

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3rd Grade	Content Area: Social Studies
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Introduction:

Students in Third Grade will complete 7 Units in Social Studies. All units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Original Adoption: August 16, 2022

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3rd Grade

Content Area: Social Studies

Created By: J. Oldham

Revised On:

Revised By:

Recommended Pacing Guide

Unit 1: Our Environment	20 Days
Unit 2: Economics	25 Days
Unit 3: Communities Build a Nation	30 Days
Unit 4: Government Landmarks and Symbols	25 Days
Unit 5: Citizenship and Civic Engagement	25 Days
Unit 6: A Growing Nation	25 Days
Unit 7: Celebrating Our Communities	30 Days

Unit 1 - Our Environment

Duration: 20 Days

Student Objectives/Learning Standards

The student will:

- Identify and describe physical features such as landforms and bodies of water.
- Locate physical features on a map or globe.
- Understand that regions have similar physical and cultural characteristics.
- Identify and compare the characteristics of different regions.
- Locate different regions on a map or globe.
- Describe state and community specific regions and physical features of significance.
- Recognize that weather and climate vary from place to place.
- Describe the weather and climate in different places.
- Describe how weather and climate affect how and where people, plants and animals live.
- Compare and contrast different ecosystems.
- Identify and describe natural hazards and natural disasters.
- Know how natural resources are used.
- Recognize that regions can be characterized by availability and use of resources.
- Understand that people use resources in different ways and explain how humans' use of resources affects people, plants, animals and the environment.
- Identify various environmental concerns related to the use of resources.
- Understand that the environment influences how and where people live.
- Understand that climate influences how and where people live.

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- Describe ways people interact with their physical environment to meet their basic needs.
- Identify human actions that affect the environment in positive and negative ways.
- Explain how and why people protect the environment.

New Jersey Student Learning Supporting Standards:

- 6.1.5.CivicsPI.3 Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.5.CivicsPI.4 Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPI.5 Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPR.1 Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3 Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4 Explain how policies are developed to address public problems.
- 6.1.5.EconET.1 Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3 Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Primary Interdisciplinary Connections:

<https://www.nj.gov/education>

ELA:

- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Computer Science & Design Thinking:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

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- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.Cl.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 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 cultures of other individuals.
- 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
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

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Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> • Teacher observation • Exit cards • Warm-up Responses • Student Edition Reading Checks • Student Edition Lesson Checks 	Alternate Assessments: <ul style="list-style-type: none"> • Portfolio Assessment Piece • TikaTok online
Summative Assessments: <ul style="list-style-type: none"> • ChapterTest (online or in print) • QUEST Connection • QUEST Findings • QUEST Project Based Learning 	Benchmark Assessments: <ul style="list-style-type: none"> • Entry-Level Assessments: Social Studies Skills Pre-Test • Beginning of Year SGO • Mid-year SGO • End of year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • The physical geography of the United States includes a variety of landforms and bodies of water. These features are what made the United States unique. • The environment (including weather, climate and natural resources) varies from one region of the United States to another and influences how and where people, plants and animals live. • The way people use natural resources affects how long those resources are available for people in the future. • Conserving the environment is a critical part of our future. 	Essential Question: <ul style="list-style-type: none"> • How do we interact with our planet?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <ul style="list-style-type: none"> • QUEST Kick-Off • QUEST Connections • QUEST Findings • RAP About it! 	Varied Levels of Text: <ul style="list-style-type: none"> • Below level: Let's Protect the Planet • On level: Saving the Planet • Advanced: Protecting the Planet • A River Ran Wild by Lynne Cherry

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<ul style="list-style-type: none"> • <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • D is Drinking Gourd by Nancy Sanders • Amistad Mutiny: Fighting for Freedom by Barbara Somerville • Mufaro's Beautiful Daughters by John Steptoe • Joe Joe's First Fight by Natasha Tarpley • I Have Heard of a Land by Joyce Carol • Thomas Candy Shop by Jan Wahl • Justin and the Best Biscuits in the World by Mildred Pitts • Walter Moses: When Harriett Tubman Led Her People to Freedom by Carole Boston Weatherford • Freedom Summer by Deborah Wiles • Duke Ellington: The Piano Prince and his Orchestra by Andrea Davis Pinkney 	<ul style="list-style-type: none"> • River Town by Bonnie and Arthur Geisert • Got Geography! By Lee Bennett Hopkins • One Plastic Bag: Isatou Ceesay and the Recycling Women f the Gambia by Miranda Paul <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • Terrible Things: An Allegory of the Holocaust by Eve Bunting • The Tree in the Courtyard: Looking Through Anne Frank's Window by Jeff Gottesfeld • The Cats in Krasinski Square by Karen Hesse • Stone Angel by Jane Yolen • Music of the Butterfly: A Story of Hope by Ann Leis and Gail Danziger Klein • Passage to Freedom: The Sugihara Story by Ken Mochizuki Otto • The Autobiography of a Teddy Bear by Tomi Ungerer
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Accommodations/Modifications
<ul style="list-style-type: none"> • English Language Learners: • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide extended time • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Provide written directions with models and diagrams when possible • Build in more group work to allow ELL students to interact and communicate with peers • Collaborate with language professionals and ESL teachers • Implement pre-reading strategies such as picture walks or topic discussions • Utilize graphic organizers to help provide a purpose for reading and increase comprehension • Utilize visual charts/cues • Display a word wall with current academic vocabulary in each subject • Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

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- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals

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- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 2: Economics

Duration: 25 Days

Student Objectives/Learning Standards

The student will:

- Describe how producers use different types of resources to make goods and provide services.
- Explain how production and consumption of goods and services have changed over time.
- Understand that people trade to get resources and goods and that companies import and export these products.
- Identify factors that consumers and producers consider when making economic choices.
- Differentiate among natural, human and capital resources.
- Describe how each type of resource contributes to the production of goods and services.
- Explain How education and training enhance human resources.
- Explain how advances in technology have changed the ways we use resources.
- Understand that economic choices have trade-offs.

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- Explain the role of opportunity cost in economic choices.
- Analyze Costs and benefits of sample economic choices.
- List steps for making economic choices.
- Differentiate between needs and wants.
- Explain how students are human resources with human capital.
- Describe ways that students can increase their human capital.
- Explain why government and taxpayers provide public education.
- Identify skills and knowledge needed to do different types of jobs.
- Explain the value of volunteer work.

New Jersey Student Learning Supporting Standards:

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Career Readiness, Life Literacies, & Key Skills:

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- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Computer Science & Design Thinking:

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Evidence of Student Learning	
Formative Tasks: <ul style="list-style-type: none"> Teacher observation Exit cards Warm-up Responses Student Edition Reading Checks Student Edition Lesson Checks 	Alternate Assessments: <ul style="list-style-type: none"> Portfolio Assessment Piece TikaTok online
Summative Assessments: <ul style="list-style-type: none"> ChapterTest (online or in print) QUEST Connection QUEST Findings QUEST Project Based Learning 	Benchmark Assessments: <ul style="list-style-type: none"> Entry-Level Assessments: Social Studies Skills Pre-Test Beginning of Year SGO Mid-year SGO End of year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> People must make economic choices about how to get what they need and want because resources are limited. People use natural resources, human resources and capital resources to produce goods and services. People work jobs to earn money and trade, buy and sell goods and services to meet their wants and needs. People go to school and learn knowledge and skills to increase their human capital. 	Essential Question: <ul style="list-style-type: none"> How do people get what they want and need?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources:	Varied Levels of Text:

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<ul style="list-style-type: none"> • QUEST Kick-Off • QUEST Connections • QUEST Findings • RAP About it! <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • D is Drinking Gourd by Nancy Sanders • Amistad Mutiny: Fighting for Freedom by Barbara Somerville • Mufaro's Beautiful Daughters by John Steptoe • Joe Joe's First Fight by Natasha Tarpley • I Have Heard of a Land by Joyce Carol • Thomas Candy Shop by Jan Wahl 	<ul style="list-style-type: none"> • Below level: <i>How Do Industries Grow?</i> • On level: <i>Technology and California</i> • Advanced: <i>Silicon Valley</i> <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>Almost Zero</i> by Nikki Grimes • <i>A Chair for My Mother</i> by Vera Williams • <i>When Bees Fly Home</i> by Andrea Chang • <i>A Day's Work</i> by Eve Bunting • <i>The History of Money: From Bartering to Banking</i> by Martin Jenkins <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • <i>Terrible Things: An Allegory of the Holocaust</i> by Eve Bunting • <i>The Tree in the Courtyard: Looking Through Anne Frank's Window</i> by Jeff Gottesfeld
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Accommodations/Modifications
<p>English Language Learners:</p> <ul style="list-style-type: none"> • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide extended time • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Provide written directions with models and diagrams when possible • Build in more group work to allow ELL students to interact and communicate with peers • Collaborate with language professionals and ESL teachers • Implement pre-reading strategies such as picture walks or topic discussions • Utilize graphic organizers to help provide a purpose for reading and increase comprehension • Utilize visual charts/cues • Display a word wall with current academic vocabulary in each subject • Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson. • Allow the use of audio books when appropriate. • Allow the use of text to speech technology when appropriate. • Utilize translation technology when appropriate. <p>Special Education/504 Plans/Students with Disabilities:</p> <ul style="list-style-type: none"> • Follow specific students accommodations and modifications as listed in individual

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student IEP or 504 plan

- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
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Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts

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- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 3: Communities Build A Nation

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Identify and compare how different cultural groups used their available resources.
- Identify ways that Native American groups cooperated with one another and ways that they worked against one another.
- Describe interactions between Europeans and American Indians.
- Compare and contrast American Indian cultures, past and present.
- Identify reasons for exploration by European explorers.
- Explain the reasons and resulting effects of Spanish exploration.
- Describe the findings of French exploration.
- Describe the sequence of English exploration.
- Describe key events in the Spanish exploration of Florida.
- Identify key events in the battle between Spain and France for settlement of Florida.
- Identify other Spanish explorers and the results of their explorations.
- Describe Spanish exploration and settlement of the Southwest.
- Explain why settlers came to North America.
- Describe key events in the French exploration of North America.
- Identify the reasons why the French built Quebec City.
- Describe the exploration of the Mississippi River.
- Explain the onset and the result of the French and Indian War.

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- Explain why English settlers came to North America.
- Identify hardships encountered in English settlements.
- Describe key details in the settlement of English colonies.
- Describe the key events in American Independence and the causes of the American Revolution.
- Describe the creation and significance of key documents.
- Identify documents that exemplify American history and ideals.
- Describe how individuals, events, and ideas have formed and changed government.
- Use terms to describe historical times.
- Identify the purpose of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.

New Jersey Student Learning Supporting Standards:

- 6.1.5.CivicsPI.3 Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.5.CivicsPI.4 Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPI.5 Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPR.1 Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3 Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4 Explain how policies are developed to address public problems.
- 6.1.5.EconET.1 Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3 Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Primary Interdisciplinary Connections:

<https://www.nj.gov/education>

ELA:

- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.

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- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Computer Science & Design Thinking:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 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 cultures of other individuals.
- 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
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).

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- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Exit cards
- Warm-up Responses
- Student Edition Reading Checks
- Student Edition Lesson Checks

Alternate Assessments:

- Portfolio Assessment Piece
- TikaTok online
- Student Activity Mats

Summative Assessments:

- ChapterTest (online or in print)
- QUEST Connection
- QUEST Findings
- QUEST Project Based Learning

Benchmark Assessments:

- Entry-Level Assessments: Social Studies Skills Pre-Test
- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- People came to America to find weath, land and resources.American exploration and settlement caused changes in the lives of people at the time.
- The changes caused by American exploration and settlement affect our lives today.

Essential Question:

- How does our past affect our present?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- QUEST Kick-Off
- QUEST Connections
- QUEST Findings
- RAP About it!

Varied Levels of Text:

- Below level: *Together We Give Thanks*
- On level: *A New Tradition*
- Advanced: *Thanksgiving Then and Now*

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Suggested Amistad Resources:

- D is Drinking Gourd by Nancy Sanders
- Amistad Mutiny: Fighting for Freedom by Barbara Somerville
- Mufaro's Beautiful Daughters by John Steptoe
- Joe Joe's First Fight by Natasha Tarpley
- I Have Heard of a Land by Joyce Carol
- Thomas Candy Shop by Jan Wahl

Suggested Reading:

- *Lives of Explorers: Discoveries, Disasters (and What the Neighbors Thought)* by Kathleen Krull
- *Thomas Paine: Crusader for Liberty: How One Man's Ideas Helped Form a New Nation* by Albert Marrin
- *The Mayflower* by Mark Greenwood
- *My Country 'Tis of Thee: How One Song Reveals the History of Civil Rights* by Claire Redolph Murphy

Suggested Holocaust Resources:

- *Terrible Things: An Allegory of the Holocaust* by Eve Bunting
- *The Tree in the Courtyard: Looking Through Anne Frank's Window* by Jeff Gottesfeld

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual

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student IEP or 504 plan

- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts

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- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 4: Government, Landmarks, and Symbols

Duration: 25 Days

Student Objectives/Learning Standards

The student will:

- Explain the need for government.
- Evaluate the purpose and the importance of the U.S. Constitution.
- Differentiate among the three branches of federal government.
- Identify key functions of and officials within the federal government.
- Describe how other levels of government work with the federal government.
- Identify the responsibilities of the executive, legislative, and judicial branches of government.
- Describe the roles of key leaders in each branch of government and how they make decisions.
- Understand that the United States has three levels of government: local, state and national.
- Identify the responsibilities of local, state and national government.
- Identify key leaders in each level of government and understand that they make decisions based on the well-being of the people who voted for them.
- Connect the meaning of holidays, landmarks and symbols to history and culture.
- Assess the value of holidays, landmarks and symbols to civic pride.
- Explain the legacy of ideas contained in the Declaration of Independence and the U.S. Constitution.

New Jersey Student Learning Supporting Standards:

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- 6.1.5.CivicsPI.3 Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.5.CivicsPI.4 Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPI.5 Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPR.1 Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3 Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4 Explain how policies are developed to address public problems.
- 6.1.5.EconET.1 Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3 Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Primary Interdisciplinary Connections:

<https://www.nj.gov/education>

ELA:

- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Computer Science & Design Thinking:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

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- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 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 cultures of other individuals.
- 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
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
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Evidence of Student Learning

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Knowledge & Skills

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Enduring Understandings:

- The United States Constitution provides the plan for the United States government.
- The three branches of government were established to limit each branch's power and to protect the rights of citizens.
- Local, state, and national governments make and enforce laws and provide services to meet the needs of citizens.
- National symbols, landmarks, songs and documents help unite citizens and uphold ideals.

Essential Question:

- Why do we have government?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- QUEST Kick-Off
- QUEST Connections
- QUEST Findings
- RAP About it!

Suggested Amistad Resources:

- D is Drinking Gourd by Nancy Sanders
- Amistad Mutiny: Fighting for Freedom by Barbara Somerville
- Mufaro's Beautiful Daughters by John Steptoe
- Joe Joe's First Fight by Natasha Tarpley
- I Have Heard of a Land by Joyce Carol
- Thomas Candy Shop by Jan Wahl

Varied Levels of Text:

- Below level: What Are Rules?
- On level: *A Day Without Rules*
- Advanced: *Our Constitution at Work*

Suggested Reading:

- *The White House for Kids: A History of a Home, Office, and National Symbol* by Katherine House
- *How the U.S. Government Works* by Syl Sobel
- *The U.S. Constitution* by Norman Pearl

Suggested Holocaust Resources:

- *Terrible Things: An Allegory of the Holocaust* by Eve Bunting
- *The Tree in the Courtyard: Looking Through Anne Frank's Window* by Jeff Gottesfeld

Accommodations/Modifications

English Language Learners:

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

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- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.

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- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 5: Citizenship and Civic Engagement

Duration: 25 Days

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Student Objectives/Learning Standards

The student will:

- Identify the rights and responsibilities of citizenship.
- Compare and contrast rules and laws.
- Identify possible consequences for breaking rules and laws.
- Identify the importance of good citizenship.
- Understand the benefits of civic engagement.
- Identify how technology has affected civic engagement around the world.
- Describe actions and contributions of historical figures who have helped rights and freedoms of our country's citizens.
- Understand the qualities of a hero.
- Identify heroes from our country's history.

New Jersey Student Learning Supporting Standards:

- 6.1.5.CivicsPI.3 Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.5.CivicsPI.4 Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPI.5 Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPR.1 Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3 Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4 Explain how policies are developed to address public problems.
- 6.1.5.EconET.1 Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3 Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Primary Interdisciplinary Connections:

<https://www.nj.gov/education>

ELA:

- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic

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with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.

- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Computer Science & Design Thinking:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 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 cultures of other individuals.
- 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
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .

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- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Exit cards
- Warm-up Responses
- Student Edition Reading Checks
- Student Edition Lesson Checks

Alternate Assessments:

- Portfolio Assessment Piece
- TikaTok online
- Student Activity Mats

Summative Assessments:

- ChapterTest (online or in print)
- QUEST Connection
- QUEST Findings
- QUEST Project Based Learning

Benchmark Assessments:

- Entry-Level Assessments: Social Studies Skills Pre-Test
- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- Understand the reasons for rules and laws.
- Realize the importance of being a good citizen.
- Understand the contributions of people throughout history in securing American rights.
- Understand what makes people heroes.

Essential Question:

- How can I participate?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- QUEST Kick-Off
- QUEST Connections
- QUEST Findings

Varied Levels of Text:

- Below level: *Who is Eleanor Roosevelt?*
- On level: *An American Hero: Eleanor Roosevelt*

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<ul style="list-style-type: none"> • RAP About it! <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • D is Drinking Gourd by Nancy Sanders • Amistad Mutiny: Fighting for Freedom by Barbara Somerville • Mufaro's Beautiful Daughters by John Steptoe • Joe Joe's First Fight by Natasha Tarpley • I Have Heard of a Land by Joyce Carol • Thomas Candy Shop by Jan Wahl 	<ul style="list-style-type: none"> • Advanced: <i>Eleanor Roosevelt: First Lady and Human Rights Leader</i> <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>A More Perfect Union: The Story of Our Constitution</i> by Betsy and Giulio Maestro • <i>U.S. Constitution</i> by Norman Pearl • <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> by Duncan Tonatui <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • <i>Terrible Things: An Allegory of the Holocaust</i> by Eve Bunting • <i>The Tree in the Courtyard: Looking Through Anne Frank's Window</i> by Jeff Gottesfeld
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Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments

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- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income
- students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
may need more time engaged

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- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 6: A Growing Nation

Duration: 25 Days

Student Objectives/Learning Standards

The student will:

- Analyze how innovations in transportation influenced the growth of the United States.
- Describe how Lewis and Clark and Sacagawea contributed to the growth of the American West.
- Understand how canals and river boats helped move people and goods in the developing country.
- Recognize the difficulties faced by settlers in wagon trains.
- Identify how railroads, highways and airplanes improved transportation across the United States.
- Explain why people immigrate to new lands.
- Identify patterns of immigration from Europe and Asia to the United States.
- Describe how homesteaders built the American West.
- Analyze how innovations in communication influenced the growth of the United States.
- Compare how people communicated in the 1800's and today.
- Recognize how telegraphs, telephones and computers made instant communication possible.
- Describe how radio and television connect people around the world.
- Give examples of key people who improved communication.

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- Analyze how new ideas and machines changed people's lives in the United States and around the world.
- Recognize how activists improved access to education for all Americans.
- Understand how innovations in technology changed people's everyday lives.
- Explain how new machines and ideas changed the workplace.
- Recognize how innovations in medicine helped people lead longer, healthier lives.
- Describe the new ideas that developed in the arts.

New Jersey Student Learning Supporting Standards:

- 6.1.5.CivicsPI.3 Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.5.CivicsPI.4 Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPI.5 Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPR.1 Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3 Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4 Explain how policies are developed to address public problems.
- 6.1.5.EconET.1 Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3 Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Primary Interdisciplinary Connections:

<https://www.nj.gov/education>

ELA:

- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Computer Science & Design Thinking:

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Content Area: Social Studies

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 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 cultures of other individuals.
- 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
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.6:

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<p>Illustrate and communicate ideas and stories using multiple digital tools. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.</p>	
Evidence of Student Learning	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> • Teacher observation • Exit cards • Warm-up Responses • Student Edition Reading Checks • Student Edition Lesson Checks 	<p>Alternate Assessments:</p> <ul style="list-style-type: none"> • Portfolio Assessment Piece • TikaTok online • Student Activity Mats
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • ChapterTest (online or in print) • QUEST Connection • QUEST Findings • QUEST Project Based Learning 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Entry-Level Assessments: Social Studies Skills Pre-Test • Beginning of Year SGO • Mid-year SGO • End of year SGO
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Changes in transportation helped the United States grow. • Immigrants to the United States and American settlers changed where and how people lived. • Technological developments affect how people live. • New ideas and individuals can affect communities. 	<p>Essential Question:</p> <ul style="list-style-type: none"> • How does life change throughout history?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • QUEST Kick-Off • QUEST Connections • QUEST Findings • RAP About it! <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • D is Drinking Gourd by Nancy Sanders 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Below level: <i>New Beginnings</i> • On level: <i>Early America</i> • Advanced: <i>Starting Out</i> <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>My Diary From Here to There</i>: by Amanda Ima Perez • <i>The House on Maple Street</i> by: Bonnie Pryor

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- Amistad Mutiny: Fighting for Freedom by Barbara Somerville
- Mufaro's Beautiful Daughters by John Steptoe
- Joe Joe's First Fight by Natasha Tarpley
- I Have Heard of a Land by Joyce Carol
- Thomas Candy Shop by Jan Wahl

- *River Town* by Bonnie & Arthur Geisert

Suggested Holocaust Resources:

- Terrible Things: An Allegory of the Holocaust by Eve Bunting
- The Tree in the Courtyard: Looking Through Anne Frank's Window by Jeff Gottesfeld

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

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- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income
- students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

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- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Unit 7: Celebrating Our Communities

Duration: 30 Days

Student Objectives/Learning Standards

The student will:

- Identify reasons people have formed communities.
- Identify the types of characteristics that comprise a community or region.
- Describe how communities have changed over time.
- Explain similarities and differences between various communities.
- Recognize that people need to fulfill certain responsibilities to make their communities good places to live.
- Distinguish between the characteristics of rural, suburban and urban communities.
- Understand how the characteristics of rural, suburban and urban communities influence settlement patterns and daily life in these communities.
- Recognize that each type of community has unique characteristics compared to the other types of communities.
- Explain why people who live in each type of community need to interact with each other.
- Identify the cultures that have settled the United States and other areas of the world.
- Compare the cultural characteristics of diverse populations in one of the five regions of the United States with another area of the world.
- Identify and compare how people in different communities adapt to or modify the physical environment in which they live, such as deserts, mountains, wetlands and plains.
- Identify and compare the human characteristics of various regions.
- Understand that a community's cultural heritage can be communicated through stories, art and music.
- Explain the cultural values and significance of characters, people and events portrayed through the arts.
- Understand the importance of writers and artists and their works, and other examples of cultural heritage from various communities.

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- Compare and contrast the arts from various communities.
- Holiday traditions are part of a culture.
- Some national holidays honor important people.
- People celebrate freedom in different ways.
- People with the same culture and way of life enjoy ethnic celebrations.
- People celebrate their harvests around the world.

New Jersey Student Learning Supporting Standards:

- 6.1.5.CivicsPI.3 Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.5.CivicsPI.4 Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPI.5 Explain how government functions at the local, county, and state level.
- 6.1.5.CivicsPR.1 Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3 Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4 Explain how policies are developed to address public problems.
- 6.1.5.EconET.1 Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.3 Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Primary Interdisciplinary Connections:

<https://www.nj.gov/education>

ELA:

- RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Computer Science & Design Thinking:

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Grade: 3rd Grade

Content Area: Social Studies

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, & Key Skills:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
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- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.
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- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 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 cultures of other individuals.
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
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- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults .
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.
- 9.4.2.TL.7: Describe

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the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Exit cards
- Warm-up Responses
- Student Edition Reading Checks
- Student Edition Lesson Checks

Alternate Assessments:

- Portfolio Assessment Piece
- TikaTok online
- Student Activity Mats

Summative Assessments:

- ChapterTest (online or in print)
- QUEST Connection
- QUEST Findings
- QUEST Project Based Learning

Benchmark Assessments:

- Entry-Level Assessments: Social Studies Skills Pre-Test
- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- People from all over the world form communities to live, work and play together.
- People live in rural, suburban or urban communities.
- People share their culture in many different ways, such as through art and celebrations.
- Our nation's diversity helps us better understand the people who live in our communities and throughout the world.

Essential Question:

- How is culture shared?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- QUEST Kick-Off
- QUEST Connections
- QUEST Findings
- RAP About it!

Suggested Amistad Resources:

Varied Levels of Text:

- Below level: *Our Communities*
- On level: *American Communities*
- Advanced: *Building Communities*

Suggested Reading:

- *Edward Hopper Paints His World* by Robert Burleigh

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Content Area: Social Studies

- D is Drinking Gourd by Nancy Sanders
- Amistad Mutiny: Fighting for Freedom by Barbara Somerville
- Mufaro's Beautiful Daughters by John Steptoe
- Joe Joe's First Fight by Natasha Tarpley
- I Have Heard of a Land by Joyce Carol
- Thomas Candy Shop by Jan Wahl

- *Jubilee! One Man's Big, Bold and Very, Very Loud Celebration of Peace* by Alicia Potter.
- *E-I-E-I-O! How Old McDonald Got His Farm with a Little Help From a Hen* by JudySierra
- *Old Manhattan Has Some Farms* by Susan Lendroth

Suggested Holocaust Resources:

- *Terrible Things: An Allegory of the Holocaust* by Eve Bunting
- *The Tree in the Courtyard: Looking Through Anne Frank's Window* by Jeff Gottesfeld

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.

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- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income
- students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
may need more time engaged
- Display a word wall with current academic vocabulary in each subject

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- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.