Wall Township Public Schools	Board Approval Date:
Course Title: WIS LLD Social Studies	
Course Description: The WIS LLD Social Studies curriculum is designed in a thematic approach that focuses on history, geography, civics, economics, and culture. and critical thinking skills necessary for academic, personal, and professional success. Students will participate in a variety of activities, often life skills based, to demonstrate not just comprehension, but functionality.	

New Jersey Student Learning Standards

Vision for Social Studies Education in New Jersey

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and

- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Understanding Our Differences	10 weeks
Unit 2: My Community	10 weeks
Unit 3: Math that Matters	10 weeks
Unit 4: Jobs and Career Exploration	10 weeks
Unit 5: Technology	10 weeks
Unit 6: Health, Wellness, and the Human Body	10 weeks
Unit 7: The Environment and Sustainability	10 weeks
Unit 8: Media Literacy	10 weeks

Unit 1

Desired Results

Unit 1 Title: Understanding Our Differences

Unit Summary: In this unit, students will explore the differences that have driven people apart in the past, but more importantly the differences that bring us together. Historically, students will be introduced to the Holocaust and the Civil Rights Movement. The unit will also focus on diversity in ethnicity, race, religion, and ability. Additionally, the topics of respect, equality, and inclusion will be promoted. The unit will use a historic, geographic, civic, economic, and cultural lens.

Learning Standards

NJSLS:

6.1.8.CivicsDP.3.a:Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an

appropriate government body.
6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

Interdisciplinary Connections

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

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Connections:

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Learning Targets

Unit Essential Questions:

- Why is it important to understand and respect everyone's differences?
- What does the events of the Holocaust teach us about prejudice and discrimination?
- How did the Civil Rights movement make society more equal?
- Why is equality important in a community?
- How do diversity and inclusion make communities stronger?
- How can prejudice affect individuals and communities?
- Why is it important to speak up when someone is being treated unfairly?
- How has geography and culture shaped people's experiences?

Unit Enduring Understandings:

- It is important to understand and respect everyone's differences because everyone deserves to be treated with kindness. Respecting differences prevents prejudice and discrimination.
- The events of the Holocaust teaches us the horrific consequences of prejudice and discrimination.
- The people of the Civil Rights Movement fought to end laws and discrimination based on race.
- Equality is important in a community so everyone has the same rights and opportunities.
- Diversity and inclusion make communities stronger because people with differences can learn from one another.
- Prejudice affects individuals and communities negatively as it makes victims feel hurt and unsafe.
- Speaking up can stop unfair treatment from occurring.

	• Geography and culture shape people's experiences by influencing where and how they live.

Vocabulary: Holocaust, genocide, Civil Rights Movement, segregation, integration, protest, diversity, respect, equality, inclusion, discrimination, prejudice, stereotype, bias, empathy, community, culture

Students will be able to:

- Describe the causes and effects of the Holocaust
- Explain important events, people, and ideas from the Civil Rights Movement
- Argue that all people deserve to be treated with respect and equality
- Describe the responsibilities of creating respectful and inclusive communities
- Explain how diversity makes communities stronger
- Explain the importance of inclusion
- Analyze how geography influences culture
- Practice empathy by learning about other backgrounds and experiences

Learning Activities & Differentiation:

- Holocaust timeline
- Create Civil Rights Movement hero trading cards
- Civil Rights Movement cause and effect flow cart
- Create inclusive classroom rules
- Discrimination/prejudice/stereotype scenarios (What would you do?)
- Culture Venn diagram
- Map activities for the Holocaust and Civil Rights Movement
- Gallery walk
- Ellis Island virtual tour
- Community based instruction
- Map skills

Assessment Evidence
Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, primary and secondary source analysis, relevant Community Based Instruction, self assessments
Summative Assessments: Cultures around the world research project, inclusion poster project, reflection journal
Common Benchmark Assessments: unit assessment, cooperative and independent learning experiences, class discussion and participation
Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials
Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, informational texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12, Teaching Tolerance, primary and secondary sources, maps, political cartoons, National Archives, virtual museum tours

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.

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

Unit 2

Desired Results

Unit 2 Title: My Community

Unit Summary: In this unit, students will explore what makes their community special. Historically, students will be introduced to the American Revolution, and the role New Jersey played in the Revolution. The unit will also focus on local government, community services, and civic responsibilities. Additionally, students will study landmarks and monuments, physical and political maps, and discover local businesses. The unit will use a historic, geographic, civic, economic, and cultural lens.

Learning Standards

NJSLS:

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts

6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy

6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

Interdisciplinary Connections

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

9.1.8.CP.1: Compare prices for the same goods or services.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

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

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Connections:

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Learning Targets

Unit Essential Questions:

- How does local government help people in a community?
- Who are the leaders in local government?
- What are the responsibilities of local government?
- How do citizens participate in local government?
- What community services benefit the citizens?
- Why did the American colonists want to change their government?
- How did the American Revolution help shape the U.S.?
- Why is it important to use and understand maps?

Unit Enduring Understandings:

- Local government helps people by creating and following rules to solve the problems of the community.
- Local government leaders include the mayor, town council members, and the school board. Additionally each state has senators, house of representative members, and a governor.
- The responsibilities of local government are to keep their community safe and functional.
- Citizens can participate in local government by voting, running for office, attending town meetings, and sharing their ideas about community issues and potential solutions

	• Schools, police, fire departments, EMS, libraries, parks and recreation, sanitation, transportation, and healthcare are all services that benefit the community. • American colonists wanted to change their government because they were unfairly treated by the British government. • The American Revolution created a country based on freedom, individual rights, and democracy. • Maps are tools to help us learn where locations are and how they differ.
Vocabulary: community, citizen, government, mayor, town council, county, community services, rights, responsibilities, law, vote, election, democracy, taxes, geography, map, compass rose, landmark, monument, colony, patriot, loyalist, American Revolution, Declaration of Independence, Constitution, Bill of Rights,	
Students will be able to: • Describe the causes and effects of the American Revolution • Identify important people and events of the American Revolution • Analyze how the American Revolution influenced the new U.S. government • Describe how local government serves the community • Explain the function of local government • Identify how citizens can participate in local government • Describe how and why taxes help pay for community services • Utilize maps to locate places in their community, state, and country • Identify how culture contributes to a community	
Learning Activities & Differentiation:	

- Community service (helper) matching
- Local government role play/scenarios
- Create of map of your community
- American Revolution timeline
- Patriot vs. Loyalist comparison
- create a historical newspaper
- Map skills
- Community member interview
- Community based instruction

Assessment Evidence
Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, primary and secondary source analysis, relevant Community Based Instruction, self assessments
Summative Assessments: community problem research and solution, community service class project, "my community" travel brochure
Common Benchmark Assessments: unit assessment, cooperative and independent learning experiences, class discussion and participation
Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials
Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, informational texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12, Teaching Tolerance, primary and secondary sources, maps, political cartoons, National Archives, virtual museum tours

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

Unit 3

Desired Results

Unit 3 Title: Math that Matters

Unit Summary: In this unit, students will explore the everyday impact math has on social studies. Historically, students will be introduced to The Great Depression. The unit will also focus on consumerism, capitalism, basic economic concepts such as supply and demand, and the use of maps to calculate distances. Additionally, students will use math to investigate various topics such as population, immigration, voting, and spending/saving data. The unit will use a historic, geographic, civic, economic, and cultural lens.

Learning Standards

NJSLS:

6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.

6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

Interdisciplinary Connections

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

9.1.8.CP.1: Compare prices for the same goods or services.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

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

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Connections:

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

NJSLSA.6.NS.B Compute fluently with multi-digit numbers & find common factors and multiples

NJSLSA.6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers

NJSLSA.6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions

Learning Targets

Unit Essential Questions:

- How does math help us understand personal and government spending?
- How does capitalism influence both consumers and businesses?
- How does supply and demand affect the prices of goods and services?
- How did the Great Depression affect individuals, families, communities, businesses, and the government?
- Why should we study past economic difficulties?
- How can maps and data help us learn about communities?
- How can math help understand various sociological trends?

Unit Enduring Understandings:

- Math helps us understand the positive and negative spending choices of individuals and the government.
- Capitalism allows consumers and businesses to make choices of the products they buy and sell.
- As demand increases, supply decreases, and price increases. As demand decreases, supply increases, and price decreases.
- During the Great Depression, people lost their jobs, homes, life savings, and businesses. Community members needed to support one another, and the government had to create programs to help the people.
- We should study past economic difficulties so we make better choices.

	• Maps help us understand the location of places in relation to other places. Data can give us an idea of the people and culture of a community. • Math can help study population, immigration, voting, and spending of a community.
Vocabulary: economy, economics, capitalism, consumer, consumerism, goods, services, supply, demand, budget, market, Great Depression, unemployment, poverty, stock market, data, map	
Students will be able to: • Explain the causes and effects of the Great Depression • Analyze how people, families, communities, businesses, and the government were impacted by the Depression • Identify the government programs created to assist during the Great Depression • Define basic economic concepts • Analyze how capitalism influences decisions of consumers and businesses • Create a simple budget • Compare prices and calculate costs • Analyze data about population, immigration, voting, and spending • Utilize maps to locate specific places and distances	
Learning Activities & Differentiation: • Great Depression data analysis • Great Depression journal • Great Depression cause and effect • Wants vs. needs shopping budget • Supply and demand case study • Consumer shopping practice • Map skills	

- Population, immigration, voting analysis
- Community based instruction

Assessment Evidence

Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, primary and secondary source analysis, relevant Community Based Instruction, self assessments

Summative Assessments: Great Depression research project, budget project, math portfolio

Common Benchmark Assessments: unit assessment, cooperative and independent learning experiences, class discussion and participation

Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials

Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, informational texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12, Teaching Tolerance, primary and secondary sources, maps, political cartoons, National Archives, virtual museum tours

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.

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

Unit 4

Desired Results

Unit 4 Title: Jobs and Career Exploration

Unit Summary: In this unit, students will explore how jobs and careers have changed over time. Historically, students will be introduced to the impact of the Industrial Revolution, and progressive movement events such as child labor laws. The unit will also focus on employee rights, workplace expectations, workplace ethics, and career readiness skills . Additionally, major inventions and entrepreneurs will be studied. The unit will use a historic, geographic, civic, economic, and cultural lens.

Learning Standards

NJSLS:

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts

6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

Interdisciplinary Connections

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

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

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

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Connections:

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Learning Targets

Unit Essential Questions:

- How have jobs and careers changed over time?
- How did the Industrial Revolution change the way people worked?
- What major inventions have changed everyday work?
- How has technology created new jobs and careers?
- How do entrepreneurs help a community?
- How do workers, businesses, and consumers depend on one another?
- Why do workers have rights?
- Why are child labor laws important?
- What skills help people succeed at work?
- What responsibilities do workers have?

Unit Enduring Understandings:

- Jobs and careers change due to new inventions, technology, education, and the needs of consumers.
- The Industrial Revolution created machines and factories to improve production. The Industrial Revolution also created unsafe working conditions, long hours, and low pay for the workers.
- The steam engine, light bulb, car, airplane, computer, internet, and robots have changed everyday work.
- Because of technological advancements, businesses need workers with new skills. New careers in technology did not exist previously.
- Entrepreneurs help communities by providing jobs, goods, and services.
- Workers make a product, businesses hire workers and sell products, consumers buy goods and services.

	• Workers have rights to ensure they are treated fairly and safely • Child labor laws protect children from jobs that could be harmful to them. • Workers should be responsible, able to communicate, problem solvers, work well in a team, organized, and flexible. • Workers have the responsibility to follow rules and procedures, create a safe work environment, be respectful, and do their best.
Vocabulary: Industrial Revolution, factory, machine, manufacturing, industry, invention, technology, labor, child labor, worker rights, employee, employer, career, job, entrepreneur, consumer, ethics, expectations,	
Students will be able to: • Explain how jobs and careers have changed throughout history • Describe how the Industrial Revolution changed how people worked • Identify major inventions of the Industrial Revolution • Analyze how inventions and technology create new careers • Explain why workers have rights • Describe how cold labor laws protect children • Describe the responsibilities of workers • Analyze the relationship among workers, businesses, and consumers • Explain how an entrepreneur helps a community • Identify skills needed to be successful at work • Describe professional workplace behaviors and expectations • Explain the importance of ethical behavior	

Learning Activities & Differentiation:

- Industrial Revolution timeline
- Then vs. now job comparison
- Invention gallery walk
- Worker rights matching
- Career skill match and/or sort
- Career interest inventory
- Soft skills scenarios
- Workplace ethics scenarios
- Careers around the world
- Diversity in the workplace informational text
- A Day at Work role play
- Map skills
- Community based instruction

Assessment Evidence
Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, primary and secondary source analysis, relevant Community Based Instruction, self assessments
Summative Assessments: Industrial Revolution invention research project, create a business entrepreneur project, interview a professional, career research project
Common Benchmark Assessments: unit assessment, cooperative and independent learning experiences, class discussion and participation
Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials

Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, informational texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12, Teaching Tolerance, primary and secondary sources, maps, political cartoons, National Archives, virtual museum tours

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.

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

Unit 5

Desired Results

Unit 5 Title: Technology - Past, Present, and Future

Unit Summary: Students will explore how technology has evolved over time, how it impacts daily living, school, work, and communication, and how future technologies may affect society. Through engaging hands-on activities, visual supports, cooperative learning, and real-world connections, students will compare technology from the past with today's innovations while imagining technology of the future. The unit emphasizes responsible digital citizenship, problem solving, communication, and career readiness. Technology has changed dramatically from simple tools such as the abacus and typewriter to today's smartphones, computers, robotics, and artificial intelligence.

Learning Standards

NJSLS:

6.1.8.HistoryCC.1.a: Analyze how technological innovations and scientific discoveries have influenced societies, cultures, and civilizations throughout history.

6.1.8.HistoryCC.2.a: Evaluate how advances in technology have improved quality of life while creating new economic, environmental, and social challenges.

6.1.8.CivicsDP.3.a: Examine how technology influences civic participation, communication, collaboration, and access to information in democratic societies.

6.1.8.GeoHE.1.a: Analyze how humans modify and adapt to their environments through technological innovations and engineering solutions

6.1.8.EconET.1.a: Explain how technological advancements influence production, careers, industries, trade, and economic growth.

Interdisciplinary Connections

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

9.4.8.DC.1: Analyze the benefits, risks, and ethical responsibilities associated with using digital technologies.

9.4.8.DC.2: Demonstrate responsible digital citizenship by practicing safe, respectful, and ethical online behavior.

9.4.8.DC.3: Evaluate the credibility, accuracy, and reliability of digital information from multiple sources.

9.4.8.CT.1: Apply critical-thinking strategies to solve real-world problems using technology.

9.4.8.CT.2: Develop innovative solutions through collaboration, creativity, and technology.

9.4.8.GCA.1: Collaborate effectively using digital tools while demonstrating respect for diverse perspectives.

9.4.8.IML.1: Gather, organize, evaluate, and communicate information using multiple digital resources.

9.4.8.TL.3: Select and use appropriate technologies to complete academic and real-world tasks efficiently.

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

8.1.8.IC.1: Analyze how computing technology impacts individuals, communities, businesses, and society.

8.1.8.IC.2: Evaluate both the positive and negative effects of technological innovations.

8.1.8.IC.3: Demonstrate ethical and responsible use of computing technologies.

8.1.8.NI.1: Explain how computers, devices, and networks communicate and exchange information

8.2.8.ITH.1: Explain how historical inventions and technological innovations have transformed society.

8.2.8.ITH.2: Compare technologies from the past, present, and future to predict how innovation may continue to improve daily life.

8.2.8.ED.1: Apply the engineering design process to develop creative solutions for authentic problems.

8.2.8.ETS.1: Design, test, evaluate, and improve technological solutions using feedback and collaboration.

Interdisciplinary Connections:

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Learning Targets

Unit Essential Questions:

- What is technology, and how does it help people every day?
- How has technology changed from the past to today?
- How does technology make our lives easier at home, at school, and in the community?
- What are the benefits and challenges of using technology?
- How can we use technology safely, responsibly, and respectfully?
- How has technology changed the way people communicate, learn, and work?
- What kinds of technology might we use in the future?
- How can technology help solve problems and improve people's lives?
- What technology skills will help us be successful in school, work, and everyday life?
- How can we become responsible digital citizens?

Unit Enduring Understandings:

- What is technology, and how does it help people every day?
- How has technology changed from the past to today?
- How does technology make our lives easier at home, at school, and in the community?
- What are the benefits and challenges of using technology?
- How can we use technology safely, responsibly, and respectfully?
- How has technology changed the way people communicate, learn, and work?
- What kinds of technology might we use in the future?
- How can technology help solve problems and improve people's lives?
- What technology skills will help us be successful in school, work, and everyday life?
- How can we become responsible digital citizens?

Vocabulary: technology, tool, machine, device, invention, inventor, innovation, past, present, future, change, compare, contrast, problem, solution, communication, transportation, computer, chromebook, tablet, smartphone, smartwatch, internet, website, app, email, video call, GPS, touchscreen, keyboard, mouse, password, privacy, digital, digital

citizenship, artificial intelligence (AI), robot, coding

Students will be able to:

- Identify examples of technology used in everyday life.
- Describe the difference between technology from the past, present, and future.
- Compare and contrast old and modern technologies.
- Explain how technology helps people at home, school, work, and in the community.
- Recognize how technology has changed communication, transportation, learning, and daily living.
- Identify ways technology can solve real-world problems.
- Demonstrate safe, responsible, and respectful use of technology.
- Practice basic digital citizenship skills, including protecting personal information online.
- Use age-appropriate technology tools to communicate, research, create, and present information.
- Follow directions to complete simple technology-based tasks.

Learning Activities & Differentiation:

Learning Activities:

- Sort technology into Past, Present, and Future
- Compare old and new technology
- Complete a classroom technology scavenger hunt
- Match technology vocabulary words to pictures
- Read and discuss informational texts about technology
- Explore digital citizenship and internet safety
- Design and draw a future invention
- Research a famous inventor or invention
- Create a poster or slideshow about a technology topic
- Participate in STEM building challenges using classroom materials

- Explore careers that use technology
- Present learning through writing, speaking, drawing, or creating

Differentiation:

- Use visual supports and picture vocabulary
- Provide graphic organizers and sentence starters
- Offer small-group or one-on-one instruction
- Allow verbal, written, or picture responses
- Use hands-on activities and real-life examples
- Read directions and texts aloud
- Chunk assignments into smaller tasks
- Provide extended time as needed
- Pair students with peers for collaborative learning
- Incorporate assistive technology (speech-to-text, text-to-speech, AAC) as needed

Assessment Evidence
Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, primary and secondary source analysis, relevant Community Based Instruction, self assessments
Summative Assessments: technology timeline project, past and present technology comparison, future invention design project, digital citizenship poster, technology vocabulary assessment, technology career presentation, STEM Design Challenge, technology museum display, digital slideshow or poster presentation
Common Benchmark Assessments: unit assessment, cooperative and independent learning experiences, class discussion and participation

Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials

Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, informational texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12, Teaching Tolerance, primary and secondary sources, maps, political cartoons, National Archives, virtual museum tours

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.

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

Unit 6

Desired Results

Unit 6 Title: Health, Wellness, and the Human Body

Unit Summary: Students will explore how health, wellness, and the human body impact daily life and independence. Through a social studies and life skills lens, students will examine how people make choices about health, access healthcare resources, understand community health services, and develop habits that support personal well-being.

Learning Standards

NJSLS:

6.1.8.CivicsPI.1.a: Explain how government and community organizations work together to provide public services that promote the health, safety, and well-being of citizens.

6.1.8.CivicsDP.3.a: Analyze how individuals can participate responsibly in their communities by making informed decisions that promote health and wellness.

6.1.8.GeoHE.1.a: Examine how geographic location and community resources influence access to healthcare, healthy foods, recreation, and wellness opportunities.

6.1.8.EconET.1.a: Analyze how personal choices, available resources, and economic factors influence health care decisions and overall well-being.

6.1.8.HistoryCC.2.a: Evaluate how scientific discoveries and medical advances have improved health, increased life expectancy, and changed society over time.

Interdisciplinary Connections

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

9.4.8.LL.1: Develop personal wellness habits that contribute to lifelong physical, mental, emotional, and social well-being.

9.4.8.DC.1: Use digital tools responsibly to locate accurate health information while recognizing safe online practices.

9.4.8.DC.3: Evaluate the credibility of online health information using reliable sources.

9.4.8.CT.1: Apply critical-thinking skills to solve health-related problems and make informed decisions.

9.4.8.GCA.1: Work collaboratively to solve problems and communicate respectfully during group activities.

9.4.8.IML.1: Gather and evaluate information from multiple health resources.

9.4.8.TL.3: Use technology appropriately to research health topics and communicate information effectively.

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

8.1.8.IC.1: Analyze how technology improves healthcare and wellness.

8.1.8.IC.2: Evaluate the benefits and limitations of health technologies.

8.1.8.IC.3: Practice ethical and responsible use of digital health information.

8.2.8.ITH.1: Investigate medical technologies that have improved quality of life.

8.2.8.ETS.1: Design solutions that promote healthier lifestyles within schools and communities.

Interdisciplinary Connections:

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Learning Targets

Unit Essential Questions:

- What does it mean to be healthy?
- How do our daily choices affect our health and wellness?
- How do people take care of their bodies and minds?

Unit Enduring Understandings:

- Health and wellness include taking care of the body, mind, and emotions.
- The choices we make each day can affect our overall health and quality of life.

• Why are healthy habits important for independence and quality of life? • How do communities help people stay healthy and safe? • What roles do healthcare workers play in our community? • How can we make responsible decisions about our health? • How do nutrition, exercise, sleep, and hygiene impact our well-being? • How can we access resources that support our health? • How can we encourage others to make healthy choices?	• Healthy habits such as proper nutrition, exercise, sleep, and hygiene help our bodies function well. • The human body has different systems that work together to keep us healthy. • People are responsible for making choices that support their own safety and well-being. • Communities provide healthcare services and resources to help people stay healthy. • Healthcare workers play important roles in supporting individuals and communities. • Mental and emotional health are important parts of overall wellness. • Learning about our bodies helps us become more independent and make informed decisions. • Everyone can develop habits that promote a healthy lifestyle.
Vocabulary: healthy habits, lifestyle, hydration, sleep, germs, bacteria, viruses, disease prevention, healthcare, healthcare provider, doctor, nurse, dentist, pharmacist, hospital, clinic, emergency, first aid, medicine, prescription, symptoms, public health, community health, community resources, citizenship, responsibility, decision-making, culture, traditions, environment, sanitation, public services, government, laws, public policy, accessibility, disability, independence, advocacy, wellness goals, safety, prevention, healthy choices	
Students will be able to: • Identify the major body systems and their basic functions. • Explain the difference between health and wellness. • Recognize healthy and unhealthy habits.	

- Make healthy food and beverage choices.
- Describe the importance of physical activity and exercise.
- Demonstrate proper personal hygiene routines.
- Explain the importance of sleep and hydration.
- Identify ways to support positive mental and emotional health.
- Recognize common healthcare professionals and their roles.
- Explain when and how to access healthcare services.
- Identify community resources that promote health and wellness.
- Practice basic safety and first aid awareness.
- Read and interpret simple nutrition labels.
- Develop personal wellness goals.
- Apply healthy decision-making skills to everyday situations.
- Demonstrate strategies for maintaining lifelong health and independence.

Learning Activities & Differentiation:

Learning Activities

- Label and explore major body systems using diagrams and models.
- Research healthy habits from different cultures around the world.
- Compare historical and modern healthcare practices.
- Read and interpret simple nutrition labels.
- Participate in classroom fitness and movement activities.
- Track daily water intake, sleep, and healthy habits using journals or charts.
- Role-play visits to the doctor, dentist, pharmacy, and hospital.
- Explore local community health services using maps and websites.
- Identify healthcare professionals and describe their roles in the community.
- Investigate how government and public services help keep communities healthy.

- Discuss public health topics such as vaccinations, sanitation, and disease prevention.
- Complete health and safety scenario cards.
- Practice emergency procedures and when to call 911.
- Complete a community health resource scavenger hunt.
- Compare healthy lifestyles across different communities and cultures.
- Analyze how geography, environment, and access to resources affect health.
- Participate in class discussions, educational videos, interactive games, and collaborative projects.

Differentiation:

- Provide visual supports, anchor charts, and picture vocabulary cards.
- Use graphic organizers and guided notes.
- Offer simplified texts and adapted reading materials.
- Provide sentence starters, word banks, and writing templates.
- Allow verbal, visual, typed, or illustrated responses.
- Use small-group instruction and one-on-one teacher support.
- Incorporate hands-on activities and real-life demonstrations.
- Break assignments into smaller, manageable steps.
- Provide repeated practice and review of key concepts.
- Use assistive technology and text-to-speech tools when appropriate.

Assessment Evidence

Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, primary and secondary source analysis, relevant Community Based Instruction, self assessments

Summative Assessments: Personal wellness plan, healthy habits journal, nutrition label analysis, balanced meal project, human body systems assessment, community health resources presentation, healthcare careers research project, public health poster, health and wellness brochure, hygiene demonstration checklist, emergency preparedness scenario assessment, healthy lifestyle choice reflection, community map identifying healthcare services, safety and first aid assessment, vocabulary quiz, unit test, digital presentation, interactive notebook, exit ticket portfolio
Common Benchmark Assessments: unit assessment, cooperative and independent learning experiences, class discussion and participation
Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials
Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, informational texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12, Teaching Tolerance, primary and secondary sources, maps, political cartoons, National Archives, virtual museum tours

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.

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

Unit 7

Desired Results

Unit 7 Title: The Environment and Sustainability

Unit Summary: Students will explore the relationship between people, communities, and the environment through a social studies and life skills perspective. They will examine how natural resources, geography, human activities, and government policies influence the environment and sustainability. Students will investigate conservation practices, recycling, pollution, renewable and nonrenewable resources, climate, and environmental responsibility while developing practical skills for making environmentally responsible choices in their daily lives. Through hands-on activities and real-world connections, students will learn how individuals and communities work together to protect natural resources and create a more sustainable future.

Learning Standards

NJSLS:

6.1.8.GeoHE.1.a: Analyze how people adapt to, modify, and depend on the physical environment through the use of technology and natural resources.

6.1.8.GeoHE.1.b: Explain how the availability and use of natural resources influence where people live, work, and build communities.

6.1.8.GeoPP.1.a: Analyze how geographic features, climate, and environmental conditions affect human settlement, culture, and economic activity.

6.1.8.EconET.1.a: Explain how economic decisions involving natural resources affect communities, businesses, and the environment.

6.1.8.CivicsPI.1.a: Describe how local, state, and national governments develop policies and programs that protect natural resources and promote environmental sustainability.

6.1.8.HistoryCC.2.a: Evaluate how technological innovations have influenced environmental conservation and resource management throughout history.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*:
9.4.8.CT.1: Apply critical-thinking skills to analyze environmental problems and propose practical solutions.
9.4.8.CT.2: Develop innovative solutions to real-world environmental challenges through collaboration and creativity.
9.4.8.GCA.1: Collaborate respectfully with others to investigate environmental issues and community solutions.
9.4.8.IML.1: Gather, evaluate, and communicate information from multiple reliable sources about environmental topics.
9.4.8.DC.3: Evaluate the credibility and accuracy of digital information related to environmental science and sustainability.
9.4.8.TL.3: Select and use appropriate technology to research, organize, and present environmental information.
9.4.8.CI.1: Explore careers related to environmental science, conservation, agriculture, renewable energy, and sustainability.
Computer Science & Design Thinking *(**CS & DT****)*:**
MS-ESS3-3: Apply scientific principles to design methods for monitoring and minimizing human impacts on the environment.
MS-ESS3-4: Construct arguments supported by evidence describing how human activities affect Earth's systems.
MS-ESS3-1: Explain how the uneven distribution of Earth's resources influences human activities.
MS-LS2-5: Evaluate how changes in ecosystems affect populations of living organisms.
MS-ETS1-2: Evaluate competing design solutions for environmental challenges using scientific evidence.
Interdisciplinary Connections:
L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.
RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Learning Targets

Unit Essential Questions:

- Why is the environment important to people and communities?
- How do human activities affect the environment?
- What are natural resources, and why should they be protected?
- How can individuals help conserve resources and reduce waste?
- What is sustainability, and why is it important for future generations?
- How do governments and communities work together to protect the environment?
- What are the differences between renewable and nonrenewable resources?

Unit Enduring Understandings:

- The environment provides the natural resources necessary for people and communities to survive.
- Human actions can have both positive and negative effects on the environment.
- Conserving natural resources helps ensure they are available for future generations.
- Individuals, communities, and governments share responsibility for protecting the environment.
- Sustainable practices promote healthier communities and a healthier planet.
- Renewable and nonrenewable resources are used differently and require responsible management.
- Recycling, reducing waste, and reusing materials help protect natural resources.

• How does geography influence the way people use natural resources? • How do pollution and climate affect people, wildlife, and communities? • What choices can I make to become a responsible environmental citizen?	• Geography and climate influence how people interact with and use the environment. • Environmental decisions affect the economy, public health, and quality of life. • Responsible citizenship includes making informed choices that support environmental sustainability. • Communities develop laws, policies, and public services to address environmental challenges. • Everyone can make everyday choices that contribute to a cleaner, safer, and more sustainable future
Vocabulary: environment, sustainability, natural resources, renewable resources, nonrenewable resources, conservation, recycling, reuse, reduce, pollution, waste, landfill, ecosystem, habitat, biodiversity, climate, weather, energy, solar energy, wind energy, water conservation, air quality, water quality, carbon footprint, environmental responsibility, stewardship, community, geography, natural environment, human environment, public services, government, environmental laws, citizen, responsibility, agriculture, deforestation, composting, greenhouse gases, climate change, recycling center, conservationist, endangered species, renewable energy, sustainability practices, Earth Day, resource management, preservation, environmental impact, ecosystem balance, litter, compost, pollution prevention	
Students will be able to: • Explain the relationship between people and the environment. • Identify different types of natural resources and explain their importance. • Describe the difference between renewable and nonrenewable resources. • Explain how human activities impact the environment. • Identify causes and effects of pollution.	

- Describe ways individuals and communities can reduce waste and conserve resources.
- Explain the importance of recycling, reusing, and reducing.
- Identify how geography and climate influence communities and resource use.
- Describe how governments and communities create policies to protect the environment.
- Recognize environmental issues that affect local and global communities.
- Explain the role of responsible citizenship in protecting the environment.
- Identify sustainable practices that can be used at home, school, and in the community.
- Analyze how environmental choices impact future generations.
- Develop a personal plan for making environmentally responsible choices.

Learning Activities & Differentiation:

Learning Activities:

- Sort examples of renewable and nonrenewable resources.
- Create a classroom recycling and waste reduction plan.
- Analyze pictures and scenarios to identify environmental impacts.
- Create posters or digital presentations about conservation practices.
- Research local environmental issues and community solutions.
- Explore maps showing natural resources, climate, and geography.
- Compare how different communities use resources around the world.
- Participate in recycling, composting, or conservation activities.
- Calculate personal water usage or carbon footprint using simple data.
- Watch videos and discuss pollution, climate, and sustainability topics.
- Complete environmental problem-solving scenarios.
- Create a personal sustainability goal checklist.

Differentiation

- Provide visual supports, diagrams, and picture-based vocabulary.
- Use adapted texts and simplified reading materials.
- Provide graphic organizers, guided notes, and sentence starters.
- Offer word banks and vocabulary supports.
- Allow students to demonstrate learning through speaking, drawing, typing, or hands-on projects.
- Use small-group instruction and peer collaboration.
- Break assignments into smaller steps with teacher check-ins.
- Provide repeated practice and review of key concepts.
- Incorporate videos, interactive activities, and real-world examples.
- Use hands-on materials such as sorting cards, maps, and models.
- Provide alternative assignments aligned with individual learning goals.
- Use assistive technology and text-to-speech tools when appropriate.
- Provide extended time and flexible pacing.
- Connect activities to students' daily lives and community experiences

Assessment Evidence

Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, primary and secondary source analysis, relevant Community Based Instruction, self assessments

Summative Assessments: Environmental sustainability project, renewable and nonrenewable resources assessment, recycling and conservation campaign, environmental impact reflection, sustainable community design project, natural resources graphic organizer, pollution causes and solutions presentation, Environmental vocabulary assessment, Community environmental issue research project, Conservation action plan, Carbon footprint activity, Recycling audit report, Map and resource analysis activity,

Common Benchmark Assessments: unit assessment, cooperative and independent learning experiences, class discussion and participation
Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials

Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, informational texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers, Youtube/Edpuzzle, Swank K-12, Teaching Tolerance, primary and secondary sources, maps, political cartoons, National Archives, virtual museum tours

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.

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

Unit 8

Desired Results

Unit 8 Title: Media Literacy

Unit Summary: Students will explore how different forms of media influence individuals and society. Through engaging, real-world activities, students will learn to recognize facts versus opinions, identify reliable sources, detect bias and persuasive techniques, and become responsible digital citizens. The unit promotes critical thinking, communication, and informed decision-making while strengthening reading, writing, speaking, and technology skills.

Learning Standards

NJSLS:

6.1.8.CivicsDP.3.a: Analyze how media, technology, and communication influence civic participation, public opinion, and decision-making in a democratic society.

6.1.8.CivicsPI.1.a: Explain how citizens use information from multiple sources to participate responsibly in their communities and government.

6.1.8.HistoryCC.1.a: Examine how communication methods and media have changed throughout history and influenced historical events and societal change.

6.1.8.HistoryCC.2.a: Evaluate how technological innovations in communication have transformed the way people access, create, and share information.

6.1.8.GeoPP.1.a: Analyze how media and technology connect people, cultures, and communities across geographic regions.

6.1.8.EconET.1.a: Explain how advertising, media, and technology influence consumer choices and economic decisions.

Interdisciplinary Connections

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

9.4.8.DC.1: Analyze the benefits, risks, and responsibilities associated with the use of digital technologies and online communication.

9.4.8.DC.2: Demonstrate responsible digital citizenship by practicing safe, respectful, and ethical behavior online.

9.4.8.DC.3: Evaluate the credibility, accuracy, bias, and reliability of digital information from multiple sources.

9.4.8.IML.1: Gather, organize, analyze, and communicate information using a variety of print and digital resources.

9.4.8.CT.1: Apply critical-thinking skills to evaluate media messages and solve information-based problems.

9.4.8.CT.2: Develop creative solutions and communicate ideas using appropriate technology tools.

9.4.8.GCA.1: Collaborate respectfully with others using digital communication tools while considering diverse viewpoints.

9.4.8.TL.3: Select and use appropriate technologies to complete research, presentations, and collaborative projects.

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

8.1.8.IC.1: Analyze how computing technologies influence communication, learning, work, and society.

8.1.8.IC.2: Evaluate both the positive and negative impacts of digital media and technology on individuals and communities.

8.1.8.IC.3: Demonstrate ethical, legal, and responsible use of digital technologies and online resources.

8.1.8.NI.1: Explain how digital networks and the internet enable communication and the sharing of information.

8.2.8.ITH.1: Investigate technological innovations that have transformed communication throughout history.

8.2.8.ED.1: Apply the design process to create digital media that communicates accurate information effectively.

8.2.8.ETS.1: Design, evaluate, and improve digital products or presentations using feedback and collaboration.

Interdisciplinary Connections:

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Learning Targets

Unit Essential Questions:

- How do we know if information is true?
- Why do different news sources report the same event differently?
- How can the media influence our beliefs and behaviors?
- What makes a source reliable and trustworthy?
- Why is it important to verify information before sharing it?
- How can we recognize bias in news, advertisements, and social media?
- What is the difference between fact, opinion, and misinformation?
- How do advertisements persuade people to buy products or change their opinions?
- How does social media affect the way people communicate and interact?
- What are the benefits and risks of using social media?
- How do images, videos, and headlines influence our thinking?
- What responsibility do we have when creating or sharing information online?
- How can critical thinking help us make informed decisions?

Unit Enduring Understandings:

- Media messages are created with a purpose and for a specific audience.
- People should think critically before accepting or sharing information.
- Reliable information comes from credible and trustworthy sources.
- The media can influence opinions, behaviors, decisions, and culture.
- Understanding different perspectives helps us become informed citizens.
- Facts are supported by evidence, while opinions express personal beliefs.
- Bias can affect how information is presented and interpreted.
- Advertisements use persuasive techniques to influence consumer choices.
- Images, videos, headlines, and music can shape emotions and opinions.
- Digital citizens have rights and responsibilities when using technology.

• Why should we consider multiple sources before forming an opinion? • How can the media bring about positive change in society?	
Vocabulary: media, media literacy, source, reliable source, credible, bias, opinion, fact, misinformation, disinformation, audience, purpose, advertising, propaganda, persuasion, evidence, headline, social media, digital footprint, cyberbullying, privacy, stereotype, algorithm, influencer, clickbait, verify, fact-check	
Students will be able to: Define media literacy. • Identify different forms of media. • Distinguish between fact and opinion. • Identify the purpose of different media messages. • Recognize bias and persuasive techniques. • Evaluate whether a source is trustworthy. • Compare reliable and unreliable websites. • Practice safe and respectful online behavior. • Analyze advertisements and social media posts. • Explain how media influences individuals and communities. • Use evidence to support opinions. • Create a responsible media message or public service announcement.	
Learning Activities & Differentiation: **Learning Activities**	

- Sort examples of print, digital, television, radio, and social media into categories.
- Complete fact vs. opinion sorting activities using headlines and articles.
- Compare two news articles covering the same event.
- Analyze advertisements to identify persuasive techniques.
- Identify the purpose of media messages (inform, entertain, persuade, sell).
- Evaluate websites using a credibility checklist.
- Practice fact-checking using trusted websites.
- Watch age-appropriate news clips and discuss bias.
- Create a class anchor chart of reliable vs. unreliable sources.
- Participate in digital citizenship role-play scenarios.
- Create a public service announcement (poster, slideshow, or video).
- Design a "Fake or Fact?" classroom bulletin board.
- Complete media scavenger hunts using newspapers, magazines, or websites.
- Analyze social media posts for credibility and intent.
- Create an advertisement for a classroom product using persuasive techniques.
- Participate in small-group discussions using current events.

Differentiation

- Provide visual supports and picture vocabulary cards.
- Use graphic organizers and anchor charts.
- Offer modified reading passages with simplified text.
- Read articles aloud or provide audio versions.
- Highlight key vocabulary and important details.
- Use sentence starters and writing frames.
- Provide guided notes and fill-in-the-blank outlines.
- Allow verbal, written, drawn, or digital responses.

- Pair students with peer partners for cooperative learning.
- Break assignments into smaller, manageable steps.
- Provide extended time for assignments and assessments.
- Use teacher modeling and think-aloud strategies.
- Offer frequent comprehension checks.
- Incorporate hands-on sorting, matching, and interactive activities.

Assessment Evidence
Formative Assessments: open ended questions based on essential questions, stop-and-jot, exit slips, one-sentence summary, quick write, polls, writing checkpoints, primary and secondary source analysis, relevant Community Based Instruction, self assessments
Summative Assessments: Media literacy project, digital citizenship poster, fact vs. opinion assessment, advertisement analysis, website credibility checklist, fake news investigation, multimedia presentation, PSA video or poster, digital safety quiz, vocabulary assessment, reflection journal, unit portfolio
Common Benchmark Assessments: unit assessment, cooperative and independent learning experiences, class discussion and participation
Alternative Assessments: Multimedia presentations and projects

Core Instructional & Supplemental Materials
Commonlit, Scholastic Scope, Turnitin, Teacher created materials- Google Slides and Docs, informational texts which correspond with the abilities of the students in the class, Google Classroom, Chromebooks, graphic organizers,

Youtube/Edpuzzle, Swank K-12, Teaching Tolerance, primary and secondary sources, maps, political cartoons, National Archives, virtual museum tours

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.

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