Board Approval Date: 8/20/24 - GRADE 4 SOCIAL STUDIES
Course Title: Regions of our Country
Course Description: Students make sense of the United States by studying the regions and their own state and examining how humans shape the land, government and economy of their country.

Pacing Guide			
	Unit 1 Discovering The Social Sciences	**Week**	Unit 3 - The Western United States
1	The Four Core Social Sciences	11	A Tour of the Midwest
2	Exploring Regions of the United States	12	Agricultural Changes in the Midwest
3 -4	The Peopling of the United States	13 -14	A Tour of the Southwest & the West
Week	Unit 2 The Eastern United States		Unit 4 - New Jersey
5-6	A Tour of the Northeast	15	The Geography of NJ
7-8	Population Density and Life in the Northeast	16 -17	NJ History
9	A Tour of the Southeast	17 - 18	NJ Economy
10	The Effects of Geography on Life in the Southeast	19 -20	NJ Government

Social Studies Practices:

Presenting Arguments and Explanations - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Developing Questions and Planning Inquiry - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Seeking Diverse Perspectives - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Desired Results

Unit Title #1: Discovering The Social Sciences

Unit Summary: Students will learn about the 4 Core Social Sciences which will in turn help us to learn about the regions of our country.

Unit Learning Targets

NJSLS Standards:

6.1.5.GeoPP.1:.Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2:.Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoPP.3:.Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.4:.Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.3 Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.CivicsPI.2:.Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers
6.1.5.CivicsPI.3:.Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.5.CivicsPI.4:.Describe the services our government provides the people in the community, state and across the United States.
6.1.5.CivicsPI.5:.Explain how government functions at the local, county, and state level.
6.1.5.CivicsPD.1:.Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
6.1.5.Civic.DP.1:.Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
6.1.5.CivicsPR.1:.Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.
6.1.5.CivicsPR.3:.Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
6.1.5.CivicsPR.4:.Explain how policies are developed to address public problems.
6.1.5.CivicsHR.4:.Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.CivicsCM.1:.Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.4:.Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
6.1.5.CivicsCM.5:.Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
6.1.5.CivicsCM.6:.Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation
6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Computer Science & Design Thinking (*CS & DT*):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Interdisciplinary Connections:

ELA:

- RI.CI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RI.IT.5.3 Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- RI.TS.5.4 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.PP.5.5 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- RI.MF.5.6 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- W.AW.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.IW.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.WR.5.5 Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6 Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- SL.PE.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.II.5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.PI.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Mathematics:

- 5.DL.A Understand and analyze data visualizations.
- 5.DL.B. Represent and interpret data.

Science:

- 5-ESS2 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.\

Learning Targets

Unit Essential Questions:

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- What do social scientists do?
- How do geographers study the regions of the United States?
- How have different groups contributed to the United States.

Unit Enduring Understandings:

- The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.
- Environmental and cultural characteristics influence where and how people live.
- Human activity affects the cultural and environmental characteristics of places and regions.
- Cultural and environmental characteristics change over time.

Vocabulary:

- economy
- geography
- history
- political science
- basin
- coastal plain
- global grid
- inland
- line of latitude
- line of longitude
- map key
- plateau
- region
- scale
- special-purpose map
- the Americas
- colony
- culture
- democracy
- diverse
- immigrant

Students will be able to: *Diversity & Inclusion [DEI],*

- Define the four social sciences.
- Explain what social scientists do.
- Explain why all individuals share a responsibility for making their community a better place to live.
- Organize the study of geography into 5 themes.
- Explain why people chose to settle in different parts of the country.

Learning Activities: *Diversity & Inclusion [DEI],*

- Cover the big ideas with engaging reading and thought-provoking notes.
- Buddy & Independent Reading
- Write to respond to prompts
- Tools to scaffold comprehension - small group differentiated activities
- Vocabulary, grammar and spelling activities
- *Stress tolerance and acceptance for all races and cultures when discussing ways people get through difficult situations*

Assessment Evidence

Formative Assessments:

- End of Lesson Quizzes
- Class discussions, Teacher observations
- Activity book entries
- Show What You Know - Notebook Entries

Summative Assessments:

- Unit Inquiry Projects: Discovering the Social Sciences

Common Benchmark Assessments:

- Unit Vocabulary Assessment
- Unit Essay

Alternative Assessments

- Unit Projects - Social Studies Stories

Core Instructional & Supplemental Materials (including various levels of texts)

All Resources available in the TCI: *Social Studies Alive! America's Past*, 2022

- Video Library, Biography Library, Civics Library, Primary Source Library
- Maps
- Lesson Games
- Vocabulary Cards

Epic Book Titles focused on the 4 Social Sciences

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Desired Results

Unit Title #2: The Eastern United States

Unit Summary: Students will develop an understanding of the impact of geography, economics and history on the Eastern United States.

Unit Learning Targets

NJSLS Standards:

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2: 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 - climate change.
6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Computer Science & Design Thinking *(CS & DT)*:

- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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Mathematics:

5.DL.A Understand and analyze data visualizations.
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Learning Targets

Unit Essential Questions:

What are different parts of the Northeast like?
How do people live in the Northeast?
What factors have shaped the culture of the Southeast?
How has geography helped shape daily life in the Southeast?

Unit Enduring Understandings:

The Northeast region of America is rich in history and industry.
The Northeast is densely populated which impacts how people live there.
Geography plays a significant role in the Southeast.
Many of the things we use and eat come from the Southeast.

Vocabulary:

- canal
- lock
- mass production
- peak
- skyscraper
- Mayflower Compact
- megalopolis
- pollution
- population density
- bayou
- delta
- hurricane
- mineral
- petroleum
- plantation
- savanna
- segregation
- strip mine
- swamp
- agriculture
- fall line
- floodplain
- foothills
- industry
- natural resource
- navigable
- tornado

Students will be able to: *Diversity & Inclusion [DEI]*

- Identify how history, the economy and the geography impact the Eastern US.
- Use map skills to answer questions about a map of the Northeast.
- Discuss how population density affects how people live in the Eastern US.

Learning Activities: *Diversity & Inclusion [DEI]*Cover the big ideas with engaging reading and thought-provoking notes.

- Lesson Games
- Buddy & Independent Reading
- Write to respond to prompts
- Tools to scaffold comprehension - small group differentiated activities
- Vocabulary activities
- *Stress tolerance and acceptance for all races and cultures when discussing ways people get through difficult situations*

Assessment Evidence

Formative Assessments:

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Summative Assessments:

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- Unit Inquiry Projects: The Southeast

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Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Desired Results

Unit Title #3: The Western United States

Unit Summary: Students will develop an understanding of the impact of geography, economics and history on the Western United States.

Unit Learning Targets

NJSLS Standards:

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). • 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives
6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict
6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
• 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
• 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
• 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
• 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Computer Science & Design Thinking *(CS & DT)*:

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ELA:

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SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Mathematics:

5.DL.A Understand and analyze data visualizations.
5.DL.B. Represent and interpret data.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What are different parts of the Northeast like? How do people live in the Northeast? What factors have shaped the culture of the Southeast? How has geography helped shape daily life in the Southeast?	The Northeast region of America is rich in history and industry. The Northeast is densely populated which impacts how people live there. Geography plays a significant role in the Southeast. Many of the things we use and eat come from the Southeast.

Vocabulary:		
• canal • lock • mass production	• bayou • delta • hurricane • mineral	• swamp • agriculture • fall line • floodplain

• peak • skyscraper • Mayflower Compact • megalopolis • pollution • population density	• petroleum • plantation • savanna • segregation • strip mine	• foothills • industry • natural resource • navigable • tornado

Students will be able to: *Diversity & Inclusion [DEI]*

- Identify how history, the economy and the geography impact the Eastern US.
- Use map skills to answer questions about a map of the Northeast.
- Discuss how population density affects how people live in the Eastern US.

Learning Activities: *Diversity & Inclusion [DEI]*Cover the big ideas with engaging reading and thought-provoking notes.

- Lesson Games
- Buddy & Independent Reading
- Write to respond to prompts
- Tools to scaffold comprehension - small group differentiated activities
- Vocabulary activities
- *Stress tolerance and acceptance for all races and cultures when discussing ways people get through difficult situations*

Assessment Evidence

Formative Assessments:

- End of Lesson Quizzes
- Class discussions, Teacher observations
- Activity book entries
- Show What You Know - Notebook Entries

Summative Assessments:

- Unit Inquiry Projects: The Western US

Common Benchmark Assessments:

- Unit Vocabulary Assessment
- Unit Essay

Alternative Assessments

- Unit Projects - Social Studies Stories

Core Instructional & Supplemental Materials (including various levels of texts)

All Resources available in the TCI: *Social Studies Alive! America's Past*, 2022

- Video Library, Biography Library, Civics Library, Primary Source Library
- Maps
- Lesson Games

- Vocabulary Cards

Epic Book Titles focused on The Western US

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.
Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Desired Results

Unit Title #4: New Jersey

Unit Summary: Students will learn about the 4 Core Social Sciences which will in turn help ust to learn about the regions of our country.

Unit Learning Targets

NJSLS Standards:

6.1.5.GeoPP.1:.Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2:.Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoPP.3:.Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.5:.Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.3 Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.CivicsPI.2:.Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers
6.1.5.CivicsPI.3:.Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.5.CivicsPI.4:.Describe the services our government provides the people in the community, state and across the United States.
6.1.5.CivicsPI.5:.Explain how government functions at the local, county, and state level.
6.1.5.CivicsPD.1:.Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
6.1.5.CivicsPD.2:.Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
6.1.5.CivicsPD.4:.Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
6.1.5.Civic.DP.1:.Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
6.1.5.CivicsDP.2:.Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.5.CivicsPR.1:.Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.
6.1.5.CivicsPR.2:.Describe the process by which immigrants can become United States citizens.
6.1.5.CivicsPR.3:.Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
6.1.5.CivicsPR.4:.Explain how policies are developed to address public problems.
6.1.5.CivicsHR.1:.Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
6.1.5.CivicsHR.2:.Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
6.1.5.CivicsCM.1:.Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2:.Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
6.1.5.CivicsCM.4:.Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
6.1.5.CivicsCM.5:.Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
6.1.5.CivicsCM.6:.Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation
6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Computer Science & Design Thinking (*CS & DT***):**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Interdisciplinary Connections:

ELA:

- RI.CI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RI.IT.5.3 Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- RI.TS.5.4 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.PP.5.5 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
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- 5.DL.A Understand and analyze data visualizations.
- 5.DL.B. Represent and interpret data.

Science:

- 5-ESS2 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.\

Learning Targets

Unit Essential Questions:

- How can I use inquiry to learn about NJ?
- How has geography influenced NJ?
- How can you learn about NJ history?
- What do you need to know to understand NJ's economy?
- How does NJ Gov't work?

Unit Enduring Understandings:

- Where a state is located influences many aspects of that state. NJ is no exception.
- Discovering these clues and finding out about your state's history can help you appreciate the place where you live.
- Studying your state's economy, as well as the goods and services it produces, is necessary for you to understand how people live and work in your state. It can also help you learn what kinds of jobs you might have in the future.
- You can have a big effect on what your state government does. But first you need to know how your state government works.

Vocabulary:

- demographics
- geographic inquiry process
- primary source
- secondary source
- budget
- factors of production
- market
- scarcity
- tax
- bill
- citizen
- federal government
- legislator
- local government
- republic
- state constitution
- state government
- system of checks and balances

Students will be able to: *Diversity & Inclusion [DEI],*

- Explain how geography can influence demographics of a state
- Explain the 3 branches of government and explain their roles.
- Compare state, local and federal government and name key stakeholders in USA, NJ and Wall Twp.
- Explain how geography can affect the economy of NJ.
- Name 5 key historical events that occurred in NJ.

Learning Activities: *Diversity & Inclusion [DEI],*

- Cover the big ideas with engaging reading and thought-provoking notes.

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