

Maywood Public Schools

Social Studies
Grade 4

I. Introduction/Overview/Philosophy

The social studies curriculum for the fourth grades has two focuses; the regional study of the contemporary United States, and an in-depth study of New Jersey. Included in the studies will be concepts of citizenship, human and civil rights, and the problems of prejudice. The New Jersey Student Learning Standards for Social Studies and the Holocaust and Amistad Mandates will be followed.

The regional study of the United States is divided into several regions. For each, the characteristics of geography, economics, resources, climate and unique factors are studied. This includes use of maps and technology to gather, sort, and compare information.

New Jersey will also be studied extensively. This includes the factors mentioned above. However, the focus will be more on the uniqueness of New Jersey. Additionally, the students will learn about town, county, and state governments; studying their structure, function, revenue and taxation responsibilities. The students will be able to place New Jersey into perspective relative to the regions of the United States. It will allow them to make comparisons and contrasts among and between regions and their state.

The course is inclusive of all fourth-grade students. It will be taught using differentiated techniques to accommodate students with different learning styles and academic talents. Teachers will use wide array of written, oral, and visual lessons to stimulate learning by each child.

II. Objectives

Course Outline:

1. New Jersey Studies
 - a. Geography - physical and political
 - 1) New Jersey's four regions, their main characteristics, and how they were formed
 - a) Atlantic Coastal Plain - Inner and Outer
 - b) Piedmont
 - c) Highlands
 - d) Ridge and Valley
 - 2) Effects on climate and agriculture
 - 3) Natural resources
 - 4) New Jersey's 21 counties
 - 5) Bordering neighbors and physical features
 - b. Demography - race, religion, culture, ethnics
 - 1) Explore family trees and ethnic origins
 - 2) Population density - concept and implications
 - 3) Differences between rural, urban, and suburban areas
 - c. History of New Jersey
 - 1) Lenape Indians first inhabitants (Holocaust Studies)
 - a) arrival from Asia
 - b) their culture and heritage
 - 2) Early European explorers beginning in the 1400's and resulting colonization

- 3) New Jersey as an English colony
- 4) French and Indian War
- 5) Revolutionary War and independence from England
- 6) New Jersey in the 1800's
 - a) Industrial Revolution
 - b) Civil War and Underground Railroad
 - c) State constitution and voting rights
- 7) New Jersey in the 20th century
 - a) inventions
 - b) economy
 - c) immigration
 - d) World Wars
- d. Economic factors and conservation
 - 1) Industry and manufacturing: importing and exporting
 - 2) Agriculture and land usage
 - 3) Transportation - NJ as a center of rail, air, and interstate routes
 - 4) Air, water, and soil pollution
 - a) how to solve these problems, and what part we must play
 - b) effects on the state and its people
- e. Place in world
 - 1) Geographic location
 - 2) Economic perspective
 - 3) Historical perspective and contributions
 - 4) New Jersey's involvement in current events
 - 5) New Jersey's place in the 21st Century
2. United States Regions and Civics Education
 - a. Five regions of the United States
 - b. Geography and/or main physical features
 - c. Natural resources and industry
 - d. Constitution and government
 - 1) Structure and functions of local, state, and federal governments, including legislative, executive, and judicial branches
 - 2) Steps in the process of how a bill becomes a law
 - 3) Voting and elections
 - e. Tie into co-curricular aspects such as literature and the arts.
3. Holocaust studies will be incorporated into lessons when suitable. Studies will include:
 - a. Appreciating of the differences among American people
 - b. Understanding how New Jersey differs and yet is similar to every other state
 - c. Being aware of how New Jersey history reflects the inclusion of people from a wide range of cultures in today's world
 - d. Knowing that each person and every culture makes positive contributions to the state and the nation.

Student Outcomes:

Students will continue to improve upon and develop the social studies skills learned in previous grades. These skills will be with them as they proceed through the Maywood school system and will help them throughout their adult and career life. Students are expected to work to their best ability levels in the following skill areas, as measured through student assessment.

Active Citizenship Skills

- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

Critical Thinking Skills

- Identify main issues
- Recognize assumption
- Evaluate information from various sources
- Distinguish between verifiable and unverifiable data
- Draw inferences
- Distinguish between fact and opinion
- Recognize cause and effect
- Evaluate the strength of an argument
- Develop debating skills
- Draw conclusions
- Develop a creative thinking ability
- Understand historic periods

Technology skills

- Use the Internet as a research tool
- Use the graphics on the computer to make visual presentations for oral reports
- Use the Internet to complement and improve knowledge on issues and current events
- Use the Internet to improve social studies skills, including geography, maps, graphics, etc.

Map Skills

- Orient a map
- Use a grid system to locate places
- Identify and interpret map symbols
- Locate physical and political features
- Understand scales and projections
- Compare various maps
- Use maps to understand and explain historical and current events

Picture, Chart, Graph, and Table Interpretation Skills

- Interpret pictures, apply information and draw conclusions
- Understand cartoons as a means to express views and interpret the view expressed
- Interpret the information given on graphs, charts, and tables, and draw inferences from the data
- Relate the information from pictures, charts, graphs and tables with that gained from other sources
- Understand and construct time lines

Chronology and Time Skills

- Understand the idea of historical time
- Use timelines

- Understand what makes historical periods different

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.5.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

Strand B. Creativity and Innovation

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

Strand C. Communication and Collaboration

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

Strand D. Digital Citizenship

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

Strand E. Research and Information Fluency

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand A. Nature of Technology: Creativity and Innovation

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

Strand B. Technology and Society

8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

21ST CENTURY LIFE AND CAREERS**Standard 9.1 Personal Financial Literacy*****Strand B. Money Management***

- 9.1.4.B.1 Differentiate between financial wants and needs.
- 9.1.4.B.2 Identify age-appropriate financial goals
- 9.1.4.B.3 Explain what a budget is and why it is important.
- 9.1.4.B.4 Identify common household expense categories and sources of income.
- 9.1.4.B.5 Identify ways to earn and save.

Strand C

- 9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.
- 9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
- 9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
- 9.1.4.C.4 Determine the relationships among income, expenses, and interest.
- 9.1.4.C.5 Determine personal responsibility related to borrowing and lending
- 9.1.4.C.6 Summarize ways to avoid credit problems.

Strand D. Planning, Saving, and Investing

- 9.1.4.D.1 Determine various ways to save.
- 9.1.4.D.2 Explain what it means to “invest.”
- 9.1.4.D.3 Distinguish between saving and investing.

Strand E. Becoming a Critical Consumer

- 9.1.4.E.1 Determine factors that influence consumer decisions related to money.
- 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

Strand F. Civic Financial Responsibility

- 9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Standard 9.2 Career Awareness, Exploration, And Preparation***Strand A. Career Awareness***

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “[common good](#)” have influenced new laws and policies over time at the local and national levels of United States government.
- 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
- 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals’ lives.
- 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

- 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.
- 6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.
- 6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- 6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

III. Proficiency Levels

This course is designed for a heterogeneously grouped grade 4 class.

IV. Methods of Assessment

Student Assessment

- Homework
- Class discussion
- Oral reports
- Cooperative learning activities
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research projects
- Tests and quizzes
- Class participation
- Written essays

V. Grouping

The course is required of all students in the fourth grade.

VI. Articulation/Scope & Sequence/Time Frame

This is a fourth grade course.

VII. Resources

Texts/Supplemental Reading/References

- New Jersey, Scott Foresman, 2003
- Internet sources
- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/
- *Weekly Reader Magazine*
- Atlases, maps, posters and other materials relevant to lessons
- *Time Magazine* for children
- School Library
- Map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- Supplemental reading- Suggested Bibliography: These and many others may be used as needed.
 - Amelia Earhart: Pioneer of the Sky by John Parlen
 - Three Days on a River in a Red Canoe by Vera B. Williams
 - The Story of Money by Betsey Maestro
 - All in a Day's Work: Twelve Americans Talk About Their Jobs by Neil Johnson
 - Sitte's Secrets by Naomi Shihai Nye
 - Women of the Old West by Judith Alter
 - Sequoias by Michael George
 - Who Belongs Here? An American Story by Margy Burns Knight
 - Going Home to Nicodemus by Bill Shaw and Daniel Chu
 - Buffalo Hunt by Russell Freedman

- Heartland by Diane Siebert
- Grandmother Came from Dworitz: A Jewish Story by Ethel Vineber
- Thurgood Marshall: First African-American Supreme Court Justice by Carol Greene
- Konnichiawa! I Am a Japanese-American Girl by Tricia Brown
- Hoang Anh, A Vietnamese-American Boy by Diane Hoyt-Goldsmith
- Making a New Home in America by Maxine Rosenberg
- L'Chaim: The Story of a Russian Emigre Boy by Tricia Brown
- Everyone Wears His Name: A Biography of Levi Strauss by Sondra Henry and Emily Taitz
- Suggested Videos: These and others not listed may be used.
 - Number the Stars - 15 min.
 - Molly's Pilgrim - 24 min.
 - The Eye of the Storm - 25 min.
 - The Unforgettable Pen Pal: A Story About Prejudice and Discrimination
 - Behind the Mask - 8 min.
 - Camera of My Family: Four Generations in Germany, 1845-1945
 - Answering Children's Questions
 - The Diary of Ann Frank
 - The Life of Anne Frank
 - Your Town Series II
 - American History for Children: N. American Life
 - Greentoons: Environmentally Aware
 - Buy Me That Too! HBO
 - Children of Other Lands
 - American History for Children: U.S. Constitution
 - The United States Geography CD-Rom Series: The Southeast
 - National Parks: Playground or Paradise?
 - Paul Bunyan
 - The United Geography Series: The Great Lakes States
- Suggested References: These and others may be used as needed.
 - Dictionary of Native American Tribes by Evelyn Wolfson
 - Rivers & Lakes by Martyn Bramwell
 - Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories by Beth S. Atkin
 - The Great American Gold Rush by Rhonda Blumberg
 - Environmental America: The Southwestern States by D.J. Herda
 - Environmental America: The Northeastern States by D.J. Herda
 - Environmental America: The Southeast by D. J. Herda
 - Biography of a River: The Living Mississippi by Edith McCall
 - Prairie Visions: The Life and Times of Solomom Butcher by Pam Conrad

VIII. Suggested Activities

- Geography project relating the topic studied to the proper geographical context.
- Field trips determined by the teacher.
 - Trenton for state government
 - Historical sites in New Jersey
- Primary source reading and informational text reading assignments
- Audio-visual presentations by the students using computer technology combined with oral presentations.
- Research projects and presentations by individuals or groups.
- Read and writing across the curriculum, students will write essays linking social studies to other disciplines such as reading, art, and music.
- Technology using digital cameras and i-Movies to enhance studies.
- Integrating career studies into social studies topics being studied.

IX. Methodologies

To comply with state regulations and mandates, classes are heterogeneously grouped. Therefore, there can be a wide range of academic abilities, backgrounds, and challenged students, all of whom must have and deserve equal educational opportunities. To achieve this, teachers must employ a variety of instructional methods. The following are suggestions, not limits, as to what a teacher can do.

- Differentiated instruction
- Cooperative education
- All other types of group work
- Technology and other web-based programs
- Individualized assignments

X. Interdisciplinary Connections

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

The teacher should connect the history studied to the music, art, literature, cultural aspects, world language, and technology of each period studied. Discussing these needs with the art, music, world language and English teachers in their building and using them as resources and/or speakers is suggested.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Provide exemplars of varied performance levels
- Provide test accommodations
- Scaffold materials and assignments
- Re-teach and review concepts taught in small groups and one-on-one conferences
- Use of active reading strategies
- Use of visual learning aids
- graphic organizers
- guided notes
- Modify content and student products
- Provide resources and sample articles for current events
- Provide test accommodations
- Teacher modeling
- Use of visual and multi-sensory formats
- Provide labeled maps as needed
- Use of oral and written prompts to guide thinking and completion of tasks
- Pre-teach vocabulary and concepts

Differentiation for Enrichment

- Adjust the pace of lessons
- Provide extension activities
- higher-order thinking skills
- Provide supplemental reading material for independent study
- Create own study guides and chapter outlines
- Inquiry based instruction
- Create own text features
- Independent study

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk/RTI, English Language Learners, and Gifted & Talented Students	Standards	Assessments
<p>UNIT 1: Exploring the Early History of New Jersey</p> <ul style="list-style-type: none"> • Lenape Indians • European Explorers and New Jersey as a Colony • French and Indian War • Revolutionary War • New Jersey Independence • New Jersey in the 1800s 	5 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Provide exemplars of varied performance levels of classwork (notes, facts, main ideas, summaries, answers to questions, study guides, projects, and research) • Provide test accommodations (alternate setting, extended time, modified tests, scribing/using technological tools) • Scaffold materials and assignments (think-pair-share, cooperative learning groups, teacher think-alouds) • Re-teach and review concepts taught in small groups and one-on-one conferences • Use of active reading strategies such as note taking, highlighting, close reading, summarizing, using bolded vocabulary and other text features, identifying main idea, making inferences • Use of visual learning aids 	<p>6.1.4.A.1-4 6.1.4.B.1-3, 7 6.1.4.C.12, 15, 16, 17, 18 6.1.4.D.1-20 6.3.4.A.1 6.3.4.D.1 Amistad CRP1,2,4,5,6,7, 8,11,12 8.1.5.A.1-4 8.1.5.B.1 8.1.5.C.1 8.1.5.D.2-4 8.1.5.E.1</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Teacher observation of listening, reading, note taking, researching, and cooperative work. • Classwork that demonstrates students' ability to: <ul style="list-style-type: none"> ○ Analyze the Lenape's place in New Jersey history. ○ Describe Lenape culture. ○ Analyze European influence on New Jersey's history. ○ Explain the causes and effects of the French and Indian War as well as the Revolutionary War. ○ Describe people, places, and events of French and Indian War as well as the Revolutionary War. ○ Compare and contrast New Jersey in the 1800s to New Jersey today. ○ Distinguish between primary

		<p>including graphic organizers such as guided summary organizers, note taking, outlines, vocabulary guides, and study guides</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Adjust the pace of lessons • Complete New Jersey early history exploration projects to delve more deeply into topics under discussion (write a diary entry as a Native American or early settler/person living in early New Jersey, write a poem about how Patriots probably felt after the British surrendered at Yorktown, create a slogan to get New Jerseyans to join the Continental Army, create a slideshow about transportation developments) • Provide extension activities that promote higher-order thinking skills (reviewing/analyzing primary and secondary sources, creating slideshows about content, connecting history to current events, connecting topics completed to writing tasks in language arts) • Provide supplemental reading material for independent study 		<p>and secondary sources.</p> <ul style="list-style-type: none"> ○ Interpret and apply map skills as well as use other text features like timelines. ○ Summarize information studied including main ideas and academic vocabulary. ○ Answer questions about unit topics. ○ Draw conclusions about unit topics. ○ Research topics, organize information found, and apply that information in writing. <ul style="list-style-type: none"> • Participate in discussions and group work. <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • Quarter 1 Assessment: Early History of New Jersey Test and/or Project to Create a Timeline of New Jersey's Early History or Write a News Report About a Historical Event
<p>UNIT 2: Analyzing New Jersey in the 20th Century</p> <ul style="list-style-type: none"> • Economics-importing and exporting 	5 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Modify content and student products (reading texts and assignments aloud, altering length of assignment, pacing, extended 	<p>6.1.4.A.1, 3, 8-16 6.1.4.B.1-3, 5, 9-10 6.1.4.C.1-14</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Teacher observation of reading, note taking, researching, presenting, using technological tools, and cooperative work.

<ul style="list-style-type: none"> • Conservation-agriculture and land usage • Pollution • NJ's place in the World • New Jersey's involvement in current events. • New Jersey Today in the 21st century 		<p>time)</p> <ul style="list-style-type: none"> • Provide resources and sample articles for current events • Provide test accommodations (alternate setting, extended time, modified tests, scribing/using technological tools) • Teacher modeling to demonstrate: <ul style="list-style-type: none"> ○ Using text features ○ Note taking ○ Summarizing ○ Drawing conclusions ○ Map skills ○ Comparing and contrasting ○ Researching ○ Presenting • Use of visual and multi-sensory formats as aids utilizing SMARTBoard, instructional videos, images/graphics, maps/globes, audio clips, and presentations <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Complete New Jersey exploration projects to delve more deeply into topics under discussion (write an advertisement for a service, write an opinion piece about taxes, create a poster to celebrate a New Jersey accomplishment in technology/communications/or travel, contact leaders by writing a letter about a question or to share an idea, think about New Jersey's future) 	<p>6.1.4.D.3, 13, 14-20 6.3.4.A.1-4 6.3.4.B.1 6.3.4.C.1 6.3.4.D.1 <i>Holocaust</i> CPR1,2, 4, 5, 6, 7, 8, 11, 12 9.1.4.B.1-5 9.1.4.C.1-6 9.1.4.D.1-3 9.1.4.E.1-2 9.1.4.F.1-2 8.1.5.A.1-4 8.1.5.B.1 8.1.5.C.1 8.1.5.D.2-4 8.1.5.E.1 8.2.5.A.4 8.2.5.B.6</p>	<ul style="list-style-type: none"> • Classwork that demonstrates students' ability to: <ul style="list-style-type: none"> ○ Describe and analyze New Jersey's economics and conservation. ○ Explain the role of government in economy. ○ Compare and contrast New Jersey in the 1800s to New Jersey today. ○ Make predictions about the future of New Jersey. ○ Research and present current events. Compare and contrast them to historical events. ○ Interpret and apply map skills as well as use other text features like timelines. ○ Summarize information studied including main ideas and academic vocabulary. ○ Answer questions about unit topics. ○ Evaluate information from various sources, and recognize bias in those sources. ○ Distinguish between fact and opinion. • Participate in discussions and group work. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Quarter 2 Assessment: 20th Century New Jersey Test and/or Project to
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		<ul style="list-style-type: none"> • Create own study guides and chapter outlines • Provide extension activities that promote higher-order thinking skills (reviewing primary and secondary sources, creating slideshows about content, connecting history to current events, researching and presenting current events, research careers in government) 		Present Current Event and Connect it To New Jersey's History
<p>UNIT 3: Exploring Regions, Citizenship, and Government of the United States</p> <ul style="list-style-type: none"> • Regions of the United States • Landforms and Geography • Main Physical Features • Regional Resources and Climate • Citizenship and Government • Local, Federal and State Governments • Branches of Government • Voting and Electoral Process 	5 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Provide labeled maps as needed • Provide test accommodations (alternate setting, extended time, modified tests, scribing/using technological tools) • Scaffold materials and assignments (think-pair-share, cooperative learning groups, teacher think-alouds) • Re-teach and review concepts taught in small groups and one-on-one conferences • Use of active reading strategies such as note taking, highlighting, close reading, summarizing, using bolded vocabulary, identifying main idea, and color coding • Use of visual learning aids including graphic organizers such as guided summary 	<p>6.1.4.A.1-16 6.1.4.B.1-10 6.1.4.C.9, 11, 12, 14 6.1.4.D.2-4, 11-20 6.3.4.A.1-4 6.3.4.B.1 6.3.4.C.1 6.3.4.D.1 <i>Amistad</i> 9.2.4.A.1-3 CRP1,2,4,5,6,7, 8,11,12 8.1.5.A.1-4 8.1.5.B.1 8.1.5.C.1 8.1.5.D.2-4 8.1.5.E.1</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Teacher observation of reading, note taking, creating visuals/text features, and cooperative work. • Classwork that demonstrates students' ability to: <ul style="list-style-type: none"> ○ Identify regions of the United States including landforms, geography, and main physical features. ○ Identify and analyze regional resources and climate. ○ Compare and contrast local, federal, and state governments as well as branches of government. ○ Explain the evolution of citizenship over time for various groups. ○ Describe and analyze the voting and electoral process. ○ Interpret and apply map skills as well as use other text

		<p>organizers, note taking, vocabulary guides, text feature analysis charts, and study guides</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Adjust the pace of lessons • Complete region, citizenship, and government exploration projects to delve more deeply into topics under discussion (write a job description for someone in government, research a notable historical figure connected to unit topics) • Provide supplemental reading material for independent study 		<p>features like photographs and charts.</p> <ul style="list-style-type: none"> ○ Summarize information studied including main ideas and academic vocabulary. ○ Answer questions about unit topics. <ul style="list-style-type: none"> • Participate in discussions and group work. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Quarter 3 Assessment: Regions, Citizenship, and Government of the United States Test and/or Project to Make a Map of a Region or Regions Travel Project
<p>UNIT 4: Exploring Geography, Regions, Climate, Agriculture, and Demographics of New Jersey</p> <ul style="list-style-type: none"> • Geography and Physical Features of NJ • Regions and Counties • Climate and Agriculture • Demographics 	<p>5 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Provide labeled maps as needed • Scaffold materials and assignments (think-pair-share, cooperative learning groups, teacher think-alouds) • Teacher modeling to demonstrate: <ul style="list-style-type: none"> ○ Using text features such as photographs and charts ○ Note taking ○ Summarizing ○ Making inferences and generalizations 	<p>6.1.4.A.1-16 6.1.4.B.1-10 6.1.4.C.9, 11, 12, 14 6.1.4.D.2-4, 11-20 6.3.4.A.1-4 6.3.4.B.1 6.3.4.C.1 6.3.4.D.1 CRP1,2,4,5,6,7, 8,11,12 8.1.5.A.1-4 8.1.5.B.1 8.1.5.C.1</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Teacher observation of reading, note taking, creating visuals/text features, and cooperative work. • Classwork that demonstrates students’ ability to: <ul style="list-style-type: none"> ○ Identify geography of New Jersey including physical features. ○ Identify regions and counties of New Jersey. ○ Identify and analyze climate, agriculture, and demographics of New Jersey. ○ Compare and contrast New

		<ul style="list-style-type: none"> ○ Map skills ○ Comparing and contrasting • Use of oral and written prompts to guide thinking and completion of tasks • Pre-teach vocabulary and concepts regarding the geography, regions, climate, agriculture, and demographics of New Jersey <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Adjust the pace of lessons • Complete New Jersey exploration projects to delve more deeply into topics under discussion (make a poster about natural resources, write a journal entry about an imaginary trip through one of New Jersey's regions) • Create own text features • Provide extension activities that promote higher-order thinking skills (reviewing primary and secondary sources, creating slideshows about content, connecting history to current events) • Provide supplemental reading material for independent study 	<p>8.1.5.D.2-4 8.1.5.E.1</p>	<p>Jersey to other regions of the United States.</p> <ul style="list-style-type: none"> ○ Interpret and apply map skills as well as use other text features like photographs and charts. ○ Summarize information studied including main ideas and academic vocabulary. ○ Answer questions about unit topics. ○ Make inferences and generalizations about unit topics. • Participate in discussions and group work. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Quarter 4 Assessment: Exploring Geography, Regions, Climate, Agriculture, and Demographics of New Jersey Test and/or Project to Create a Slideshow about New Jersey
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