Explain the need for rules and laws in the home, school, and community.</li> <li>• Give examples of rules or laws that establish order, provide security, or manage conflict.</li> <li>• Identify leadership roles in community, state, and country.</li> <li>• Describe the responsibilities and characteristics of a good leader.</li> <li>• Identify the qualities of good citizenship as demonstrated by ordinary people.</li> <li>• Identify and use voting as a way to make decisions.</li> <li>• Identify symbols of national identity, such as our flag and the Pledge of Allegiance.</li> <li>• Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility.</li> <li>• Identify historical figures who were good citizens.</li> <li>• Demonstrate understanding and skills through material such as songs.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Distinguish between different types of groups and explain the need for rules in all groups.</li> <li>• Define rules and laws.</li> <li>• Illustrate a leader in the community, state, or country.</li> <li>• List the responsibilities and characteristics of a good leader.</li> <li>• Define the qualities of a good citizen in their community.</li> <li>• Discuss how the community makes decisions.</li> <li>• Participate in an election.</li> <li>• List historical figures who exemplify characteristics of good citizenship. Illustrate and label symbols of our national identity related to citizenship.</li> <li>• Listen to and discuss patriotic songs</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will create a famous citizen museum -Choose a famous citizen, create a timeline, dress as your favorite person, invite parents to the museum, and students speak as their favorite person.	<ul style="list-style-type: none"> <li>• Library books</li> <li>• Parent letter</li> <li>• Art supplies</li> <li>• Note cards</li> </ul>

	<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Interactive projector</li> </ul>
Students will create a good citizen poster. Posters will be presented to the class and then displayed in the classroom to reference during this unit.	<ul style="list-style-type: none"> <li>● Good citizen ideas</li> <li>● Large chart paper</li> <li>● Art supplies</li> <li>● Modeled example</li> </ul>
Students will create a good citizen class book to give to local police station.	<ul style="list-style-type: none"> <li>● Paper</li> <li>● Crayons</li> <li>● Markers</li> <li>● Modeled example</li> </ul>
Students will create a class constitution with classroom rules.	<ul style="list-style-type: none"> <li>● Chart paper</li> <li>● markers</li> </ul>
Students will be able to accurately and empathetically role-play a bullying incident, playing each of the four, previously mentioned roles.	Online resources, Chromebook, art supplies
Students will read stories about Martin Luther King Jr. then create a chart that depicts the ways in which he helped fight for equality.	Online resources, mentor texts, poster board
Students will create an illustration on how they can go “From Friend to Upstander” and will present to their group.	Online resources, Chromebook, art supplies, pg. 22 from State Curriculum link below
<b>Literature</b>	
<p>Textbook: <i>My World Social Studies</i>, Pearson; 2013.  <i>Woodrow, the White House Mouse</i> by P.C. Barnes  <i>Washington, D.C.: A Scrapbook</i> by Laura Lee Benson  <i>The American Flag</i> by Patricia Ryon Quiri  <i>The Day Gogo Went to Vote, South Africa, 1994</i> by Elinor Sisulu  <i>African ABC</i> by Taylor Jacqui  <i>Martin’s Big Words: The Life of Dr. Martin Luther King Jr.</i> by Doreen Rappaport  <i>If I Were President</i> by Catherine Stier  <i>A Big Cheese for the White House: The True Tale of a Tremendous Cheddar</i> by Candace Fleming  <i>So You Want To Be President</i> by Judith St. George  <i>If You Lived When There Was Slavery in America</i> by Anne Kamma  <i>Remember: The Journey to School Integration</i> by Toni Morrison</p>	
<b>Websites</b>	

The Site for family's kid's parents and teachers - Write a <b>story</b> , read it, or hear it.	<a href="http://goodnightstories.com/">http://goodnightstories.com/</a>
A literacy resources for kids and outstanding children's books to schools, teachers, and families for more than 90 years.	<a href="http://www.scholastic.com">www.scholastic.com</a>
Lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	<a href="http://www.lessonplanet.com">www.lessonplanet.com</a>
A site with articles, subjects, and tons of links for all subjects of social studies.	<a href="http://www.socialstudiesforkids.com">www.socialstudiesforkids.com</a>
Weekly classroom news magazine that motivates kids to read! Issues cover a wide range of real-world topics kids love to learn about.	<a href="http://www.timeforkids.com">www.timeforkids.com</a>
Free arcade games featuring the best action, adventure, sports, and racing games!	<a href="http://www.primarygames.com">www.primarygames.com</a>
A green CITY OF YOUR OWN! Metropolis a curriculum developed by John Martoni, a third-grade teacher and <b>planner</b> .	<a href="http://www.planning.org/kidsandcommunity">http://www.planning.org/kidsandcommunity</a>
Educational games and videos from Curious George, Wild Kratts and other <b>PBS KIDS</b> shows.	<a href="http://www.pbskids.org">www.pbskids.org</a>
An elementary education resource site for teachers. Educational activities are categorized by subject.	<a href="http://www.apples4theteacher.com">www.apples4theteacher.com</a>
Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	<a href="https://jr.brainpop.com">https://jr.brainpop.com</a>
Lessons and activities to help reinforce what it is to be a good Upstander.	<a href="https://www.state.nj.us/education/holocaust/curriculum/UniversalK-5.pdf">https://www.state.nj.us/education/holocaust/curriculum/UniversalK-5.pdf</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b>	
<ul style="list-style-type: none"> <li>● Work toward longer passages as skills in English increase</li> <li>● Use visuals</li> <li>● Introduce key vocabulary before lesson</li> <li>● Provide peer tutoring</li> <li>● Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul>	
<b>Gifted and Talented</b>	
<ul style="list-style-type: none"> <li>● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li> <li>● Provide options, alternatives and choices to differentiate and broaden the curriculum</li> <li>● Organize and offer flexible small group learning activities</li> </ul>	

- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Basic Skills**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

**Economically Disadvantaged**

- Provide extra supplies
- Study Guides sent home as extension
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer to tutor. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
- Rather than interpreting parental absences as a lack of commitment to their children's education, ask families what you can do to support an ongoing partnership.
- Phone conferences as an alternative.
- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.
- Use a variety of classroom strategies that strengthen social and emotional skills
- Helping students to set goals and build goal-setting skills

**Students with IEPs**

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system

**Students with 504 plans**

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all 504 plan modifications

**Students at Risk of Failure:**

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

<b>Unit 2: Communities All About Communities</b>	<b>Duration:</b> 12 days (November – December)
<b>Standards</b>	
<p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in school, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p>6.1.2CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).</p> <p>6.1.2.Econ.ET.1: Explain the difference between needs and wants.</p> <p>6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</p>	
<p><b>Interdisciplinary Connections</b>  <b>Visual and Performing Arts Standards</b></p>	
<p>1.3.2. C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.</p>	
<p><b>ELA Standards</b></p>	
<p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>	

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

#### **9.4 Life Literacies and Key Skills**

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### **21st Century Career Readiness, Life Literacies, and Key Skills Practices**

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**9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

**9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

<p><b>9.1.2.CAP.2:</b> Explain why employers are willing to pay individuals to work.</p> <p><b>9.1.2.CR.1:</b> Recognize ways to volunteer in the classrooms, school and community.</p> <p><b>9.1.2.CR.2:</b> List ways to give back, including making donations, volunteering, and starting a business.</p> <p><b>9.1.2.FP.2:</b> Differentiate between financial wants and needs.</p> <p><b>9.1.2.PB.1:</b> Determine various ways to save and places in the local community that help people save and accumulate money over time.</p> <p><b>9.1.2.PB.2:</b> Explain why an individual would choose to save money.</p> <p><b>9.1.2.RM.1:</b> Describe how valuable items might be damages or lost and ways to protect them.</p>	
<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• A community is a place where people live, work, and have fun together.</li> <li>• A neighbor is someone who lives in the same neighborhood.</li> <li>• There are suburban, rural, and urban areas.</li> <li>• Laws are rules people in a community must follow.</li> <li>• A good citizen is a member of the community who helps others.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a community?</li> <li>• What are neighbors?</li> <li>• What different kinds of communities are there?</li> <li>• What are laws?</li> <li>• What is a good citizen?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<p>Students will come in dressed as what they want to be when they grow up (career). Students will give an oral presentation explaining why they chose that job and what they their job entails and the importance it plays in the community. Students will also portray this character in a specific situation that is part of their job to show how important this community helper is to our town. Students will demonstrate a logical event based on the person's job.</p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Anecdotal notes</li> <li>• Exit slips</li> <li>• Check lists</li> <li>• Cooperative learning groups</li> <li>• Teacher Observation</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Pre/Post Tests</li> <li>• End of Unit Test</li> <li>• Presentations/projects</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Social Studies Notebook Check with Scoring Rubric</li> </ul>



	<p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Group Work/Class Discussion Rubric</li> <li>● Teacher Observations</li> <li>● Questions Starters</li> <li>● Participation Rubric</li> <li>● Modified Tests/Quizzes/Classwork</li> <li>● Social Studies related Reading A-Z</li> <li>● Social Studies related Achieve 3000 Leveled Articles</li> <li>● Fundamentals Unlimited Books and Assessments</li> </ul>
<b>Vocabulary</b>	
Career, Community, Suburban, Rural , Urban, Neighbor	
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● People live in communities.</li> <li>● Community members work together for the common good.</li> <li>● Characteristics of cities, suburbs, and rural areas.</li> <li>● Significance of community landmarks.</li> <li>● Literature increases knowledge about how a city or urban area, small town or village, and rural area are different.</li> <li>● Changes in communication and transportation and explore ways that these changes have affected people's lives.</li> <li>● Qualities of good citizenship and recognize ways to show good citizenship.</li> <li>● How rules and laws help communities.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Identify where they live using a world address.</li> <li>● Discuss why communities exist.</li> <li>● Identify the characteristics of different communities, including specific landmarks.</li> <li>● Discuss different types of transportation and communication available in their community.</li> <li>● Apply the qualities of good citizenship by following rules and laws.</li> <li>● List ways rules and laws help people.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will participate in a Community helpers Career Day- Parents come in and talk to the class about their job and the important role they play within the community.	Brain pop Jr., parent letter, signup sheet

Students will create a Stafford Township travel brochure containing local attractions to show why others should visit such as: Manahawkin Lake, Old Stone Store, Barnegat Lighthouse etc.	Sample brochure, Google maps, books, Chromebook, art supplies
Students will create a Community Map of town including landmarks, a key, and map out path from school to home.	Sample map, art supplies, Chromebook
Students will create an advertisement for their favorite place in the neighborhood that shows why others should visit.	Art supplies, sample advertisement
Students will interview someone from their community who has resided there a long time in order to discover how their role in the community has evolved or changed over time.	Sample interview
Students will participate in a community Kahoot using local landmarks.	Chromebooks, interactive projector
Students will describe the physical features and human characteristics of neighborhoods (including simple landforms, populations, types of housing, i.e., apartments, condos, houses, etc. and transportation systems). Students will identify the type of community in which they live (rural, urban or suburban) and defend their choice verbally or in writing.	Websites, google maps
Students will identify various jobs within their community and compare/contrast them to jobs within other rural, urban or suburban communities.	Online resources, Chromebook, google classroom
Students will identify their family heritage and make a class tally chart or bar graph to show diversity.	Chart paper, art supplies
<b>Literature</b>	
Textbook: <i>My World Social Studies</i> , Pearson; 2013. <i>Franklin's Neighborhood</i> by Paulette Bourgeois <i>Uptown</i> by Bryan Collier <i>Next Stop Grand Central</i> by Maira Kalman <i>Town and Country</i> by Alice Provensen & Martin Provensen <i>Madlenka</i> by Peter Sis <i>Mei-Mei Loves The Morning</i> by Margaret Tsubakiyama <i>Grandpa's Corner Store</i> by Dyanne Disalvo-Ryan <i>Yard Sale!</i> by Mitra Modarressi	
<b>Websites</b>	
An elementary education resource site for teachers. Educational activities are categorized by subject.	<a href="http://apples4theteacher.com">http://apples4theteacher.com</a>

Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	<a href="https://jr.brainpop.com">https://jr.brainpop.com</a>
A site with articles, subjects, and tons of links for all subjects of social studies.	<a href="http://socialstudiesforkids.com">http://socialstudiesforkids.com</a>
A literacy resources for kids and outstanding children's books to schools, teachers, and families for more than 90 years.	<a href="http://scholastic.com">http://scholastic.com</a>
Find 350000+ lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	<a href="http://lessonplanet.com">http://lessonplanet.com</a>
The Site for families, kids, parents and teachers - Write a story, read it, or hear it	<a href="http://goodnightstories.com/">http://goodnightstories.com/</a>
Teaches kids from kindergarten through 12th grade about the federal <b>government</b> , from the U.S. <b>Government</b> Printing Office.	<a href="http://bensguide.gpo.gov/k-2/government/index.html">http://bensguide.gpo.gov/k-2/government/index.html</a>
Find activities that develop <b>map</b> skills in <b>students</b> from preK to Grade 6. It also deepens and gives a more complete <b>understanding</b> of history	<a href="https://www.nationalgeographic.org/education/map-skills-elementary-students">https://www.nationalgeographic.org/education/map-skills-elementary-students</a>
Educational games and videos from Curious George, Wild Kratts and other <b>PBS KIDS</b> shows!	<a href="http://www.pbskids.org">http://www.pbskids.org</a>
A green CITY OF YOUR OWN! Metropolis a curriculum developed by John Martoni, a third-grade teacher and <b>planner</b> .	<a href="http://www.planning.org/kidsandcommunity/">http://www.planning.org/kidsandcommunity/</a>
<b>Primary Games</b> has free arcade games featuring the best action, adventure, sports, and racing games!	<a href="http://primarygames.com">http://primarygames.com</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Work toward longer passages as skills in English increase</li> <li>● Use visual</li> <li>● Introduce key vocabulary before lessons</li> <li>● Provide peer tutoring</li> <li>● Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li> <li>● Provide options, alternatives and choices to differentiate and broaden the curriculum</li> <li>● Organize and offer flexible small group learning activities</li> <li>● Provide whole group enrichment exploration</li> </ul>	

- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Basic Skills**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

**Economically Disadvantaged**

- Provide extra supplies
- Send home study guide as extension
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer to tutor. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
- Rather than interpreting parental absences as a lack of commitment to their children's education, ask families what you can do to support an ongoing partnership.
- Phone conferences as an alternative.
- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.
- Use a variety of classroom strategies that strengthen social and emotional skills
- Helping students to set goals and build goal-setting skills

**Students with IEPs**

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group

- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system

**Students with 504 plans**

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all 504 plan modifications

**Students at Risk of Failure:**

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

<b>Unit 3: History, People, and Places in History</b> <i>Holocaust Mandate</i> <i>Amistad Mandate</i>	<b>Duration:</b> 29 Days (January – March)
<b>Standards</b>	
<p>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</p> <p>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems(e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture’s history.</p> <p>6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</p> <p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p>	
<b>Interdisciplinary Connections</b> <b>ELA Standards</b>	
<p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	

SL.K.5. Add drawings or visual displays to descriptions as desired to provide additional information.

SL. K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Computer Science and Design Thinking Standards**

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)

### **Career Readiness, Life Literacies, and Key Skills**

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

#### **9.4 Life Literacies and Key Skills**

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

### **21st Century Career Readiness, Life Literacies, and Key Skills Practices**

**9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

**9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g.8.1.2.NI.4).

**9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.

**9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the culture of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.

**9.4.2.IML.2:** Represent data in a visual format to tell a story about the data (e.g., 2MD.D,10).

<p><b>9.4.2.CI.1:</b> Demonstrate openness to new ideas and perspectives (e.g.1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job.</p> <p><b>9.1.2.CAP.2:</b> Explain why employers are willing to pay individuals to work.</p> <p><b>9.1.2.CR.1:</b> Recognize ways to volunteer in the classrooms, school and community.</p> <p><b>9.1.2.CR.2:</b> List ways to give back, including making donations, volunteering, and starting a business.</p> <p><b>9.1.2.FP.2:</b> Differentiate between financial wants and needs.</p> <p><b>9.1.2.PB.1:</b> Determine various ways to save and places in the local community that help people save and accumulate money over time.</p> <p><b>9.1.2.PB.2:</b> Explain why an individual would choose to save money.</p> <p><b>9.1.2.RM.1:</b> Describe how valuable items might be damages or lost and ways to protect them.</p>	
<p><b>Essential Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey.</li> <li>• Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food.</li> <li>• George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development. The Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights are important documents that led to the development of our nation.</li> <li>• An immigrant is a person who leaves a country to live in another.</li> <li>• Pioneers leave their homes to inhabit a land they do not know.</li> <li>• It is important to accept others that are different from you.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is a Native American?</li> <li>• How did the Native Americans help the Pilgrims?</li> <li>• What key historical people and documents led to the development of our nation?</li> <li>• What is an immigrant?</li> <li>• What is a pioneer?</li> <li>• Why is it important to be accepting of others who are different from you?</li> <li>• How can children stand up against prejudice and bullying?</li> </ul>
<p><b>Evidence of Student Learning</b></p>	
<p><b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>	<p><b>Other Assessments</b></p>
<p>Students will dress up as their favorite person they learned about in this unit. Along with students coming in dressed as the historical figure, they must give a presentation about who their chosen figure was. Information can be presented orally, as a poster, or powerpoint.</p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Anecdotal Notes</li> <li>• Exit Slips</li> <li>• Checklists</li> <li>• Cooperative Learning Groups</li> </ul>



	<ul style="list-style-type: none"> <li>● Open Ended Questions</li> <li>● Vocabulary</li> <li>● Rubrics</li> <li>● Participation and teacher observation</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Pre-test, post-test, and daily work</li> <li>● Chapter tests</li> <li>● District benchmarks or interim assessments</li> <li>● End of unit tests</li> <li>● Student Report Card grades</li> <li>● Quizzes</li> <li>● Presentations or Projects</li> <li>● Portfolios</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● Social Studies Notebook Check with Scoring Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Group Work/Class Discussion Rubric</li> <li>● Teacher Observations</li> <li>● Questions Starters</li> <li>● Participation Rubric</li> <li>● Modified Tests/Quizzes/Classwork</li> <li>● Social Studies related Reading A-Z</li> <li>● Social Studies related Achieve 3000 Leveled Articles</li> <li>● Fundamentals Unlimited Books and Assessments</li> </ul>
<b>Vocabulary</b>	
Native Americans, traditions, pilgrims, colonies, documents, immigrant, pioneer, prejudice, acceptance	
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will know....</i>	<i>Students will be able to ...</i>

<ul style="list-style-type: none"> <li>● Identify Native Americans as the first people to live in North America.</li> <li>● Explain Native American traditions.</li> <li>● Learn about early explorers to America.</li> <li>● Recognize how the Pilgrims overcame hardship with the help of Native Americans.</li> <li>● Explain how the original 13 colonies became the United States.</li> <li>● Identify contributions of historical figures that have influenced the nation.</li> <li>● Identify and explain the importance of historical documents to the development of the United States.</li> <li>● Describe how the United States grew over time.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize Native Americans as the first people to live in North America.</li> <li>● Describe Native American traditions.</li> <li>● Identify early explorers to America.</li> <li>● List how the Native Americans helped the Pilgrims overcome hardship.</li> <li>● Recognize that there were 13 original colonies.</li> <li>● Name historical figures and documents and describe how they contributed to our history.</li> <li>● Show the growth of the United States.</li> <li>● Retell the plots of fictional stories.</li> <li>● Analyze themes in literature, including acceptance, friendship, and open-mindedness.</li> <li>● Write about and illustrate key themes of literature as they apply to their own lives.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will explain orally, with a Venn diagram or through a project, how their school's character education/anti-bullying program is the same as the actions of historic figures like Martin Luther King, Jr.	Model text, model venn diagram, Brainpop Jr.,
Students will explain (verbally or visually) what the patriotic holidays and symbols of our nation stand for and why each is important.	Brainpop Jr., mentor texts
Students will explain the bravery that Ruby Bridges displayed for Black History Month. Students will create a construction paper Ruby Bridges and write a response as to why they felt she was so brave.	Ruby Bridges book, model, art supplies, writing paper
Students will explore Brainpopjr. And the important women that played a role in our nation's history. Students then will participate in a game of Kahoot.	Kahoot, Chromebook, Brainpop Jr.,
Students will commemorate Hellen Keller in honor of Women's history month by reading mentor text and making their names in braille with split peas.	Mentor text, sentence strips, art supplies, braille code alphabet, dried split peas
Students will create an illustration of when they meet someone new who is different from them and also describe their illustration.	Art supplies, Smartboard, pg. 10 in the State Curriculum link added below

## Literature

Textbook: *My World Social Studies*, Pearson; 2013.  
*Where Did Your Family Come From? A Book About Immigrants* by Melvin and Gilda Berger  
*Frank's Great Museum Adventure* by Rod Clement  
*Museums* by Jason Cooper  
*Covered Wagons, Bumpy Trails* by Verla Kay  
*I Have a Dream* by Martin Luther King  
*The Day Gogo Went to Vote, South Africa, 1994* by Elinor Sisulu  
*Grandmother's Dreamcatcher* by Becky Ray McCain  
*Who Came Down That Road?* by George Ella Lyon  
*How Chipmunk Got His Stripes: A Tale of Bragging and Teasing* by Joseph Bruchac and James Bruchac  
*Red Flower Goes West* by Ann Turner  
*The Berenstain Bears: New Neighbors* by Stan and Jan Berenstain  
*The Sneetches and other Stories* by Dr. Seuss

## Websites

Lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	<a href="http://lessonplanet.com">http://lessonplanet.com</a>
<b>Social Studies for Kids</b> is a site with articles, subjects, and tons of links for all subjects of social studies.	<a href="http://socialstudiesforkids.com">http://socialstudiesforkids.com</a>
An elementary education resource site for teachers. Educational activities are categorized by subject.	<a href="http://apples4theteacher.com">http://apples4theteacher.com</a>
Free arcade games featuring the best action, adventure, sports, and racing games!	<a href="http://primarygames.com">http://primarygames.com</a>
Watch exciting videos from <b>BBC</b> programs that are full of facts about space and presented by ... <b>Exploration</b> . A wide variety of missions of <b>exploration</b> seek to explain the Universe's unanswered questions. ... <b>UK</b> Dark Matter Collaboration.	<a href="http://www.bbc.co.uk/history/discovery/exploration/map">http://www.bbc.co.uk/history/discovery/exploration/map</a>
<b>TerraFly</b> changes the way you view your world. Simply enter an address, and our system will put you at the controls of a new and innovative way to explore your world.	<a href="http://www.terrafly.com">http://www.terrafly.com</a>
Listings of geographic entity names, codes, total population, ... You are here: <b>Census.gov</b> › Geography › Maps & Data ›	<a href="http://www.census.gov/cgi-bin/gazetteer">http://www.census.gov/cgi-bin/gazetteer</a>
Lesson Plans and resources relating to acceptance.	<a href="https://www.state.nj.us/education/holocaust/curriculum/UniversalK-5.pdf">https://www.state.nj.us/education/holocaust/curriculum/UniversalK-5.pdf</a>

Holocaust Remembrance Day:  
[https://docs.google.com/presentation/d/1fEqQEvO6T\\_V2zYAlgMKVlyJvY\\_4Glw\\_F0qojxlclS78/edit#slide=id.p](https://docs.google.com/presentation/d/1fEqQEvO6T_V2zYAlgMKVlyJvY_4Glw_F0qojxlclS78/edit#slide=id.p)

### Accommodations & Modifications

#### English Language Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

#### Gifted and Talented

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
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- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.

- Use a variety of classroom strategies that strengthen social and emotional skills
- Helping students to set goals and build goal-setting skills

#### **Students with IEPs**

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system

#### **Students with 504 plans**

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

- Follow all 504 plan modifications

**Students at Risk of Failure:**

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

<b>Unit 4: Geography, People, and the Environment: Global Connections</b>	<b>Duration:</b> 22 days (April-June)
<b>Standards</b>	
<p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g. continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.GeoSV.2: Describe how maps are created for a specific purpose (e.g. school fire-drill map, route from home to school, learning centers in the classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</p> <p>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).</p> <p>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people’s lives in a place or region.</p> <p>6.1.2.GeoHE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p>6.1.2.GeoHE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2. EconET.1: Explain the difference between needs and wants.</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p> <p>6.1.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>	
<b>Interdisciplinary Connections</b>	

### **ELA Standards**

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

### **Computer Science and Design Thinking Standards**

9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)

### **Career Readiness, Life Literacies, and Key Skills**

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

#### **9.4 Life Literacies and Key Skills**

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

### **21st Century Career Readiness, Life Literacies, and Key Skills Practices**

**9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5).

**9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g.8.1.2.NI.4).

**9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.

**9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the culture of other individuals (e.g.,1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.



<p><b>9.4.2.IML.2:</b> Represent data in a visual format to tell a story about the data (e.g., 2MD.D,10).</p> <p><b>9.4.2.CI.1:</b> Demonstrate openness to new ideas and perspectives (e.g.1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job.</p> <p><b>9.1.2.CAP.2:</b> Explain why employers are willing to pay individuals to work.</p> <p><b>9.1.2.CR.1:</b> Recognize ways to volunteer in the classrooms, school and community.</p> <p><b>9.1.2.CR.2:</b> List ways to give back, including making donations, volunteering, and starting a business.</p> <p><b>9.1.2.FP.2:</b> Differentiate between financial wants and needs.</p> <p><b>9.1.2.PB.1:</b> Determine various ways to save and places in the local community that help people save and accumulate money over time.</p> <p><b>9.1.2.PB.2:</b> Explain why an individual would choose to save money.</p> <p><b>9.1.2.RM.1:</b> Describe how valuable items might be damaged or lost and ways to protect them.</p>	
<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Geography tells about the Earth, people, plants, and animals that live on Earth.</li> <li>● Our country is made up of capitals and states.</li> <li>● Our world is made up of seven continents and four oceans.</li> <li>● Our country is made up of various landforms and bodies of water.</li> <li>● Summer, fall, winter, and spring affect our daily lives by making us adapt to changes.</li> <li>● A natural resource is something that is in nature that is ready for people for use.</li> <li>● We can protect the earth by making minimal changes and practicing recycling.</li> </ul>	<ul style="list-style-type: none"> <li>● How does geography help me?</li> <li>● What are important characteristics of our country and world?</li> <li>● What different landforms make up our country?</li> <li>● What are the four seasons and how do they affect our lives?</li> <li>● What is a natural resource and how do we use them?</li> <li>● How can we protect the Earth?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<p>Students will create a map of something within the school using symbols for landmarks, map key and map scale. Examples being the classroom, favorite special, playground or school showing route to a destination. The map will be given to a partner and the partner will have to navigate using the map.</p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Anecdotal Notes</li> <li>● Exit Slips</li> <li>● Checklists</li> <li>● Cooperative Learning Groups</li> </ul>

	<ul style="list-style-type: none"> <li>● Open Ended Questions</li> <li>● Vocabulary</li> <li>● Rubrics</li> <li>● Participation and teacher observation</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Pre-test, post-test, and daily work</li> <li>● Chapter tests</li> <li>● District benchmarks or interim assessments</li> <li>● End of unit tests</li> <li>● Student Report Card grades</li> <li>● Presentations or Projects</li> <li>● Portfolios</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● Social Studies Notebook Check with Scoring Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Group Work/Class Discussion Rubric</li> <li>● Teacher Observations</li> <li>● Questions Starters</li> <li>● Participation Rubric</li> <li>● Modified Tests/Quizzes/Classwork</li> <li>● Social Studies related Reading A-Z</li> <li>● Social Studies related Achieve 3000 Leveled Articles</li> <li>● Fundamentals Unlimited Books and Assessments</li> </ul>
<b>Vocabulary</b>	
Earth, continents, oceans, capitals, states, landforms, seasons, weather, natural resources, conservation, map, globe, compass rose, map key, map scale	
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will know....</i> <ul style="list-style-type: none"> <li>● Identify the United States and her neighbors on a map and globe.</li> </ul>	<i>Students will be able to ...</i>

<ul style="list-style-type: none"> <li>● Identify the oceans and seven continents on a map and globe.</li> <li>● Identify major landforms and bodies of water on maps and globes.</li> <li>● Learn how to use a compass rose, map key, and map scale.</li> <li>● Recognize the difference between weather and seasons.</li> <li>● Find out how weather patterns affect people’s activities.</li> <li>● Explain what natural resources are.</li> <li>● Explain how people depend on natural resources to satisfy their basic needs.</li> <li>● Learn how the Earth has been changed by people and identify ways in which people have changed her.</li> <li>● Identify ways of protecting Earth.</li> <li>● Recognize ways people can conserve and replenish natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize a map and a globe to identify the United States and her border neighbors.</li> <li>● Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water.</li> <li>● Explain how to use a compass rose, map key, and map scale.</li> <li>● Distinguish between weather and seasons vocabulary.</li> <li>● Discuss how weather influences personal activity.</li> <li>● Describe natural resources and how people are dependent on them to satisfy basic needs.</li> <li>● Explain how the Earth has been changed by people.</li> <li>● Illustrate how people can protect the Earth and conserve and replenish her resources.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p>Given a world map and a globe, students will identify oceans and continents, country borders, the location of the United States and New Jersey, places that are usually hot (near the equator) and usually cold (near the poles) and various symbols (cities, mountains, water) in a variety of ways (e.g., finger pointing, coloring, verbal or written explanation).</p>	<ul style="list-style-type: none"> <li>● World map</li> <li>● Globe</li> <li>● Coloring pencils</li> </ul>
<p>Students will interview a family member about a neighborhood that they grew up in. Using a sheet of paper will create of map of that neighborhood using map symbols for landmarks.</p>	<ul style="list-style-type: none"> <li>● Construction paper</li> <li>● Coloring pencils</li> </ul>
<p>Students will create a map of their bedroom and share with the class.</p>	<ul style="list-style-type: none"> <li>● Construction paper</li> <li>● Coloring pencils</li> </ul>
<p>Students will record and graph the weather, temperature and activities to identify patterns related seasons.</p>	<ul style="list-style-type: none"> <li>● Graph</li> <li>● Chromebook (check weather)</li> </ul>
<p>Students will plant flowers on school grounds to contribute to renewable/natural resources.</p>	<ul style="list-style-type: none"> <li>● Flowers</li> <li>● Gardening tools</li> <li>● Brainpop jr.</li> </ul>

<b>Literature</b>	
Textbook: <i>My World Social Studies</i> , Pearson; 2013. <i>The Earth and I</i> by Frank Asch <i>Our Earth</i> by Anne Rockwell <i>Earthdance</i> by Joanne Ryder <i>In November</i> by Cynthia Rylant <i>On the Same Day in March: A Tour of the World's Weather</i> by Marilyn Singer <i>Letter to the Lake</i> by Susan Swanson <i>Our Big Home: An Earth Poem</i> by Linda Glaser <i>River Friendly, River Wild</i> by Jane Kurtz	
<b>Websites</b>	
Color landforms of the United States	<a href="http://fermi.jhuapl.edu/states/states.html">http://fermi.jhuapl.edu/states/states.html</a>
Virtual tours of landmarks around the world	<a href="https://www.google.com/earth/explore/showcase/">https://www.google.com/earth/explore/showcase/</a>
List of States and Capitals, as well as State facts	<a href="http://www.50states.com/">http://www.50states.com/</a>
Short videos about landforms, countries, and map reading	<a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a>
An elementary education resource site for teachers. Educational activities are categorized by subject.	<a href="http://apples4theteacher.com">http://apples4theteacher.com</a>
Historical maps, modern maps, maps in general	<a href="http://socialstudiesforkids.com">http://socialstudiesforkids.com</a>
Information on natural resources	<a href="http://www.urbanext.uiuc.edu/world/nres.html">http://www.urbanext.uiuc.edu/world/nres.html</a>
Lesson plans, videos, presentations, activities, apps, and worksheets	<a href="http://lessonplanet.com">http://lessonplanet.com</a>
Digital version of weekly readers as well as short video clips	<a href="http://scholastic.com">http://scholastic.com</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Work toward longer passages as skills in English increase</li> <li>● Use visuals • Introduce key vocabulary before lesson</li> <li>● Provide peer tutoring</li> <li>● Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)</li> <li>● Provide options, alternatives and choices to differentiate and broaden the curriculum</li> <li>● Organize and offer flexible small group learning activities</li> <li>● Provide whole group enrichment explorations</li> </ul>	

- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

#### **Basic Skills**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

#### **Economically Disadvantaged**

- Provide extra supplies
- Send home study guide as extension
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Offer to tutor. Thirty or forty minutes a few times a week can dramatically increase a disadvantaged child's achievement level
- Rather than interpreting parental absences as a lack of commitment to their children's education, ask families what you can do to support an ongoing partnership.
- Phone conferences as an alternative.
- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher-parent dialogue.
- Use a variety of classroom strategies that strengthen social and emotional skills
- Helping students to set goals and build goal-setting skills

#### **Students with IEPs**

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group

- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system

**Students with 504 plans**

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all 504 plan modifications

**Students at Risk of Failure:**

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

<b>Unit 5: Economics</b>	<b>Duration:</b> 10 days (Ongoing)
<b>Standards</b>	
<p><b>6.1.2.EconET.1:</b> Explain the difference between needs and wants.  <b>6.1.2.EconET.3:</b> Describe how supply and demand influence price and output of products.  <b>6.1.2.EconET.4:</b> Explain the impact that decisions about savings, debt, and investment can have on individual's lives.  <b>6.1.2.EconGE.2:</b> Explain why people in one country trade goods and services with people in other countries.  <b>6.1.2.EconNE.2:</b> Describe examples of goods and services that governments provide.</p>	
<b>Interdisciplinary Connections</b>	
<b>ELA Standards</b>	
<p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>	
<p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	
<b>Computer Science and Design Thinking Standards</b>	
<p>9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)</p>	
<b><u>Career Readiness, Life Literacies, and Key Skills</u></b>	
<p>This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p>	
<p><a href="https://www.nj.gov/education/standards/clicks/index.shtml">https://www.nj.gov/education/standards/clicks/index.shtml</a></p>	
<p><b>9.1 Personal Financial Literacy</b></p>	
<p>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p>	
<p><b>9.2 Career Awareness</b></p>	
<p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>	
<p><b>9.3 Career and Technical Education</b></p>	

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

**9.4 Life Literacies and Key Skills**

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

**21st Century Career Readiness, Life Literacies, and Key Skills Practices**

- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g.8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the culture of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2MD.D,10).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g.1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.1.2.CR.1: Recognize ways to volunteer in the classrooms, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2: Explain why an individual would choose to save money.
- 9.1.2.RM.1: Describe how valuable items might be damages or lost and ways to protect them.

<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Geography tells about the Earth, people, plants, and animals that live on Earth.</li> <li>● Our country is made up of capitals and states.</li> <li>● Our world is made up of seven continents and four oceans.</li> <li>● Our country is made up of various landforms and bodies of water.</li> <li>● Summer, fall, winter, and spring affect our daily lives by making us adapt to changes.</li> <li>● A natural resource is something that is in nature that is ready for people for use.</li> </ul>	<ul style="list-style-type: none"> <li>● Why do people work?</li> <li>● What is a tax and what is it used for?</li> <li>● What is a volunteer?</li> <li>● What are needs and wants?</li> <li>● What are goods and services?</li> <li>● What are producers and consumers?</li> <li>● What is a factory?</li> <li>● What is trade?</li> <li>● What is technology?</li> </ul>



<ul style="list-style-type: none"> <li>• We can protect the earth by making minimal changes and practicing recycling.</li> </ul>	
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<p>Students will set up a classroom store, where they will have the opportunity to purchase supplies that they need or want. They will know how much each thing costs and how much they need to purchase the item. Students with the classroom job as the cashier will help check students out once they decide to purchase something.</p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Anecdotal Notes</li> <li>• Exit Slips</li> <li>• Checklists</li> <li>• Presentations or Projects</li> <li>• Portfolios</li> <li>• Cooperative Learning Groups</li> <li>• Open Ended Questions</li> <li>• Vocabulary</li> <li>• Rubrics</li> <li>• Participation and teacher observation</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Pre-test, post-test, and daily work</li> <li>• Chapter tests</li> <li>• District benchmarks or interim assessments</li> <li>• End of unit tests</li> <li>• Student Report Card grades</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Social Studies Notebook Check with Scoring Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Group Work/Class Discussion Rubric</li> <li>• Teacher Observations</li> <li>• Questions Starters</li> <li>• Participation Rubric</li> <li>• Modified Tests/Quizzes/Classwork</li> <li>• Social Studies related Reading A-Z</li> </ul>

	<ul style="list-style-type: none"> <li>● Social Studies related Achieve 3000 Leveled Articles</li> <li>● Fundamentals Unlimited Books and Assessments</li> </ul>
<b>Vocabulary</b>	
Money, needs, wants, tax, goods, services, trade, factory, volunteers, producers, consumers	
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Understand that people work to earn money and help others.</li> <li>● Explain the choices people make about earning money. Identify needs and wants.</li> <li>● Explain the choices people make about spending and saving.</li> <li>● Distinguish between goods and learn what producers and consumers are.</li> <li>● Distinguish between producing and consuming.</li> <li>● Trace a product from a natural resource to finished goods. Understand trade.</li> <li>● Identify ways in which science and technology have affected communication, transportation, and recreation.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Explain why people work.</li> <li>● List examples of needs and wants and discuss choices people make when earning, saving, and spending money.</li> <li>● Define goods, services, producers, and consumers.</li> <li>● Sequence the process of creating finished goods from a natural resource.</li> <li>● Participate in the trade process.</li> <li>● Explain how communication, transportation, and recreation have been affected by science and technology.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will examine how people make economic decisions based upon their needs and wants (including what it means to “save” money). Students will draw and explain (verbally and in writing) how and why they should spend a sum of money on either a need or want when posed with a specific scenario.	Modeled example, mentor text, art supplies
Students will participate in a Kahoot game identifying money.	Chromebooks, interactive projector
Students will listen to guest speakers who are involved in trade within our community (crabbers, clammers, scallopers, commercial fisherman, cranberry harvesters) and participate in a class discussion.	Parent letter home, modelled questions

Students will be given a weekly allowance and they have to decipher how to spend it. Students will be told what they need to use some of their allowance on and the rest they may choose to spend it on what they want or to save it.	fake/play money, list of necessary purchases
Students will create an anchor chart of goods, services, producers, consumers and each make contributions to the four categories.	Anchor chart, art supplies, Chromebook
<b>Literature</b>	
<p>Textbook: <i>My World Social Studies</i>, Pearson; 2013.  <i>The Night Worker</i> by Kate Banks  <i>E-Mail</i> by Larry Dane Brimmer  <i>Market Day</i> by Lois Ehlert  <i>A Busy Day at Mr. Kang's Grocery Store</i> by Alice K. Flanagan  <i>Madlenka</i> by Peter Sis  <i>Joseph Had a Little Overcoat</i> by Simms Taback  <i>Click Clack Moo: Cows that Type</i> by Doreen Cronin  <i>Trashy Town</i> by Andrea Zimmerman</p>	
<b>Websites</b>	
The Site for family's kid's parents and teachers - Write a <b>story</b> , read it, or hear it.	<a href="http://goodnightstories.com/">http://goodnightstories.com/</a>
A literacy resources for kids and outstanding children's books to schools, teachers, and families for more than 90 years.	<a href="http://www.scholastic.com">www.scholastic.com</a>
Lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	<a href="http://www.lessonplanet.com">www.lessonplanet.com</a>
A site with articles, subjects, and tons of links for all subjects of social studies.	<a href="http://www.socialstudiesforkids.com">www.socialstudiesforkids.com</a>
Weekly classroom news magazine that motivates kids to read! Issues cover a wide range of real-world topics kids love to learn about.	<a href="http://www.timeforkids.com">www.timeforkids.com</a>
Free arcade games featuring the best action, adventure, sports, and racing games!	<a href="http://www.primarygames.com">www.primarygames.com</a>
A green CITY OF YOUR OWN! Metropolis a curriculum developed by John Martoni, a third-grade teacher and <b>planner</b> .	<a href="http://www.planning.org/kidsandcommunity">http://www.planning.org/kidsandcommunity</a>
Educational games and videos from Curious George, Wild Kratts and other <b>PBS KIDS</b> shows.	<a href="http://www.pbskids.org">www.pbskids.org</a>

An elementary education resource site for teachers. Educational activities are categorized by subject.	<a href="http://www.apples4theteacher.com">www.apples4theteacher.com</a>
Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	<a href="https://jr.brainpop.com">https://jr.brainpop.com</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b>	
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- Follow all IEP modifications
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#### **Students with 504 plans**

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- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests

- Work in a small group
- Allow answers to be given orally or dictated
- Follow all 504 plan modifications

**Students at Risk of Failure:**

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

<b>Unit 6: Celebrating Our Heritage</b>	<b>Duration:</b> Ongoing
<b>Standards</b>	
<p><b>6.1.2.HistoryUP.1:</b> Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same events.</p> <p><b>6.1.2.HistoryUP.2:</b> Use evidence to demonstrate how an individual’s beliefs, values and traditions may change and/or reflect more than one culture.</p> <p><b>6.1.2.HistoryUP.3:</b> Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p><b>6.1.2.HistoryCC.3:</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p><b>6.1.2.CivicsPD.1:</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.CivicsPD.2:</b> Establish a process for how individuals can effectively work together to make decisions.</p> <p><b>6.1.2.CivicsPI.5:</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>	
<b>Interdisciplinary Connections</b>	
<b>ELA Standards</b>	
<p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>	
<p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	
<b>Computer Science and Design Thinking Standards</b>	
<p>9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p>	
<p><a href="https://www.nj.gov/education/standards/clicks/index.shtml">https://www.nj.gov/education/standards/clicks/index.shtml</a></p>	
<p><b>9.1 Personal Financial Literacy</b></p>	

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**9.2 Career Awareness**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

**9.4 Life Literacies and Key Skills**

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

**21st Century Career Readiness, Life Literacies, and Key Skills Practices**

**9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

**9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g.8.1.2.NI.4).

**9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.

**9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the culture of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.

**9.4.2.IML.2:** Represent data in a visual format to tell a story about the data (e.g., 2MD.D,10).

**9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g.1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

**9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

**9.1.2.CAP.2:** Explain why employers are willing to pay individuals to work.

**9.1.2.CR.1:** Recognize ways to volunteer in the classrooms, school and community.

**9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.

**9.1.2.FP.2:** Differentiate between financial wants and needs.

**9.1.2.PB.1:** Determine various ways to save and places in the local community that help people save and accumulate money over time.

**9.1.2.PB.2:** Explain why an individual would choose to save money.

**9.1.2.RM.1:** Describe how valuable items might be damages or lost and ways to protect them.

**Essential Understandings**

**Essential Questions**

*Students will understand that...*

- Labor Day is when we show respect for our country's working people.

- What is Labor Day?
- What is Thanksgiving?
- What is Dr. Martin Luther King, Jr. Day?
- What is Presidents' Day?



<ul style="list-style-type: none"> <li>● Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.</li> <li>● Martin Luther King, Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.</li> <li>● Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.</li> <li>● Memorial Day is when we show respect for the soldiers who died for our country.</li> <li>● Independence Day is when we celebrate our country's birthday.</li> </ul>	<ul style="list-style-type: none"> <li>● What is Memorial Day?</li> <li>● What is Independence Day?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<p>Students will pretend to be a reporter and write an article about a celebration relating to one of the holidays learned about throughout the year. Article will include the who, what, when, where and why of the holiday.</p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Anecdotal Notes</li> <li>● Exit Slips</li> <li>● Checklists</li> <li>● Cooperative Learning Groups</li> <li>● Open Ended Questions</li> <li>● Vocabulary</li> <li>● Rubrics</li> <li>● Participation and teacher observation</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Pre-test, post-test, and daily work</li> <li>● Chapter tests</li> <li>● District benchmarks or interim assessments</li> <li>● End of unit tests</li> <li>● Student Report Card grades</li> <li>● Presentations or Projects</li> <li>● Portfolios</li> </ul> <p><b>Benchmark Assessment</b></p>

	<ul style="list-style-type: none"> <li>• Social Studies Notebook Check with Scoring Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Group Work/Class Discussion Rubric</li> <li>• Teacher Observations</li> <li>• Questions Starters</li> <li>• Participation Rubric</li> <li>• Modified Tests/Quizzes/Classwork</li> <li>• Social Studies related Reading A-Z</li> <li>• Social Studies related Achieve 3000 Leveled Articles</li> <li>• Fundamentals Unlimited Books and Assessments</li> </ul>
<b>Vocabulary</b>	
Holidays, celebrations, memorial, labor, Pilgrims, Native Americans, equal rights, President, independence	
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Explain how selected celebrations reflect an American love of individualism and freedom.</li> <li>• Discuss how holidays reflect our local and national heritage.</li> <li>• Learn the different types of celebrations related to the holidays studied based on culture.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Identify major holidays and relate how different people celebrate them.</li> <li>• Explain why certain holidays are related to history</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will help to create a list entitled Jobs ABC. Listing a job for each letter of the alphabet. Then they will help to design a class book illustrating all 26 jobs.	Art supplies, Chromebook, interactive projector
Students will disguise a turkey made out of construction paper so they are not eaten on Thanksgiving.	Art supplies, modelled example, mentor text

Students will create peaceful protest posters and conduct a peaceful protest march in honor of MLK.	Art supplies., modelled example, mentor text
Student will choose a president and research his life to learn important facts such as birth date, home state, family members, work experience, accomplishments, and other interests. Then start your class on poster profiles of their presidents, asking them to record highlights of their research information and add drawings and pictures. After the children share their posters with the class, display them for inspiration and reference during your presidential unit.	Art supplies, modelled example, mentor text
Students will participate in Schoolwide Veterans day celebration. They will learn songs, poems, sign language and make crafts to decorate the halls.	Art supplies, selected songs, poems
Students will sign a mock Declaration of Independence pertaining to the upcoming expectations of a second grader.	Mock Declaration of Independence, markers
<b>Literature</b>	
<i>A Picture Book of Martin Luther King, Jr.</i> by David A. Adler <i>Martin Luther King, Jr.</i> by Pam Parker <i>Celebrating President's' Day</i> by Kimberly Jordano <i>Presidents' Day</i> by David F. Marx <i>Memorial Day</i> by Jacqueline S. Cotton <i>The Wall</i> by Eve Bunting <i>Memorial Day Surprise</i> by Theresa Golding <i>Independence Day</i> by Trudy Stain Trueit <i>The Fourth of July Story</i> by Ashley Dagliess	
<b>Websites</b>	
A literacy resources for kids and outstanding children's books to schools, teachers, and families for more than 90 years.	<a href="http://www.scholastic.com">www.scholastic.com</a>
Lesson plans and worksheets reviewed and rated by teachers. Lesson plans for all subjects including science, math, language arts and more.	<a href="http://www.lessonplanet.com">www.lessonplanet.com</a>
A site with articles, subjects, and tons of links for all subjects of social studies.	<a href="http://www.socialstudiesforkids.com">www.socialstudiesforkids.com</a>
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