

**Quinton Township School District**  
**Social Studies Grade 4: Regions of Our Country**

[Pacing Guide](#)

**SOCIAL STUDIES GRADE 4 OVERVIEW**

In Grade 4, students will study the United States regions to learn about their history, economics, civics, and geography. The students will learn about the social sciences, including an ending focus on the state they live in, New Jersey.

**UNIT 1**

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| <b>Marking Period:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1 | <b>Unit Title:</b> | Discovering the Social Sciences | <b>Pacing:</b> | 40 days |
| <p><b>Unit Summary:</b> In this unit, students will explore key concepts in economics, geography, civics, and history. They will learn how social scientists use artifacts, maps, and geographic tools to understand communities and the environment. Students will investigate how geography influences where people live and work, and how supply and demand affect economic decisions. They will also explore the role of government, the importance of civic participation, and the contributions of diverse groups of people, such as Native American, European, Black, AAPI, and Latino and Hispanic communities, to American history. Students will apply their learning by proposing solutions to local issues and understanding how democracy functions at local, state, and national levels. () # *</p>                                                                                                                                                                                                      |   |                    |                                 |                |         |
| <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Create definitions for the terms economics, geography, civics, and history.</li><li>• Identify artifacts that social scientists use in their research; then draw conclusions from examination of artifacts from an archaeological perspective.</li><li>• Interpret a physical map of the United States by using directions and latitude and longitude.</li><li>• Interpret special-purpose maps: elevation, annual rainfall, and population density.</li><li>• Hypothesize the locations of five photographs by using geographic information.</li><li>• Analyze the relationship between river systems and people.</li><li>• Identify key experiences and contributions of various groups in the United States.</li><li>• Build empathy for other communities by analyzing literature from multiple perspectives. ^</li><li>• Engage with texts highlighting various cultural communities to promote themes of diversity and inclusion. ()</li></ul> |   |                    |                                 |                |         |

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

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- Reading books like *The Butterfly* by Patricia Polacco or *The Diary of Anne Frank* (age-appropriate excerpts) to spark discussions about empathy, kindness, and standing up against prejudice and hatred. ^
- Identify where the people who first settled in students' neighborhoods or towns came from.
- Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- Compare and contrast historians' interpretations of important historical ideas, resources and events within the United States while evaluating the impact of those different interpretations.
- Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- Identify examples of the variety of resources that are used to produce goods and services in the United States; then describe how supply and demand influence price and output of products.
- Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. #
- Investigate the different physical and human characteristics and identify the factors that might attract individuals to that space.
- Identify the maps or types of maps most appropriate for specific purposes; then explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 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.
- Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- Use evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government.
- Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.
- Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- Explain how policies are developed to address public problems and examine the responsibilities of differing positions of authority and

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- identify criteria that are likely to make leaders qualified for those positions.
- Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- Utilize a variety of sources to illustrate how the American identity has evolved over time.
- Explain the contributions of AAPI individuals to American society, including their roles in building the Transcontinental Railroad, agriculture, and technology. @
- Describe the diversity within AAPI communities, including the various countries, languages, and cultures represented, and explain how AAPI individuals have contributed to the development of the United States. @
- Research and explore the contributions of influential individuals to address February's Black History Month. \*

**Compelling Question:** How can the four core social sciences help us learn about our region of the country?

**Essential Questions:** What do social scientists do? How do geographers study the regions of the United States? How have different groups contributed to the United States? What are the characteristics of regions in the United States based on culture, economics, and physical characteristics? How have people in the United States adapted to geography? How are regions affected by natural resources? How does climate affect people in the United States?

**New Jersey Student Learning Standards/Learning Targets:**

6.1.5.GeoPP.4, 6.1.5.HistoryUP.5, 6.1.5.HistoryUP.6, 6.1.5.EconET.3, 6.1.5.EconEM.2, 6.1.5.EconEM.3, 6.1.5.EconNM.5, 6.1.5.EconGE.2, 6.1.5.GeoPP.1, 6.1.5.GeoPP.2, 6.1.5.GeoPP.4, 6.1.5.GeoSV.1, 6.1.5.GeoSV.2, 6.1.5.GeoSV.3, 6.1.5.GeoSV.4, 6.1.5.GeoGI.4, 6.1.5.CivicsPI.2, 6.1.5.CivicsPI.3, 6.1.5.CivicsPI.4, 6.1.5.CivicsPD.1, 6.3.5.CivicsPD.3, 6.1.5.CivicDP.1, 6.1.5.CivicsPR.1, 6.1.5.CivicsPR.3, 6.1.5.CivicsPR.4, 6.1.5.CivicsCM.4, 6.1.5.CivicsCM.6, 6.3.5.CivicsPD.3, 6.1.5.HistoryCC.2

**Interdisciplinary Connections:** RI.CR.4.1, W.SE.4.6, SL.PE.4.1, W.WR.4.5, 2.1.5.SSH.3

**Career Readiness, Life Literacies, and Key Skills:** 9.1.5.CR.1, 9.1.5.EG.3, 9.1.5.EG.4, 9.1.5.PB.2

**Computer Science and Design Thinking:** 9.4.5.IML.6

**Career Education:** 9.2.5.CAP.7

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**Essential Unit Vocabulary:** economic, geography, history, political science, basin, global grind, coastal plain, inland, line of latitude, line of longitude, map key, resources, region, scale, special-purpose map, the Americas, colony, culture, democracy, diverse, immigrant

| Overview of Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Teacher's Guide/<br>Resources                                                                                                                           | Core Instructional<br>Materials                                                                                                                                                                                                                                                                                                                                     | Technology Infusion                                                                                                                                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li>● <b>Part A:</b> The Four Core Social Sciences (TCI, Unit 1, Lesson 1) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Discovering the Social Sciences <ul style="list-style-type: none"> <li>■ Economics</li> <li>■ Geography</li> <li>■ Civics</li> <li>■ History</li> </ul> </li> <li>○ <b>Section 2:</b> Sharing Social Science Artifacts</li> <li>○ Thinking Like a Social Scientist</li> </ul> </li> <li>● <b>Part B:</b> Exploring Regions of the United States (TCI, Unit 1, Lesson 2) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Building Basic Geography Skills <ul style="list-style-type: none"> <li>■ Location &amp; Direction</li> <li>■ Scales &amp; Symbols</li> <li>■ Lines of Latitude</li> <li>■ Lines of Longitude</li> </ul> </li> <li>○ <b>Section 2:</b> Exploring Regions <ul style="list-style-type: none"> <li>■ Regions of the US</li> <li>■ The Northeast</li> <li>■ The Southeast</li> <li>■ The Midwest</li> <li>■ The Southwest</li> </ul> </li> </ul> </li> </ul> | <p style="text-align: center;">TCI<br/>Teachers'<br/>Curriculum<br/>Institute<br/>Online<br/>Social Studies<br/>Alive! - Regions<br/>of Our Country</p> | <p style="text-align: center;">TCI Teacher's Manual<br/><i>Online Student<br/>notebooks</i></p> <ul style="list-style-type: none"> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and text</li> </ul> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> <li>● Epic!, National Geographic Kids, and BrainPop online resources for researching influential figures</li> <li>● Codex Online</li> </ul> |

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| <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ The West <ul style="list-style-type: none"> <li>○ <b>Section 3:</b> Building Parks in different regions</li> </ul> </li> </ul> </li> <li>● <b>Part C:</b> The Peopling of the United States (TCI, Unit 1, Lesson 3) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Native Americans</li> <li>○ <b>Section 2:</b> Latino Americans</li> <li>○ <b>Section 3:</b> European Americans</li> <li>○ <b>Section 4:</b> African Americans</li> <li>○ <b>Section 5:</b> Asian Americans</li> </ul> </li> <li>● Engage with various literature to learn about the history and contributions of Asian American and Pacific Islander (AAPI) individuals by reading and analyzing age-appropriate books and articles, such as <i>"A Different Pond"</i> by Bao Phi, <i>"The Year of the Dog"</i> by Grace Lin, and excerpts from <i>"The Chinese Exclusion Act: The History of America's First Racially Motivated Immigration Law"</i> by Huping Ling. After reading these texts, students will participate in a class discussion to compare the experiences of AAPI individuals with those of other immigrant groups in U.S. history. @</li> <li>● Students will explore the works of Black authors and poets such as Langston Hughes, Maya Angelou, or Jacqueline Woodson. They will read an excerpt or poem from one of these authors and discuss its themes and messages with their peers. *</li> </ul> |  |  | Resource |
| Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |          |

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

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| <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Exit Ticket</li> <li>• Quiz</li> <li>• Teacher/Student Conference</li> <li>• Teacher Observation</li> <li>• Student Self Reflection</li> <li>• Think Pair Share</li> </ul> <p><b><u>Suggested Formative Projects</u></b></p> <ul style="list-style-type: none"> <li>• Create a web diagram about the social sciences. Find and share artifacts from home that represent economics, geography, civics, and history.</li> <li>• Learn the basic skills of a geographer and use those skills to answer questions about different regions. Use special-purpose maps to figure out where to build recreational parks in different regions.</li> <li>• Analyze primary source quotes, songs, speeches, and poems to learn about different groups who came to the United States. @ *</li> </ul> | <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• End of Unit Assessment</li> <li>• Mid Year Benchmark Assessment</li> <li>• End of Year Benchmark Assessment</li> <li>• Completed Projects</li> </ul> <p><b><u>Suggested Summative Performance Task:</u></b></p> <ul style="list-style-type: none"> <li>• Students will use their new knowledge of geography to do a region mini project demonstrating all the objectives within this unit. Each student will research, write about, create visuals, use technology, present and explain their region of the US. The students will follow an attached rubric and there will be a class state share at the end of unit one. The knowledge learned during this project and skills demonstrated will carry over into the rest of the year as the students explore the different regions and then focus primarily on their state, New Jersey.</li> </ul> |
| <p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>• District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Alternative Choice Projects</li> <li>• Oral Assessments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Hold high expectations.</li> <li>• Provide English/Spanish Dictionary for use.</li> <li>• Place with Spanish speaking teacher/paraprofessional as available.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Invite student to after school tutoring sessions.</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction.</li> <li>• Translate printed communications for parents in native language.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul> |

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| UNIT 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                    |               |                |         |
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| <b>Marking Period:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2 | <b>Unit Title:</b> | The Northeast | <b>Pacing:</b> | 22 days |
| <b>Unit Summary:</b> In this unit of study, students will explore the northeast of the United States. In addition, students will discover what causes a region to change.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                    |               |                |         |
| <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> <li>• Categorize key elements of the economy, geography, government, history, and people of the Northeast.</li> <li>• Use a map of the region to trace the route of a tour through the Northeast.</li> <li>• Identify the advantages and disadvantages of democracy, mass production, and laws.</li> <li>• Analyze working conditions in the textile mills of Lowell, Massachusetts.</li> <li>• Simulate the population density of the Northeast and compare it with that of other regions of the United States.</li> <li>• Evaluate the effect of population density on the lives of urban- and rural-dwelling northeasterners.</li> <li>• Describe the relationship between inventions and changes in city life.</li> <li>• Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. #</li> <li>• Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</li> <li>• Identify the maps or types of maps most appropriate for specific purposes.</li> <li>• Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</li> <li>• Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li> <li>• Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world.</li> <li>• Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li> <li>• Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they</li> </ul> |   |                    |               |                |         |

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- interact with citizens at local, state, and national levels.
- Use evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government.
- Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- Use a variety of sources to illustrate how the American identity has evolved over time.
- Analyze key historical documents to determine the role they played in past and present-day government and citizenship.
- Compare and contrast historians' interpretations of important historical ideas, resources and events.

**Compelling Question:** What is it like to live in different regions of the United States and how does it compare to my own?

**Essential Questions:** What are different parts of the Northeast like? How do people live in the Northeast?

**New Jersey Student Learning Standards/Learning Targets:**

6.1.5.GeoPP.1, 6.1.5.GeoPP.2, 6.1.5.GeoPP.4, 6.1.5.GeoSV.1, 6.1.5.GeoSV.2, 6.1.5.GeoSV.3, 6.1.5.GeoSV.4, 6.1.5.GeoGI.4, 6.1.5.CivicsPI.3, 6.1.5.Civic.DP.1, 6.1.5.CivicsCM.6, 6.1.5.HistoryCC.1, 6.1.5.HistoryCC.2, 6.1.5.HistoryCC.15, 6.1.5.HistoryUP.5

**Interdisciplinary Connections:** 2.1.5.SSH.3, RI.CR.4.1, W.SE.4.6, SL.PE.4.1

**Career Readiness, Life Literacies, and Key Skills:** 9.1.5.CR.1, 9.1.5.EG.3, 9.1.5.EG.4, 9.4.5.CI.1

**Computer Science and Design Thinking:** 9.4.5.IML.6

**Career Education:** 9.2.5.CAP.7, 9.2.5.CAP.8

**Essential Unit Vocabulary:** canal, mass production, peak, skyscraper, megalopolis, population density

| Overview of Activities | Teacher's Guide/ Resources | Core Instructional Materials | Technology Infusion |
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| <ul style="list-style-type: none"> <li>● <b>Part A:</b> A Tour of the Southeast (TCI, Unit 3, Lesson 6) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> The Northeast Coast</li> <li>○ <b>Section 2:</b> The Mountains of the Northeast</li> <li>○ <b>Section 3:</b> Democracy Takes Root at Plymouth</li> <li>○ <b>Section 4:</b> Boston Leads the Fight to Freedom</li> <li>○ <b>Section 5:</b> The Erie Canal Links the Northeast and the Midwest</li> <li>○ <b>Section 6:</b> New York City: Where Buildings Touch the Sky</li> <li>○ <b>Section 7:</b> Hershey, PA: A Town Built on Chocolate</li> <li>○ <b>Section 8:</b> Independence Hall: Birthplace of US</li> <li>○ <b>Section 9:</b> Washington, D.C.: Our Nation's Capital</li> <li>○ <b>Section 10:</b> On Government Buildings</li> <li>○ <b>Section 11:</b> Our National Monuments</li> <li>○ <b>Section 12:</b> Important Cities in New Jersey</li> </ul> </li> <li>● <b>Part B:</b> The Effects of Geography on Life in the Southeast (TCI, Unit 3, Lesson 7) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Living in the Northeast</li> <li>○ <b>Section 2:</b> Reading a Population Density Map</li> <li>○ <b>Section 3:</b> Places to Live &amp; Making a Living</li> <li>○ <b>Section 4:</b> Getting Around: People and Pollution</li> <li>○ <b>Section 5:</b> Inventing New Ways of Living</li> </ul> </li> </ul> | <p style="text-align: center;">TCI<br/>Teachers'<br/>Curriculum<br/>Institute</p> <p style="text-align: center;">Online<br/>Social Studies<br/>Alive! -<br/>Regions of<br/>Our Country</p> | <p>TCI Teacher's<br/>Manual<br/><i>Online Student<br/>notebooks</i></p> <ul style="list-style-type: none"> <li>● Google Applications</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and text</li> </ul> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> </ul> |
| <b>Assessments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                          |
| <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Exit Ticket/Quiz</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>● End of Unit Assessment</li> </ul>                                                                                    |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                          |

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**Quinton Township School District**  
**Social Studies Grade 4: Regions of Our Country**

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| <ul style="list-style-type: none"> <li>• Teacher/Student Conference</li> <li>• Teacher Observation/Student Self Reflection</li> <li>• Think Pair Share/Bottoms Up</li> </ul> <p><b><u>Suggested Formative Projects</u></b></p> <ul style="list-style-type: none"> <li>• <b>Experience</b> the population density of the Northeast and compare it to other locations in the United States. <b>Create a comic strip that highlights life in the heavily populated areas of the Northeast.</b></li> <li>• Take a <b>video</b> tour of the Northeast and write fun questions for each stop.</li> </ul> | <ul style="list-style-type: none"> <li>• Mid Year Benchmark Assessment</li> <li>• End of Year Benchmark Assessment</li> <li>• Completed Projects</li> </ul> <p><b><u>Suggested Summative Performance Task:</u></b><br/> Students will create <b>digital travel brochures</b> of one area within the northeast. Brochures will include landmarks, history, geographical features, attractions, culture and more.</p> |
| <p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>• District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Alternative Choice Projects</li> <li>• Oral Assessments</li> </ul>                                                                                                                                                                                                                                                                   |

| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of</li> </ul> | <ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Hold high expectations.</li> <li>• Provide English/Spanish Dictionary for use.</li> <li>• Place with Spanish speaking teacher/paraprofessional as available.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Invite student to after school tutoring sessions.</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction.</li> <li>• Translate printed</li> </ul> | <ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> </ul> | <ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that</li> </ul> |

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**Quinton Township School District**  
**Social Studies Grade 4: Regions of Our Country**

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| <p>instruction/differentiated instructional practices.</p> <ul style="list-style-type: none"> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <p>communications for parents in native language.</p> <ul style="list-style-type: none"> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <p>knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul> |
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**Quinton Township School District**  
**Social Studies Grade 4: Regions of Our Country**

| UNIT 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                    |               |                |         |
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| <b>Marking Period:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2 | <b>Unit Title:</b> | The Southeast | <b>Pacing:</b> | 23 days |
| <b>Unit Summary:</b> In this unit of study, students will explore the southeast of the United States. In addition, the students will discover how people affect all components of the environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                    |               |                |         |
| <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Apply map skills to locate nine important places in the Southeast.</li> <li>• Use a map of the region to trace the route of a tour through the Southeast.</li> <li>• Describe the major physical and human features of the Southeast.</li> <li>• Identify the difficulties that early colonists faced in Jamestown, Virginia; some different southeastern musical traditions; and the ways in which life in America has changed since the civil rights movement. *</li> <li>• Interpret geographic information from special-purpose maps and images of the Southeast.</li> <li>• Hypothesize the effects of geography and read to confirm or correct.</li> <li>• Apply what has been learned by identifying the effects of geography in their own community.</li> <li>• Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> <li>• Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</li> <li>• Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</li> <li>• Identify the maps or types of maps most appropriate for specific purposes.</li> <li>• Use maps to explain the impact of location and place on the relationships between places in the United States and other countries.</li> <li>• Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li> <li>• Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world.</li> <li>• Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li> <li>• Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they</li> </ul> |   |                    |               |                |         |

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- interact with citizens at local, state, and national levels.
- Use evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government.
- Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- Use a variety of sources to illustrate how the American identity has evolved over time.
- Analyze key historical documents to determine the role they played in past and present-day government and citizenship
- Compare and contrast historians' interpretations of important historical ideas, resources and events.

**Compelling Question:** What is it like to live in different regions of the United States and how does it compare to my own?

**Essential Questions:** What factors have shaped the culture of the Southeast? How has geography helped shape daily life in the Southeast?

**New Jersey Student Learning Standards/Learning Targets:**

6.1.5.GeoPP.1, 6.1.5.GeoPP.2, 6.1.5.GeoPP.4, 6.1.5.GeoSV.1, 6.1.5.GeoSV.2, 6.1.5.GeoSV.3, 6.1.5.GeoSV.4, 6.1.5.GeoGI.4, 6.1.5.CivicsPI.3, 6.1.5.Civic.DP.1, 6.1.5.CivicsCM.6, 6.1.5.HistoryCC.1, 6.1.5.HistoryCC.2, 6.1.5.HistoryCC.15, 6.1.5.HistoryUP.5

**Interdisciplinary Connections:** 4.DL.A.1, W.WR.4.5, 2.1.5.SSH.3

**Career Readiness, Life Literacies, and Key Skills:** 9.4.5.CI.3, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1

**Computer Science and Design Thinking:** 9.4.5.DC.6, 9.4.5.IML.6, 8.1.5.IC.1

**Essential Unit Vocabulary:** bayou, delta, hurricane, mineral, petroleum, plantation, savanna, segregation, strip mine, swamp, agriculture, fall line, flood plain, foothills, industry, natural resource, navigable, tornado

| Overview of Activities | Teacher's Guide/ Resources | Core Instructional Materials | Technology Infusion |
|------------------------|----------------------------|------------------------------|---------------------|
|                        |                            | TCI Teacher's                | ● Smart Board       |

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| <ul style="list-style-type: none"> <li>● <b>Part A:</b> A Tour of the Southeast (TCI, Unit 3, Lesson 6) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Everglades National Park, FL</li> <li>○ <b>Section 2:</b> The John Kennedy Space Center at Cape Canaveral, FL</li> <li>○ <b>Section 3:</b> Jamestown, Virginia: England's First American Colony</li> <li>○ <b>Section 4:</b> A Coal Mine in Appalachia</li> <li>○ <b>Section 5:</b> Musical Memphis, Tennessee</li> <li>○ <b>Section 6:</b> The French Quarter in New Orleans, Louisiana</li> <li>○ <b>Section 7:</b> An Oil Rig in the Gulf of Mexico</li> <li>○ <b>Section 8:</b> A Cotton Plantation in Natchez, Mississippi</li> <li>○ <b>Section 9:</b> Montgomery, Alabama: Birthplace of the Civil Rights Movement *</li> <li>○</li> </ul> </li> <li>● <b>Lesson 2:</b> The Effects of Geography on Life in the Southeast (TCI, Unit 3, Lesson 7) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Elevation: Lowlands and Highlands</li> <li>○ <b>Section 2:</b> Rivers and Ocean</li> <li>○ <b>Section 3:</b> The Fall Line</li> <li>○ <b>Section 4:</b> Natural Resources</li> <li>○ <b>Section 5:</b> A Long Growing Season</li> <li>○ <b>Section 6:</b> Dangerous Weather</li> </ul> </li> </ul> | TCI<br>Teachers'<br>Curriculum<br>Institute<br>Online<br>Social Studies<br>Alive! - Regions<br>of Our Country | Manual<br><i>Online Student<br/> notebooks</i> <ul style="list-style-type: none"> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and text</li> <li>● Codex Online</li> </ul> | Applications <ul style="list-style-type: none"> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> <li>● Codex Online Resource</li> </ul> |
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| Assessments           |                       |
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| Formative Assessments | Summative Assessments |

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**Quinton Township School District**  
**Social Studies Grade 4: Regions of Our Country**

- Exit Ticket
- Quiz
- Teacher/Student Conference
- Teacher Observation
- Student Self Reflection
- Think Pair Share

**Suggested Formative Projects**

- Use your “social science” glasses to **analyze** what you see as you explore the Southeast on this **self-directed tour**.
- **Create titles and captions** for videos of geography in the Southeast.
- If You Lived in the First English Settlements:
  - Student(s) pick at least 2 roles (men, women, child, slave, Native American)
  - Student(s) create comic strips that depict a day in the life of these characters - use of drawing paper or Storyboard That (Historical Collection) optional  
<https://www.storyboardthat.com/storyboard-creator>
  - Comic Strips will be collected into a class book

Criteria: 1. At least 6 frames 2. At least 2 characters accurately dressed for time period 3. Appropriate setting portrayed of Jamestown or Plymouth 4. Accurate display of each character's role in the settlement (incorporating at least 3 responsibilities of each)

- Interactive Notebook Activity for Comparing Colonies (TCI)  
[www.teachtei.com](http://www.teachtei.com)
- [http://www.learningliftoff.com/wpcontent/uploads/2015/02/HS\\_HST\\_US\\_S1\\_01\\_12\\_SS\\_ColonialBrochure.swf](http://www.learningliftoff.com/wpcontent/uploads/2015/02/HS_HST_US_S1_01_12_SS_ColonialBrochure.swf)

- End of Unit Assessment
- Mid Year Benchmark Assessment
- End of Year Benchmark Assessment
- Completed Projects

**Suggested Summative Performance Task:**

Students will make a variety of **thematic maps** (elevation, population, demographics, temperature, weather, cities etc.) of one state within the southeast. Students will **present maps** to the class and then complete a comparison chart.

**Suggested Summative Project:**

In which settlement would you prefer to live, Jamestown or Plymouth? **Design** a real estate **advertisement** that encourages people to move to that settlement.

Advertisement should:

- describe the geography and climate of the area
- explain the opportunities available to new settlers
- provide information about how nearby American Indians have reacted to the settlement
- include pictures of life in the settlement
- be free from spelling and grammatical errors

**Task #1:** Build a Colony Group Activity

[http://hiltonjs.weebly.com/uploads/3/9/5/2/39525821/build\\_a\\_colony.pdf](http://hiltonjs.weebly.com/uploads/3/9/5/2/39525821/build_a_colony.pdf)

**Task #2:** Simulation

<http://colonialamerica.thinkport.org/welcome-to-colonial-america.html>

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|                                                                                                                                                                                              | <p><b>Explanation:</b> A STEM lesson where students will design a colonial settlement that can withstand various challenges. Students will review European Settlements successes and failures to determine criteria for the success of their own colonial settlement. Students will use an engineering portfolio to research and plan out their settlement design. Students will refine designs and will write an informational column to be included in the “Savvy Colonists’ Guide to the New World” where they will offer advice to future colonists.</p> |
| <p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul> | <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>Alternative Choice Projects</li> <li>Oral Assessments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                |

| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• Translate printed communications for parents in native language.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul> |
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**Quinton Township School District**  
**Social Studies Grade 4: Regions of Our Country**

| UNIT 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |             |             |         |         |
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| Marking Period:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2 | Unit Title: | The Midwest | Pacing: | 20 days |
| <b>Unit Summary:</b> In this unit of study, students will explore the Midwest region of the United States. In addition, the students will discover how natural resources affect a region's growth.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |             |             |         |         |
| <b>Objectives:</b> <ul style="list-style-type: none"><li>• Read graphs, charts, and numerical information from text and other sources and analyze images.</li><li>• Compare and contrast farm size, farm technologies, and farm life from 1800 to today.</li><li>• Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li><li>• Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li><li>• Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions in the United States.</li><li>• Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</li><li>• Identify the maps or types of maps most appropriate for specific purposes.</li><li>• Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</li><li>• Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li><li>• Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world.</li><li>• Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li><li>• 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.</li><li>• Use evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government.</li><li>• Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</li></ul> |   |             |             |         |         |

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- Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- Use a variety of sources to illustrate how the American identity has evolved over time.
- Analyze key historical documents to determine the role they played in past and present-day government and citizenship.
- Compare and contrast historians' interpretations of important historical ideas, resources and events.

**Compelling Question:** What is it like to live in the midwest of the United States and how does it compare to my own?

**Essential Questions:** Why do we call the Midwest “America’s Heartland”? How has farming changed in the Midwest over time?

**New Jersey Student Learning Standards/Learning Targets:**

6.1.5.GeoGI.4, 6.1.5.GeoPP.1, 6.1.5.GeoPP.2, 6.1.5.GeoPP.4, 6.1.5.GeoSV.1, 6.1.5.GeoSV.2, 6.1.5.GeoSV.3, 6.1.5.GeoSV.4, 6.1.5.GeoGI.4, 6.1.5.CivicsPI.3, 6.1.5.Civic.DP.1, 6.1.5.CivicsCM.6, 6.1.5.HistoryCC.1, 6.1.5.HistoryCC.2, 6.1.5.HistoryCC.15, 6.1.5.HistoryUP.5

**Interdisciplinary Connections:** W.SE.4.6, SL.PE.4.1, 4.DL.A.3, 4.DL.A.4

**Career Readiness, Life Literacies, and Key Skills:** 9.4.5.GCA.1, 9.4.5.CT.4, 9.4.5.CT.3

**Computer Science and Design Thinking:** 8.1.5.DA.5

**Essential Unit Vocabulary:** frontier, prairie, fertile, livestock, feedlot, meatpacking, reservation, assembly line, transportation hub, agribusiness, canning, combine, dairy, fertilizer, pesticide, reaper, self-sufficient, sod

| Overview of Activities                                                                                                                                                                                                                                                                                                               | Teacher’s Guide/<br>Resources      | Core Instructional Materials                            | Technology Infusion                                                                                                     |
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| <ul style="list-style-type: none"> <li>• <b>Part A:</b> A Tour of the Midwest (TCI, Unit 4, Lesson 8) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> St. Louis, Missouri: Gateway to the West</li> <li>○ <b>Section 2:</b> The Farm State of Iowa</li> <li>○ <b>Section 3:</b> Dodge City, Kansas</li> </ul> </li> </ul> | TCI Teachers’ Curriculum Institute | TCI Teacher’s Manual<br><i>Online Student notebooks</i> | <ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications: Documents,</li> </ul> |

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| <ul style="list-style-type: none"> <li>○ <b>Section 4:</b> South Dakota's Heroes</li> <li>○ <b>Section 5:</b> Michigan's Soo Locks: Linking Great Lakes</li> <li>○ <b>Section 6:</b> Detroit, Michigan: America's Motor City</li> <li>○ <b>Section 7:</b> The Midwest Transportation Hub</li> <li>○ <b>Section 8:</b> Chicago's Wrigley Field</li> <li>○ <b>Section 9:</b> Minnesota's Mall of America</li> <li>● <b>Part B:</b> Agricultural Changes in the Midwest (TCI, Unit 4, Lesson 9) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Farming in the Midwest in 1800</li> <li>○ <b>Section 2:</b> Farm Tools and Family Farm in 1800</li> <li>○ <b>Section 3:</b> Farming in the Midwest Today</li> <li>○ <b>Section 4:</b> The Family Farm Today</li> <li>○ <b>Section 5:</b> Agriculture in New Jersey</li> </ul> </li> </ul> | <p style="text-align: center;">Online<br/>Social Studies<br/>Alive! - Regions<br/>of Our Country</p> | <ul style="list-style-type: none"> <li>● Google Applications</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and text</li> </ul> | <p style="text-align: center;">Slides, Forms,<br/>Classroom and<br/>more</p> <ul style="list-style-type: none"> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> </ul> |
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| Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Exit Ticket/Quiz</li> <li>● Teacher/Student Conference</li> <li>● Teacher Observation / Student Self Reflection</li> <li>● Think Pair Share</li> </ul> <p><b><u>Suggested Formative Projects</u></b></p> <ul style="list-style-type: none"> <li>● Explore the Midwest on this <a href="#">self-directed tour</a> and collect clues to reveal a secret word.</li> <li>● Focus on one <a href="#">reading section</a> as you learn about how farming has changed over the years. <a href="#">Present information</a></li> </ul> | <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● End of Unit Assessment</li> <li>● Mid Year Benchmark Assessment</li> <li>● End of Year Benchmark Assessment</li> <li>● Completed Projects</li> </ul> <p><b><u>Suggested Summative Performance Task:</u></b></p> <ul style="list-style-type: none"> <li>● Students will create a <a href="#">slideshow</a> that identifies the characteristics of a region in the midwest. Slides may include, but not limited to, photos of different features of the region supported by captions.</li> </ul> |

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| to others while you learn from them as well.                                                                                                                                          |                                                                                                                                        |
| <b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul> | <b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Alternative Choice Projects</li> <li>Oral Assessments</li> </ul> |

| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>RTI</li> <li>Modify and accommodate as listed in student's IEP or 504 plan</li> <li>Utilize effective amount of wait time</li> <li>Hold high expectations</li> <li>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>Utilize open-ended questioning techniques</li> <li>Utilize scaffolding to support instruction.</li> <li>Chunk tasks into smaller components</li> <li>Provide step by step instructions</li> <li>Model and use visuals as often as possible</li> <li>Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>Create modified assessments.</li> <li>Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>Provide individualized assistance as necessary.</li> <li>Allow for group work (strategically selected) and collaboration as necessary.</li> <li>Utilize homework recorder within SIS.</li> <li>Allow for copies of notes to be shared out.</li> <li>Utilize assistive technology as appropriate.</li> <li>Provide meaningful feedback and utilize teachable moments.</li> <li>Utilize graphic organizers</li> <li>Introduce/review study skills</li> <li>Provide reading material at or slightly above students' reading</li> </ul> | <ul style="list-style-type: none"> <li>RTI</li> <li>Speech/Language Therapy</li> <li>Hold high expectations.</li> <li>Provide English/Spanish Dictionary for use.</li> <li>Place with Spanish speaking teacher/paraprofessional as available.</li> <li>Learn/Utilize/Display some words in the students' native language.</li> <li>Invite student to after school tutoring sessions.</li> <li>Basic Skills Instruction</li> <li>Utilize formative assessments to drive instruction.</li> <li>Translate printed communications for parents in native language.</li> <li>Hold conferences with translator present.</li> <li>Utilize additional NJDOE resources/recommendations.</li> <li>Review Special Education listing for additional recommendations.</li> <li>Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>RTI Tiered Interventions following RTI framework</li> <li>Support instruction with RTI intervention resources</li> <li>Provide after school tutoring services</li> <li>Basic Skills Instruction</li> <li>Hold high expectations</li> <li>Utilize Go Math! RTI strategies</li> <li>Fountas and Pinnell Phonics</li> <li>Hold parent conferences fall and spring</li> <li>Make modifications to instructional plans based on I and RS Plan.</li> <li>Develop a record system to encourage good behavior and completion of work.</li> <li>Establish a consistent and daily routine.</li> </ul> | <ul style="list-style-type: none"> <li>Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>Promote self-initiated and self-directed learning and growth.</li> <li>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul> |

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| <div>levels.</div> <div><ul style="list-style-type: none"><li>• Utilize manipulatives as necessary.</li><li>• Utilize auditory reminders as deemed necessary.</li><li>• Provide breaks to allow for refocusing as necessary.</li><li>• Establish a consistent and daily routine.</li></ul></div> |  |  |  |
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| UNIT 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |             |               |         |         |
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| Marking Period:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3 | Unit Title: | The Southwest | Pacing: | 22 days |
| <b>Unit Summary:</b> In this unit of study, students will explore the Southwest region of the United States. In addition, the students will explore how people adapt to their environments.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |             |               |         |         |
| <b>Objectives:</b> <ul style="list-style-type: none"><li>• Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions in the United States.</li><li>• Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</li><li>• Identify the maps or types of maps most appropriate for specific purposes.</li><li>• Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</li><li>• Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li><li>• Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world.</li><li>• Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li><li>• 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.</li><li>• Use evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government.</li><li>• Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</li><li>• Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</li><li>• Use a variety of sources to illustrate how the American identity has evolved over time.</li><li>• Analyze key historical documents to determine the role they played in past and present-day government and citizenship</li><li>• Compare and contrast historians' interpretations of important historical ideas, resources and events.</li></ul> |   |             |               |         |         |

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**Compelling Question:** What is it like to live in the southwest of the United States and how does it compare to my own?

**Essential Questions:** How have geography and history shaped life in the Southwest?  
 How do people depend on the Colorado River and share its water?

**New Jersey Student Learning Standards/Learning Targets:**

6.1.5.GeoGI.4, 6.1.5.GeoPP.1, 6.1.5.GeoPP.2, 6.1.5.GeoPP.4, 6.1.5.GeoSV.1, 6.1.5.GeoSV.2, 6.1.5.GeoSV.3, 6.1.5.GeoSV.4,  
 6.1.5.GeoGI.4, 6.1.5.CivicsPI.3, 6.1.5.Civic.DP.1, 6.1.5.CivicsCM.6, 6.1.5.HistoryCC.1, 6.1.5.HistoryCC.2, 6.1.5.HistoryCC.15,  
 6.1.5.HistoryUP.5

**Interdisciplinary Connections:** W.SE.4.6, SL.PE.4.1, W.IW.4.2

**Career Readiness, Life Literacies, and Key Skills:** 9.4.5.GCA.1, 9.4.5.CT.4, 9.4.5.CT.3

**Computer Science and Design Thinking:** 9.4.5.TL.1

**Essential Unit Vocabulary:** bayou, delta, hurricane, mineral, petroleum, plantation, savanna, segregation, swamp, conservation, drought, habitat, irrigation, municipality, reservoir, river basin, wastewater

| Overview of Activities                                                                                                                                                                                                                                                                                                                                                                                                    | Teacher's Guide/ Resources                | Core Instructional Materials                                                                                     | Technology Infusion                                                                                                                |
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| <ul style="list-style-type: none"> <li><b>Part A:</b> The Tour of the Southwest (TCI, Unit 5, Lesson 10)               <ul style="list-style-type: none"> <li><b>Section 1:</b> <a href="#">Monument Valley</a></li> <li><b>Section 2:</b> <a href="#">The Hottest U.S. City</a></li> <li><b>Section 3:</b> <a href="#">Hoover Dam</a></li> <li><b>Section 4:</b> <a href="#">The Grand Canyon</a></li> </ul> </li> </ul> | TCI Teachers' Curriculum Institute Online | TCI Teacher's Manual<br><i>Online Student notebooks</i> <ul style="list-style-type: none"> <li>Google</li> </ul> | <ul style="list-style-type: none"> <li>Smart Board Applications</li> <li>Google Applications: Documents, Slides, Forms,</li> </ul> |

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| <ul style="list-style-type: none"> <li>○ <b>Section 5:</b> Big Rooms and Bats in NM</li> <li>○ <b>Section 6:</b> Two Cities, Two Countries, One Border</li> <li>○ <b>Section 7:</b> Home of the <a href="#">Alamo</a></li> <li>○ <b>Section 8:</b> Austin: The Capital of <a href="#">Texas</a></li> <li>○ <b>Section 9:</b> Center of the Land Rush</li> <li>○ <b>Section 10:</b> Researching Cities in New Jersey</li> <li>● <b>Part B:</b> A Case Study in Water Use: The Colorado River (TCI, Unit 5, Lesson 11) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> The First Settlers in the Colorado River Basin</li> <li>○ <b>Section 2:</b> Explorers Arrive</li> <li>○ <b>Section 3:</b> A Wave of Settlement</li> <li>○ <b>Section 4:</b> The Colorado River Compact</li> <li>○ <b>Section 5:</b> Taming River with Dams</li> <li>○ <b>Section 6:</b> Managing Water</li> <li>○ <b>Section 7:</b> The Number of Water Users Grows and Grows: Wildlife Water Users</li> <li>○ <b>Section 10 &amp; 11:</b> Meeting Future Water Needs: Farming and Cities</li> </ul> </li> </ul> | <p>Social Studies Alive! - Regions of Our Country</p> | <p>Applications: Documents, Slides, Forms, Classroom and more</p> <ul style="list-style-type: none"> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and text</li> </ul> | <p>Classroom and more</p> <ul style="list-style-type: none"> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> </ul> <p><b>Additional Websites:</b><br/> <a href="https://new.azwater.gov/conservation/water-education">https://new.azwater.gov/conservation/water-education</a><br/> <a href="https://drinktap.org/Kids-Place/Water-Websites">https://drinktap.org/Kids-Place/Water-Websites</a><br/> <a href="https://new.azwater.gov/crm">https://new.azwater.gov/crm</a><br/> <a href="http://www.stmarys-ca.edu/center-for-environmental-literacy/river-of-words">http://www.stmarys-ca.edu/center-for-environmental-literacy/river-of-words</a></p> |
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| Assessments                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
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| <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Exit Ticket/Quiz</li> <li>● Teacher/Student Conference</li> <li>● Teacher Observation</li> <li>● Student Self Reflection</li> <li>● Think Pair Share</li> </ul> | <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● End of Unit Assessment</li> <li>● Mid Year Benchmark Assessment</li> <li>● End of Year Benchmark Assessment</li> <li>● Completed Projects</li> </ul> |

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| <b><u>Suggested Formative Projects</u></b> <ul style="list-style-type: none"> <li>• <b>Construct</b> a shoebox diorama that will act as one of nine tour stops in the Southwest. Share your <b>diorama</b> and the <b>perspectives</b> of three inhabitants on the geography and history of the area.</li> <li>• <b>Write</b> the episode descriptions for the Colorado River series. Plan a documentary trailer about the future of the Colorado River.</li> </ul> | <b><u>Suggested Summative Performance Task:</u></b> <ul style="list-style-type: none"> <li>• Using Social Studies student binder including TCI pages 24-31, students will complete a graphic organizer that addresses the compelling question: How does the distribution of <b>resources</b> in the United States affect the relationship among various regions, and the citizens of each region?</li> </ul> |
| <b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>• District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul>                                                                                                                                                                                                                                                                             | <b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Alternative Choice Projects</li> <li>• Oral Assessments</li> </ul>                                                                                                                                                                                                                                                                   |

| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                   | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> </ul> | <ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> </ul> | <ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and</li> </ul> | <ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Provide meaningful feedback and utilize teachable moments.</li> <li>• Utilize graphic organizers</li> <li>• Introduce/review study skills</li> <li>• Provide reading material at or slightly above students' reading levels.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Establish a consistent and daily routine</li> </ul> | <ul style="list-style-type: none"> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul> | <p>spring</p> <ul style="list-style-type: none"> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul> | <p>self-directed learning and growth.</p> <ul style="list-style-type: none"> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade)</li> <li>• Individual projects based on student's interest and learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic</li> </ul> |
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| UNIT 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                    |          |                |         |
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| <b>Marking Period:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3 | <b>Unit Title:</b> | The West | <b>Pacing:</b> | 23 days |
| <b>Unit Summary:</b> In this unit of study, students will explore the West of the United States. In addition, students will discover how technology changes people's lives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                    |          |                |         |
| <b>Objectives:</b> <ul style="list-style-type: none"> <li>● Identify characteristics of the geography, history, people, economy, and recreational activities of seven cities in the West.</li> <li>● Identify ways in which people in Portland, Oregon, keep the city beautiful and help the environment.</li> <li>● Use latitude and longitude to locate places on a map.</li> <li>● Identify reasons why the West has attracted people.</li> <li>● Apply map skills to locate nine important sites in the West.</li> <li>● Trace the path of a tour through the West on a map of the region.</li> <li>● Describe the physical and human features of the West.</li> </ul> |   |                    |          |                |         |
| <b>Compelling Question:</b> What is it like to live in the west of the United States and how does it compare to my own?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                    |          |                |         |
| <b>Essential Questions:</b> What attracts people to the cities of the West?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                    |          |                |         |
| <b>New Jersey Student Learning Standards/Learning Targets:</b><br>6.1.5.GeoGI.4, 6.1.5.GeoPP.1, 6.1.5.GeoPP.2, 6.1.5.GeoPP.4, 6.1.5.GeoSV.1, 6.1.5.GeoSV.2, 6.1.5.GeoSV.3, 6.1.5.GeoSV.4, 6.1.5.GeoGI.4, 6.1.5.CivicsPI.3, 6.1.5.Civic.DP.1, 6.1.5.CivicsCM.6, 6.1.5.HistoryCC.1, 6.1.5.HistoryCC.2, 6.1.5.HistoryCC.15, 6.1.5.HistoryUP.5                                                                                                                                                                                                                                                                                                                                 |   |                    |          |                |         |
| <b>Interdisciplinary Connections:</b> SL.PE.4.1, W.WR.4.5, 2.1.5.SSH.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                    |          |                |         |
| <b>Career Readiness, Life Literacies, and Key Skills:</b> 9.4.5.GCA.1, 9.4.5.CT.1, 9.4.5.CI.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                    |          |                |         |
| <b>Computer Science and Design Thinking:</b> 9.4.5.TL.3, 9.4.5.IML.6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                    |          |                |         |

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**Essential Unit Vocabulary:** expedition, geyser, gorge, pass, technology, mint, oasis

| Overview of Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Teacher's Guide/<br>Resources                                                                                                                           | Core Instructional<br>Materials                                                                                                                                                                                                                                                                                                                                         | Technology Infusion                                                                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>● <b>Part 1:</b> A Tour of the West (TCI, Unit 6, Lesson 12) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Lolo Pass, Montana</li> <li>○ <b>Section 2:</b> Wyoming's Yellowstone</li> <li>○ <b>Section 3:</b> Leadville, Colorado</li> <li>○ <b>Section 4:</b> California's Movie Industry</li> <li>○ <b>Section 5:</b> California's Central Valley</li> <li>○ <b>Section 6:</b> The Columbia River Gorge National Scenic Area</li> <li>○ <b>Section 7:</b> Forests of Tacoma, Washington</li> <li>○ <b>Section 8:</b> Anchorage, Alaska</li> <li>○ <b>Section 9:</b> Honolulu, Hawaii</li> </ul> </li> <li>● <b>Part 2:</b> Cities of the West (TCI, Unit 6, Lesson 13) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Denver, Colorado</li> <li>○ <b>Section 2:</b> Salt Lake City, Utah</li> <li>○ <b>Section 3:</b> Boise, Idaho</li> <li>○ <b>Section 4:</b> Seattle, Washington</li> <li>○ <b>Section 5:</b> Portland, Oregon</li> <li>○ <b>Section 6:</b> San Jose, California</li> <li>○ <b>Section 7:</b> Las Vegas, Nevada</li> <li>○ <b>Section 8:</b> Green and Clean</li> </ul> </li> </ul> | <p style="text-align: center;">TCI<br/>Teachers'<br/>Curriculum<br/>Institute<br/>Online<br/>Social Studies<br/>Alive! - Regions<br/>of Our Country</p> | <p style="text-align: center;">TCI Teacher's<br/>Manual<br/><i>Online Student<br/>notebooks</i></p> <ul style="list-style-type: none"> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and text</li> </ul> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> </ul> |

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| Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Exit Ticket</li> <li>• Quiz</li> <li>• Teacher/Student Conference</li> <li>• Teacher Observation</li> <li>• Student Self Reflection</li> <li>• Think Pair Share</li> </ul> <p><b><u>Suggested Formative Projects</u></b></p> <ul style="list-style-type: none"> <li>• <b>Analyze</b> a text exchange to prevent the thieves from shrinking the next landmark.</li> <li>• <b>Research</b> your favorite stop of the West to discover three new interesting facts about it.</li> </ul> | <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• End of Unit Assessment</li> <li>• Mid Year Benchmark Assessment</li> <li>• End of Year Benchmark Assessment</li> <li>• Completed Projects</li> </ul> <p><b><u>Suggested Summative Performance Task:</u></b><br/> Students will create a 10 slide templates for researching features of the West Region including:</p> <ol style="list-style-type: none"> <li>1 Landforms</li> <li>2 Bodies of Water</li> <li>3 Climate</li> <li>4 Natural Resources</li> <li>5 Products</li> <li>6 Landmarks</li> <li>7 Popular Food</li> <li>8 Popular Activities</li> <li>9 Culture</li> <li>10 Places I'd Like to Visit</li> </ol> |
| <p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>• District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Alternative Choice Projects</li> <li>• Oral Assessments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> </ul> | <ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> </ul> | <ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Challenge students with age-appropriate texts at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul> |

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| UNIT 7          |   |             |            |         |         |
|-----------------|---|-------------|------------|---------|---------|
| Marking Period: | 4 | Unit Title: | New Jersey | Pacing: | 30 days |

**Unit Summary:** In this unit of study, students will explore their state of New Jersey. The unit will focus on how the internet, modern computers, and smartphones have made inquiry a lot easier these days. There is so much information available quickly, students have to consider: What sources can you trust? Where is the best place to get information? What can you do with the information once you find it?

**Objectives:**

- Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- Compare and contrast historians' interpretations of important historical ideas, resources and events.
- Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- Identify examples of the variety of resources that are used to produce goods and services.
- Describe how supply and demand influence price and output of products.
- Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- Identify the maps or types of maps most appropriate for specific purposes.
- Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States

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and the world.

- Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- Investigate different ways individuals participate in government.
- 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.
- Describe the services our government provides to the people in the community, state and across the United States.
- Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- Use evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government.
- Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.
- Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- Explain how policies are developed to address public problems.
- Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- Use a variety of sources to illustrate how the American identity has evolved over time.
- Compare and contrast historians' interpretations of important historical ideas, resources and events.
- Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
- Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- Explain how government functions at the local, county, and state levels.
- Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
- Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations,

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including the Lenni Lenape of New Jersey.

- Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

**Compelling Question:** How can I use inquiry to learn about New Jersey?

**Essential Questions:** How has geography influenced life in your state? How can you learn about your state's history? What do you need to know to understand your state's economy? How does your state's government work?

**New Jersey Student Learning Standards/Learning Targets:**

6.1.5.GeoPP.4, 6.1.5.HistoryUP.5, 6.1.5.HistoryUP.6, 6.1.5.EconET.3, 6.1.5.EconEM.2, 6.1.5.EconEM.3, 6.1.5.GeoPP.1, 6.1.5.GeoPP.2, 6.1.5.GeoPP.4, 6.1.5.GeoSV.1, 6.1.5.GeoSV.2, 6.1.5.GeoSV.3, 6.1.5.GeoSV.4, 6.1.5.GeoGI.4, 6.1.5.CivicsPI.2, 6.1.5.CivicsPI.3, 6.1.5.CivicsPI.4, 6.1.5.CivicsPD.1, 6.1.5.Civic.DP.1, 6.1.5.CivicsPR.1, 6.1.5.CivicsPR.3, 6.1.5.CivicsPR.4, 6.1.5.CivicsCM.4, 6.1.5.CivicsCM.6, 6.1.5.EconNM.5, 6.3.5.CivicsPD.3, 6.1.5.HistoryCC.2, 6.1.5.CivicsPI.4, 6.1.5.CivicsPD.1, 6.1.5.EconGE.2, 6.1.5.CivicsPI.5, 6.1.5.GeoPP.5, 6.1.5.HistoryCC.6, 6.1.5.HistoryCC.8, 6.1.5.HistoryUP.4

**Interdisciplinary Connections:** 2.1.5.SSH.3, RI.CR.4.1, W.SE.4.6, SL.PE.4.1

**Career Readiness, Life Literacies, and Key Skills:** 9.4.5.CT.1, 9.4.5.CT.3, 9.4.5.GCA.1

**Computer Science and Design Thinking:** 9.4.5.IML.6, 8.1.5.IC.1, 8.1.5.IC.2

**Essential Unit Vocabulary:** demographics, geographic inquiry process, budget, factors of production, market, scarcity, tax, bill, citizen, federal government, legislator, local government, republic, state constitution, state government, system of checks and balances

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| Overview of Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Teacher's Guide/<br>Resources                                                                                                                           | Core Instructional Materials                                                                                                                                                                                                                                                                                                       | Technology Infusion                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>● <b>Part A:</b> Geography in New Jersey (TCI, Unit 7, Lesson 14) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> Tools Geographers Use</li> <li>○ <b>Section 2:</b> Connecting Geography &amp; History</li> <li>○ <b>Section 3:</b> Connecting Geography and Economics</li> <li>○ <b>Section 4:</b> Finding Out About the Geography of Your State</li> <li>○ <b>Section 5:</b> Using the Geographic Inquiry Process</li> </ul> </li> <li>● <b>Part B:</b> History of New Jersey (TCI, Unit 7, Lesson 15) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> How We Explore the Past &amp; Why</li> <li>○ <b>Section 2:</b> The Settlement of a State</li> <li>○ <b>Section 3:</b> The Expanding US</li> <li>○ <b>Section 4:</b> The Growth and Development of State</li> <li>○ <b>Section 5:</b> New Jersey's History</li> </ul> </li> <li>● <b>Part C:</b> The Economy of New Jersey (TCI, Unit 7, Lesson 16) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> The Basics of Economics</li> <li>○ <b>Section 2:</b> Understanding Markets</li> <li>○ <b>Section 3:</b> Workers in New Jersey</li> <li>○ <b>Section 4:</b> The Role of the Consumer</li> <li>○ <b>Section 5:</b> Types of Jobs in NJ</li> <li>○ <b>Section 6:</b> A State's Economy Grows &amp; Develops</li> </ul> </li> </ul> | <p style="text-align: center;">TCI<br/>Teachers'<br/>Curriculum<br/>Institute<br/>Online<br/>Social Studies<br/>Alive! - Regions<br/>of Our Country</p> | <p>TCI Teacher's Manual<br/><i>Online Student notebooks</i></p> <ul style="list-style-type: none"> <li>● Google Applications: Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Timelinks Textbooks</li> <li>● Online Videos, pictures, and tex</li> </ul> | <ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications : Documents, Slides, Forms, Classroom and more</li> <li>● Individual Laptops</li> <li>● Online Student Notebooks</li> <li>● Online Videos, pictures, and text</li> </ul> |

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| <ul style="list-style-type: none"> <li>● <b>Part D:</b> The Government of New Jersey (TCI, Unit 7, Lesson 17) <ul style="list-style-type: none"> <li>○ <b>Section 1:</b> The Federal System</li> <li>○ <b>Section 2:</b> The Separation of Powers</li> <li>○ <b>Section 3:</b> The Importance of Leadership</li> <li>○ <b>Section 4:</b> Choosing Our Leaders</li> <li>○ <b>Section 5:</b> How Ideas Become Laws</li> <li>○ <b>Section 6:</b> The Rights and Responsibilities of Citizenship</li> </ul> </li> </ul> |  |  |  |
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| Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Exit Ticket/Quiz</li> <li>● Teacher/Student Conference</li> <li>● Teacher Observation</li> <li>● Student Self Reflection</li> <li>● Think Pair Share</li> </ul> <p><b><u>Suggested Formative Projects</u></b></p> <ul style="list-style-type: none"> <li>● Explore the tools geographers use as you create a state geography game that connects to history, economics, and more. Play a state geography game with a partner.</li> <li>● Learn the <b>difference between primary and secondary sources</b> and understand why people study the past. <b>Research</b> primary or secondary sources related to your state's history through three time periods.</li> <li>● Learn how to spot economics all around you. <b>Research</b> economics in your state and collect images that showcase</li> </ul> | <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● End of Unit Assessment</li> <li>● Mid Year Benchmark Assessment</li> <li>● End of Year Benchmark Assessment</li> <li>● Completed Projects</li> </ul> <p><b><u>Suggested Summative Performance Task:</u></b></p> <p>Answer the Unit Compelling Question: How can the four core social sciences help us learn about our region of the country? This is called a claim. Then provide at least two pieces of evidence to support your claim. Your evidence can come from the activities you did in class, the readings you completed in your Student Journal or Social Studies Stories, or additional research that you conducted.</p> <p><b>Taking Informed Action:</b> Decide how you want to share what you learned. You could make a poster, <b>a digital presentation, or a video.</b> You</p> |

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| <p>everyday economics.</p> <ul style="list-style-type: none"> <li>Learn about your state <b>government</b> while creating a puzzle game.</li> </ul>                                          | <p>might <b>share your presentation</b> with your classmates or with adults in the community.</p>                                             |
| <p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)</li> </ul> | <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>Alternative Choice Projects</li> <li>Oral Assessments</li> </ul> |

| Differentiation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Special Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | MLL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | At Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Gifted and Talented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>Modify and accommodate as listed in student IEP or 504 plan.</li> <li>Utilize wait time effectively.</li> <li>Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>Use visual aids during lessons and small-group time.</li> <li>Utilize open-ended questioning techniques.</li> <li>Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>Vary formative assessment styles to drive next point of instruction.</li> <li>Create modified assessments.</li> <li>Allow students to utilize online audio books, when appropriate.</li> <li>Allow for collaboration through strategically selected</li> </ul> | <ul style="list-style-type: none"> <li>Basic Skills Instruction</li> <li>Speech/Language Therapy</li> <li>Rosetta Stone</li> <li>Provide English/Native Language Dictionary for use.</li> <li>Place with native-language-speaking teacher/paraprofessional as available.</li> <li>Use target words and cognates to understand texts.</li> <li>Remind students to underline passages and list words they don't understand.</li> <li>Learn/Utilize/Display some words in the students' native language.</li> <li>Provide and model sentence frames to help students participate in discussion.</li> <li>Provide word banks to help students write.</li> <li>Translate printed communications in native</li> </ul> | <ul style="list-style-type: none"> <li>Basic Skills Instruction</li> <li>Provide after-school tutoring services.</li> <li>Hold fall and spring parent conferences.</li> <li>Make modifications to instructional plans based on I and RS Plan.</li> <li>Utilize wait time effectively.</li> <li>Develop a record system to encourage good behavior and completion of work.</li> <li>Utilize scaffolding to support instruction.</li> <li>Provide counseling if necessary to help students cope with challenges.</li> <li>Utilize strategic grouping with a positive academic role model.</li> <li>Utilize graphic organizers.</li> </ul> | <ul style="list-style-type: none"> <li>Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>Challenge students with age-appropriate texts at higher reading levels.</li> <li>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> </ul> |

**Key:** \*Amistad ^Holocaust #Climate Change ()DEI @AAPI

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| <p>groups.</p> <ul style="list-style-type: none"> <li>Utilize assistive technology as appropriate.</li> <li>Utilize graphic organizers.</li> <li>Provide and model sentence frames/sentence starters.</li> <li>Utilize manipulatives as necessary.</li> <li>Provide breaks to allow for refocusing as necessary.</li> </ul> | <p>language for parents.</p> <ul style="list-style-type: none"> <li>Hold conferences with translator present.</li> </ul> |  |  |
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