

POMPTON LAKES SCHOOL DISTRICT

SOCIAL STUDIES
Grade 4

COURSE OF STUDY

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BOE Approval, September 10, 2019

Unit I Overview

Content Area: Social Studies

Unit 1 Title: Geography, People, and the Environment

Target Course/Grade Level: Grade 4

Unit Summary:

- In this geography section, students will review geography and map skills. Students will utilize globes and identify various maps.
- This unit presents New Jersey as part of the Northeast region of the United States and has four regions of its own. Students discover that New Jersey has a variety of landforms including mountains, hills and plains. Many waterways throughout New Jersey are important for both transportation and recreation.
- Additionally, the United States is divided into five regions: Northeast, Southeast, Southwest, Middle West, and West. New Jersey is divided into four different regions. Rich soil, the forests, water, clay, sand, and gravel are a few of our state's many natural resources. The people and business of New Jersey work together to make sure these resources last well into the future.

Unit Rationale:

- Students must develop an awareness of themselves and their environment (Holocaust & Amistad Project). Students must develop skills to read maps, follow cardinal directions, and use mapping tools.
- Students will also learn the geography of their state. Developing awareness of, and preserving our natural resources, will build civic responsibility in the 21st century (Holocaust & Amistad Project).
- The United States is a large country of varied landforms and climates. In New Jersey, landforms are divided into four regions. Each region has a special landform and culture. New Jersey's natural resources include forests, soil, water, and minerals. Students should understand that our resources help provide jobs, recreation, and products for the people of New Jersey.

Learning Targets

NJSLS:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. (Holocaust and Amistad Project)

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. (Holocaust and Amistad Project)

Related Content:

NJSLS-ELA: Main Idea and Details RI.4.1, RI.4.2 RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10

Visual and Performing Arts: 1.2.5.A. Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

Content Statements:

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities. (Holocaust and Amistad)
- Regions form and change as a result of unique physical/ecological conditions, economies, and

<p>cultures. (Holocaust and Amistad)</p> <ul style="list-style-type: none"> • Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time. (Holocaust and Amistad) • Advancements in science and technology can have unintended consequences that affect individuals and/or societies. • Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. (Holocaust and Amistad) 	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when 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.4	Describe how landforms, climate and weather, and availability of resources have affected where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction affects the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others are.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
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.
RI 4.1 – 4.10	Refer to New Jersey Student Learning Standards (NJSLS) Reading Information Text
SL 4.1 – 4.6	Refer to New Jersey Student Learning Standards (NJSLS) Speaking and Listening
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What does a globe show? • What are the different types of maps? • What landforms would you see on a trip around our state? • Describe the landforms near where you live. • How are waterways important to our state? • Suppose you want to travel from Trenton to Atlantic City by water. Decide which route you would take and explain why. • How does an elevation map help us learn about geography? • Name two factors that affect the climate of New Jersey. • Describe the region in which New Jersey lies. • What landforms does the Northeast region share 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • A globe shows oceans, continents, hemisphere, and equator. • The different types of maps are political, physical, landform, transportation and historical. • Waterways are used for transportation and provide water for drinking, farming, factories and recreation. • An elevation map shows the height of various landforms.

with the other regions of the United States? • Name one feature that is special for each of the four regions of New Jersey.	
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<p>Unit Learning Targets: <i>Students will ...</i></p> <ul style="list-style-type: none"> • Identify oceans, continents, hemispheres, and the equator • Students will locate and label the four hemispheres. • Students will name the cardinal directions and intermediate directions. • On a map, students will locate titles, symbols, map keys, and locate compass rose. • Students will use various map scales to measure distances. • Identify physical, political, transportation, and historical maps. • Define geography • Define landforms • Identify and describe the major landforms of New Jersey • Explain how New Jersey shoreline connects our state to the rest of the world. • Describe how people use New Jersey waterways. • Analyze why caring for our state’s waterways is important • Read and interpret an elevation map. • Define climate and identify temperature and precipitation as key parts of climate. • Explain how New Jersey’s nearness to the Atlantic Ocean and its distance from the equator affects its climate. • Identify the countries five regions • Compare and contrast major landforms and other features of each region. • Locate the region in which New Jersey lies. • Identify New Jerseys four regions • Explain how the people who live in a region affect the land. • Identify major natural resources of New Jersey • Recognize the importance of natural resources in New Jerseys economy. • Distinguish between renewable and nonrenewable resources and ways to conserve them.

Evidence of Learning

<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Ask groups of students to prepare a map of New Jersey that details its borders with other states. Suggest that they label towns, cities, and rivers along the borders. Have them label the surrounding states and show parts for these state’s borders. • Students will make travel brochures that describe their town or community and what makes it unique. Brochures should give information on what there is to see or do, and the various landforms, resources, and points of interest. <p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> • Practice and Project book • Make a Map • Brochure <p>Benchmark/Performance Assessment: See Social Studies Skills Table (Chronological Thinking and Presentational Skills): available at https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p> <p>Alternative Assessment: Hands-on Unit Projects</p>
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Lesson Plans and Pacing Guide

Lesson Plan	Timeframe – 10 weeks
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Reviewing Geography Skills, Part 1 Using Globes	1 day
Reviewing Geography Skills, Part 2 Using Maps	1 day
Reviewing Geography Skills, Part 3 Different Kinds of Maps	1 day
Chapter 1, Lesson 1 Landscape of New Jersey	2-3 days
Rocking Through the Regions Project	2-3 days
Chapter 1, Lesson 2 Waters of New Jersey	2-3 days
Geography Skills Reading Elevation Maps	1 day
Chapter 1, Lesson 3 Our State's Climate	2-3 days
Chapter 2, Lesson 1 One Country/5 Regions	2-3 days
Chapter 2, Lesson 2 Regions of New Jersey	2-3 days
Chapter 3, Lesson 3 Our States Resources	2-3 days
Virtual Reality Fossils	2-3 days

Teacher Resources

Textbook: *Horizons: World Regions* (Harcourt, 2004)

Books:

New Jersey: Past & Present (Mattern)

American the Beautiful: New Jersey (Stein)

New Jersey: The Garden State (Holtz)

How the Constitution Was Created (HubbardBrown)

Primary Source:

NJ Constitution

Internet Resources:

TrueFlix (<http://www.scholastic.com/digital/trueflix.htm>)

U.S Regions

- The Midwest
- The Northeast
- The Southeast
- The Southwest
- US Landforms
- The West

Virtual Reality: Fossils Project

ReadWorks Articles

Going up a mountain <https://www.readworks.org/article/Going-Up-a-Mountain/9a9b89b4-2497-40a6-bb8c-c6633adf0e52#!articleTab:content/>

Save the World <https://www.readworks.org/article/Save-the-World/40fa3460-ebba-456a-a59a-10d7bdc09b65#!articleTab:content/>

There's no place like home <https://www.readworks.org/article/Theres-No-Place-Like-Home/bcf81bff-cb23-490d-9b3a-daea2f360579#!articleTab:content/>

BrainPop videos

Latitude and longitude <https://www.brainpop.com/socialstudies/geography/latitudeandlongitude/>

Map skills <https://www.brainpop.com/socialstudies/geography/mapskills/>

Time zones <https://www.brainpop.com/science/space/timezones/>

Natural resources <https://www.brainpop.com/science/energy/naturalresources/>

www.nj.gov/education/amistad

Amistad Project

www.nj.gov/education/amistad/resources/literacy.pdf

Connections to Amistad Project in these mentor texts.

https://literacy.madison.k12.wi.us/files/reading/Social_Studies_Mentor_Text_List-June2012.pdf

Connections to Amistad and Holocaust.

<https://www.scholastic.com/teachers/articles/teaching-content/great-picture-books-teach-social-studies-grade-k-3/>

Connections to Amistad and Holocaust.

<http://teachwithpicturebooks.blogspot.com/2009/03/holocaust-picture-books.html>

Connections to Holocaust.

<http://www.state.nj.us/state/historykids/teachersguide.htm>

Unit II Overview

Content Area: Social Studies

Unit 2 Title: History, Culture, and Perspective

Target Course/Grade Level: 4th Grade

Unit Summary:

- Bands of hunters following wild animals were the first people to come to New Jersey about 12,000 years ago. These Native Americans eventually developed societies. Explorers and settlers followed them from Europe. Later the settlers won the American Revolution and made the United States a country. New Jersey was one of the first states in the new nation.
- Columbus and other Europeans arrived in North America looking for a water route to Asia. Verrazano and Hudson explored present day New Jersey for France and the Netherlands. Dutch settlers started farms, settlements grew into towns and enslaved Africans were brought to the colony. The English took over the colony from the Dutch and it was later divided into East Jersey and West Jersey for a period before becoming a single royal colony of England.
- In the middle of the 1700's, France and Britain were fighting over their North American colonies. In the 1776, the 13 British colonies decided to break away from Great Britain. New Jersey played a major role in the American Revolution.

Unit Rationale:

- Students will understand that the first people to live in New Jersey were descendants of Ice Age hunting groups that came to America thousands of years ago. Early Lenape living in New Jersey used their resources in their environment for food, clothing and shelter. Students will compare and contrast the roles of women, men, and children today, to those of the past.
- Students will recognize that the first Europeans to arrive in New Jersey were looking for a water route to Asia. Instead, they found a land rich in resources inhabited by many Native American groups. The Dutch were the first to settle in New Jersey. Students will learn how the Lenape taught the Dutch skills before cultural differences and disease eventually caused fighting. English rule followed in 1664. The colony was divided into two parts, but was then reunited as a royal colony. English rule brought freedom of religion and government. The colony grew quickly. Towns developed, industries got started and farming thrived. Some New Jerseyans were indentured servants or enslaved Africans. Poor treatment of the Lenape forced many to leave.
- Students will understand that Britain's efforts to tax the colonies brought colonial protests. Fighting Massachusetts convinced Americans to declare independence. New Jersey's location will be a key factor in the American Revolution. The war had been going poorly for the Americans, but victories at Trenton and Princeton showed Americans that victory was possible. New Jersey was the third state to ratify the constitution that replaced the weak Articles of Confederation.

Learning Targets

NJSLS:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Holocaust Commission Mandate: curriculum addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust.

Amistad Commission Mandate: <https://www.nj.gov/education/amistad/resources/literacy.pdf>

Related Content:

NJSLS-ELA: Main Idea and Details RI.4.1, RI.4.2 RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10

Content Statements:

- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Key historical events, documents, and individuals led to the development of our nation.
- Personal, family, and community history is a source of information for individuals about the people and places around them.

- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

CPI #	Cumulative Progress Indicator (CPI)
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 people with different cultural or individual perspectives may interpret experiences and events differently.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
RI 4.1 – 4.10	Refer to New Jersey Student Learning Standards (NJSLS) Reading Information Text
SL 4.1 – 4.6	Refer to New Jersey Student Learning Standards (NJSLS) Speaking and Listening
Unit Essential Questions <ul style="list-style-type: none"> • Compare and Contrast the lives of hunters and gatherers with the lives of early farmers. • Why did the Lenape travel with the seasons? • Compare and Contrast your day with the life a Lenape child. • Who were the first Europeans to explore New Jersey? • Why did the Dutch decide to settle New Netherland? • What important freedom did New Jersey’s first constitution guarantee? • Why was farming so important to Colonial New Jersey? • How does a time line help you to place events in the right order? • What are lines of latitude and longitude and what are they used for? • Why did the British want the colonists to pay more taxes? • Name three important battles of the American Revolution that was fought in New Jersey. • Why did Americans decide they needed a new Constitution? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Hunters-gatherers and early farmers hunted animals and gathered plants and fish. However, hunter-gatherers had to move around to find their food, while early farmers could stay in one area by storing some of their crops for winter food. • Traveling with the seasons allowed the Lenape to makes sure there would be enough food for the year. In spring, they planted crops in the village. In summer, some Lenape traveled to the seashore to gather shellfish while village crops grew. In fall, they returned to help harvest the crops. Later in the fall, the men went on long hunting trips to get food for the winter. • Answers should focus on chores, education, tasks, diet, homes and recreation. • John Cabot and Giovanni da Verrazano • The Dutch wanted to protect and support their trading interest in the area. • Freedom of religion. • New Jersey colonists had to provide their own food and clothing. • A time line states important event that occur in an individual’s life in sequence. • Latitude are imaginary parallel lines that run east and west that measure how far north or south a place is from the equator; lines of longitude are imaginary lines running north and south that

	<p>measure distance east or west of the prime meridian. Lines of latitude and longitude help us locate places on Earth.</p> <ul style="list-style-type: none"> • Britain wanted the colonies to help pay for the French and Indian War. • Trenton, Princeton, and Monmouth. • Government under the Articles of Confederation was too weak to collect taxes or settle disputes among states.
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Unit Learning Targets

Students will ...

- Indicate how and when early hunting groups may have entered the Americas and how archaeologists study them.
- Describe the lives of early New Jerseyans.
- Tell how New Jerseyans’ lives changed after the Ice Age.
- Recognize causes and effects in the migration of early hunters and apply the skill to other situations.
- Identify the two main Lenape groups.
- Summarize the role of the seasons and religion in Lenape life.
- Discuss the tasks of Lenape girls and boys.
- Describe Lenape village life, including meals, homes, tradition, and recreation.
- Identify Columbus, Cabot, Verrazano, and Hudson and describe their explorations of New Jersey and their interactions with Native Americans.
- Explain the purpose for the first voyages of exploration in the New Jersey area.
- Apply map-reading skills to locate places using the lines of latitude and longitude.
- Explain why the Dutch first came to New Jersey.
- Identify the Dutch West India Company and its role in forming New Netherland.
- Examine the life of the colonists and their relationship with the Lenape.
- Describe how the English gained control of New Netherland.
- Explain how the English attracted settlers to New Jersey.
- Compare the development of East Jersey and West Jersey and explain how New Jersey became a unified royal colony.
- Read and interpret time lines.
- Explain New Jersey’s early society and the differences in the lives of the people who lived there.
- Summarize the French and Indian War.
- Explain why colonists declared independence from Britain.
- Explore the writing of the Declaration of Independence and New Jersey’s constitution.
- Analyze colonists’ different points of view concerning independence for Great Britain.
- Explain the importance of New Jersey’s location to the American Revolution.
- Analyze the significance of the Battle s of Trenton and Princeton.
- Identify the contributions of Patriot Molly Pitcher.
- Explain how and why the Constitution was written.

Evidence of Learning

Summative Assessment:

- Students will work collaboratively or independently to create a presentation based on one of the explorers studied in this unit. Students will include a timeline of exploration.
- Students will design and construct a cause-and-effect presentation of events leading up to the American Revolution.

Suggested Formative Assessments:

- Students will compare and contrast children of the Lenni Lenape period and of today by utilizing www.lenapelifeways.com.
- Practice and Project book
- Venn Diagrams (Compare/Contrast)
- Students will construct their own personal timeline. The time line should represent events of their lives leading up to present day.
- Students will construct a timeline reflective of the events leading up to the time periods discussed in unit.
- Role Playing
- Comic Strips
- Diary entry pertaining to relevant to life during time periods studied
- Quizzes
- Tests
- Interviews – off a primary sources

Benchmark/Performance Assessment: See Social Studies Skills Table (Chronological Thinking and Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment: Hands-on Unit Projects

Teacher Resources

Textbook: *Horizons: World Regions* (Harcourt, 2004)

Internet Resources:

TrueFlix (<http://www.scholastic.com/digital/trueflix.htm>)

The New Jersey Colony

***Readworks* articles:**

Immigration: Lost on Ellis Island

<https://www.readworks.org/article/Lost-on-Ellis-Island/300b33cb-aaa8-4ff9-a2c6-380549c3da61#!articleTab:content/>

Immigration: Coming to the USA

<https://www.readworks.org/article/Coming-to-the-USA/2ff3a20d-ea3e-4674-8c81-0523b570682a#!articleTab:content/>

Revolutionary war

<https://www.readworks.org/article/The-American-Revolutionary-War/bd014cce-fbb2-4a72-bc91-d4598ae251b9#!articleTab:content/contentSection:b143f3d8-6af5-473e-a1ed-195ee429a9ef/>

Mayflower compact

<https://www.readworks.org/article/American-Government---The-Mayflower-Compact/98f87c69-c917-44be-9af7-5e30de46fef1#!articleTab:content/>

Colonization and the revolution- declaration of independence

<https://www.readworks.org/article/Colonization-Revolutionary-War---The-Declaration-of-Independence/d7a5d59e-eb37-4138-b204-2337b386e2c1#!articleTab:content/>

The struggle for equality- important figures

<https://www.readworks.org/article/The-Struggle-for-Equality/2c48b855-481d-4a00-a742-61114ae2fd6b#!articleTab:content/>

Walking tall- ruby bridges and segregation
<https://www.readworks.org/article/Walking-Tall/5ebc4284-b0de-4dc3-ab9e-f48bc06e7ac0#!articleTab:content/>

Lenape Lifeways videos
<http://www.lenapelifeways.org/>

BrainPop videos
<https://www.brainpop.com/search/?keyword=American+Revolution>

Studies Weekly primary sources that support this standard: (<http://www.studiesweekly.com>)

- Week 4 Native Americans defining culture
- Week 5 Early explorers
- Week 6 European Settlers
- Week 7 Farmers and fur trade
- Week 8 Slavery and the slave trade
- Week 9 Colonial NJ
- Week 10 The English take over NJ
- Week 12 Colonial Unrest
- Week 13 War for independence
- Week 14 NJ battles
- Week 15 effects of the Revolutionary War
- Week 18 Slavery abolished
- Week 23 Immigration and migration

New Jersey Amistad Commission
www.nj.gov/education/amistad

www.state.nj.us/state/historykids/teachersguide.htm
 Teachers Guide: HistoryKids

www.nj.gov/education/amistad/resources/literacy.pdf
 Connections to Amistad Project in these mentor texts.

<https://www.scholastic.com/teachers/articles/teaching-content/why-and-how-i-teach-historical-fiction/>
 Connections to Holocaust and Amistad within these texts.

<http://teachwithpicturebooks.blogspot.com/2009/03/holocaust-picture-books.html>
 Connections to Holocaust.

Lesson Plans and Pacing Guide	
Lesson	Timeframe – 10 weeks
Chapter 3, Lesson 1 Early People of New Jersey	2-3 days
Chapter 3, Lesson 2 Native Americans of New Jersey	2-3 days
Chapter 3, Lesson 3 Daily Life of the Lenape	2-3 days
Chapter 4, Lesson 1 The Arrival of the Europeans	2-3 days

Chapter 4, Lesson 2 New Netherland	2-3 days
Chapter 4, Lesson 3 English New Jersey	2-3 days
Lesson 3a Reading Time Lines	1 day
Chapter 4, Lesson 4 Life in the New Jersey Colony	2-3 days
Chapter 5, Lesson 1 Unrest in the Colonies	2-3 days
Lesson 1a Citizenship Viewpoints	1 day
Chapter 5, Lesson 2 Crossroads of the Revolution	2-3 days
Chapter 5, Lesson 3 A More Perfect Union	2-3 days
Lenape Group Project	3-5 days

Unit III Overview	
Content Area:	Social Studies
Unit 3 Title:	Civics, Government, and Human Rights
Target Course/Grade Level:	4 th Grade
<p>Unit Summary: Municipal government in New Jersey provides services to our villages, towns and cities. Both the state and national government are divided into executive, legislative, and judicial branches.</p> <p>Unit Rationale: Students will demonstrate an understanding of local government and the decision making process. They will learn about the five types of municipalities, special districts, and county governments. Students will differentiate between executive, legislative, and judicial branches.</p>	
Learning Targets	
<p>NJSLS:</p> <p>Standard 6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Related Content:</p> <p>NJSLS-ELA: Main Idea and Details RI.4.1, RI.4.2 RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Theater</p> <p>1.1.2.C.3</p> <p>Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.</p>	
<p>Content Statements:</p> <ul style="list-style-type: none"> • Rules and laws are developed to protect people’s rights and the security and welfare of society. (Holocaust and Amistad) • The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. • American constitutional government is based on principles of limited government, shared authority, fairness, and equality. • There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. • In a representative democracy, individuals elect representatives to act on the behalf of the people. 	

- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. (Holocaust and Amistad)
- The United States democratic system requires active participation of its citizens.
- Immigrants can become and obtain the rights of American citizens.
- The world is comprised of nations that are similar to and different from the United States. (Holocaust and Amistad)
- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. (Holocaust and Amistad)
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems. (Holocaust and Amistad)
- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. (Holocaust and Amistad)
- Listens open-mindedly to views contrary to their own.

CPI #	Cumulative Progress Indicator (CPI)
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 change 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 limits the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.6	Explain how national and state governments share power in the federal system of government.
6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.4.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.13	Describe the process by which immigrants become United States citizens.
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.	
6.3.4.A.1	Evaluate what makes a good rule or law.	
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.	
RI 4.1 – 4.10	Refer to New Jersey Student Learning Standards (NJSLS) Reading Information Text	
SL 4.1 – 4.6	Refer to New Jersey Student Learning Standards (NJSLS) Speaking and Listening	
Unit Essential Questions: <ul style="list-style-type: none"> • Name ways in which citizens participate in local government. • How does a bill become a law in New Jersey? • What is the job of each branch of our state government? • What are the rights and responsibilities that we have as US citizens? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Voting, paying taxes, and serving on citizen committees. • Goes through the process as described in the Constitution. • Executive branch carries out the laws; legislative makes the laws; judicial interprets the laws. • To vote for representatives, to pay taxes, to obey the laws, to learn about important issues and let our representatives know our opinion on those issues. 	
Unit Learning Targets <i>Students will ...</i> <ul style="list-style-type: none"> • Define local governments and list some of the services local governments provide. • Explain why state government is important to the people of New Jersey. • Identify the three branches of government • Describe the checks and balances system and explain its importance • Describe how the United States government pays for the services it provides. • Identify and describe the three branches of the national government. 		
Evidence of Learning		
Summative Assessment: Students will take part in a mock election, where students will run for a certain position. They will be required to campaign, create a persuasive speech, debate with opposing candidate and finally a vote.		
Suggested Formative Assessments: <ul style="list-style-type: none"> • Have students write a “public service message” about what local government does for their community. Quizzes and Tests <ul style="list-style-type: none"> • Practice and Project Book • Create bumper sticker saluting one branch of New Jersey’s branch of government 		
Benchmark/Performance Assessment: See Social Studies Skills Table (Chronological Thinking and Presentational Skills): available at https://www.state.nj.us/education/cccs/2014/ss/standards.pdf		
Alternative Assessment: Hands-on Unit Projects Participate in a class play (e.g. <i>On Our Way to Awesome</i>).		
Teacher Resources Textbook: <i>Horizons: World Regions</i> (Harcourt, 2004)		
Readworks articles: Branches of the government		

<https://www.readworks.org/article/American-Government---The-Branches-of-Government/10accca9-964d-4abc-bcc1-a2af680a9ef3#!articleTab:content/>

Branching out- civics and government

<https://www.readworks.org/article/Branching-Out/6c50cd50-919e-4f89-8add-d3ece37f9528#!articleTab:content/>

Branches of government

<https://www.readworks.org/article/American-Government---Branches-of-Government-A-Closer-Look/33c29eba-a072-47f4-a783-7b55b90768ea#!articleTab:content/>

Born to Run

<https://www.readworks.org/article/Born-to-Run/48f48bca-6646-45b1-a377-e49fe8106592#!articleTab:content/>

The who and what of elections

<https://www.readworks.org/article/The-What-and-Who-of-Elections/22b6e658-c181-47dd-b8ba-112cc8b2559b#!articleTab:content/>

Kid Ambassadors

<https://www.readworks.org/article/Kid-Ambassadors/d8aa7822-7f91-41a6-b4d9-cb55949ee617#!articleTab:content/>

Preamble to the Constitution

<https://www.readworks.org/article/American-Government---Preamble-to-the-United-States-Constitution/04c2c943-4634-49ae-bd73-c7954e4857f1#!articleTab:content/>

Bill of rights part I

<https://www.readworks.org/article/American-Government---The-Bill-of-Rights-Part-I/9c54b60a-65ea-4ff3-a049-36111fdc5b00#!articleTab:content/>

Bill of Rights Part II

<https://www.readworks.org/article/American-Government---The-Bill-of-Rights-Part-II/162cc3b5-8ce7-4a73-b884-4139ff20e673#!articleTab:content/>

Jury Duty

<https://www.readworks.org/article/American-Government---Jury-Duty/adff3245-f66f-4765-8144-3f9395dad909#!articleTab:content/>

Voting

<https://www.readworks.org/article/American-Government---Get-Out-the-Vote/f32f1941-bf4d-4beb-a64a-97521645542f#!articleTab:content/>

BrainPop videos

Democracy

<https://www.brainpop.com/socialstudies/worldhistory/democracy/>

Branches of government <https://www.brainpop.com/socialstudies/usgovernment/branchesofgovernment/>

Bill of Rights <https://www.brainpop.com/socialstudies/usgovernment/billofrights/>

US Constitution

<https://www.brainpop.com/socialstudies/ushistory/usconstitution/>

How a Bill becomes a Law <https://www.brainpop.com/socialstudies/usgovernment/howabillbecomesalaw/>

Presidential Power <https://www.brainpop.com/socialstudies/usgovernment/presidentialpower/>

Constitutional Convention <https://www.brainpop.com/socialstudies/ushistory/constitutionalconvention/>

Studies Weekly that Support This Unit:

Week 16- NJ as a State

Week 17- Federal Government and States Rights

Week 24 - NJ Reform (main political parties in US and their values)

Mentor Texts:

www.nj.gov/education/amistad/resources/literacy.pdf

Connections to Amistad Project in these mentor texts.

www.courts.ca.gov/documents/suggest_book_titles.pdf

Connections to Holocaust and Amistad in these mentor texts.

<http://teachwithpicturebooks.blogspot.com/2009/03/holocaust-picture-books.html>

Connections to Holocaust.

www.nj.gov/education/amistad

New Jersey Amistad Commission

Teachers Note: These resources are meant to supplement the textbook. They can also be used to differentiate.

Lesson Plan and Pacing Guide

Lesson	Timeframe – 10 weeks
Chapter 11 Lesson 1 Your Local Government	7 days
Chapter 11 Lesson 2 Our State Government	14 days
Chapter 11 Lesson 3 Our National Government	21 days
Federal Government and State Rights	6 days
Political Parties and their Values	6 days
Bills and Laws	6 days
Civics and Government	6 days

Unit IV Overview

Content Area:	Social Studies
Unit 4 Title:	Economics, Innovation, and Technology
Target Course/Grade Level:	Grade 4

Unit Summary:

- New Jersey saw rapid growth in population, housing, transportation, and industry in the second half of the 20th centuries. African Americans worked hard to end segregation and discrimination. New Jersey jobs shifted from manufacturing to service industries, more women began working outside the home, and New Jersey entered the global economy.
- New Jersey's growing economy provides goods and services to consumers as well as jobs in a variety of industries. Citizens of a culturally rich and diverse state, New Jerseyans have rights and responsibilities to their local, state, and national governments.

Unit Rationale:

Students will demonstrate an understanding how the shift to service industries enhanced New Jersey's economy. Students will also come to realize how New Jersey now plays a role in the global economy.

Learning Targets

NJSLS:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. (Holocaust and Amistad Project)

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. (Holocaust and Amistad Project)

Related Content:

NJSLS-ELA: Main Idea and Details RI.4.1, RI.4.2 RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.

9.1.4.B.5 Identify ways to earn and save.

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

Content Statements:

- People make decisions based on their needs, wants, and the availability of resources.
- Economics is a driving force for the occurrence of various events and phenomena in societies.
- Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.
- Availability of resources affects economic outcomes.
- Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources

and technology.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.C.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.C.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.C.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.C.4	Describe how landforms, climate and weather, and availability of resources have affected where and how people live and work in different regions of New Jersey and the United States.
6.1.4.C.5	Describe how human interaction affects the environment in New Jersey and the United States.
6.1.4.C.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.C.	Explain why some locations in New Jersey and the United States are more suited for settlement than others are.
6.1.4.C.8	Compare ways people choose to use and distribute natural resources.
6.1.4.C.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.C.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.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.13	Examine the qualities of entrepreneurs in a capitalistic society.
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 affected 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.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue-affecting children.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental 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.

RI 4.1 – 4.10	Refer to New Jersey Student Learning Standards (NJSLS) Reading Information Text
SL 4.1 – 4.6	Refer to New Jersey Student Learning Standards (NJSLS) Speaking and Listening
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? • What are the possible consequences of these decisions for individuals, groups, and societies? • How have scientific and technological developments over the course of history changed the way people live and economies and governments function? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Examine New Jersey’s population growth and industrial expansion. (Holocaust) • Describe new transportation routes. • Compare different points of view with regard to solving New Jersey’s traffic problems. • List major changes to the New Jersey constitution in 1947. • Explain how the Civil Rights Movement affected segregation and discrimination. (Amistad Project) • Describe changes in the apportionment of state assembly seats and in education funding in the 1960s and 1970s. (Amistad Project) • Describe the shift from manufacturing jobs to service jobs in New Jersey. • Explain why New Jersey is part of the global economy. • Describe the state’s efforts to rebuild cities and preserve the environment. • Describe how free enterprise works. • Explain why consumers have a choice of goods and services in a free enterprise economy. • Explain how young people can take part in the free enterprise system by starting their own business. • Identify leading products manufactured in New Jersey. • Identify the type of industry that employs most of New Jersey’s workers. • Examine the role of service industries such a tourism in New Jersey’s economy. • Describe the ways in which New Jersey leads in research and development in medicine and high technology. • Identify some of the new products created by New Jersey scientists. • Explain the internet’s effect on business.
<p>Unit Learning Targets: <i>Students will ...</i></p> <ul style="list-style-type: none"> • Identify what changes took place in New Jersey after World War II (Holocaust) • Explain how African Americans worked to gain rights in New Jersey (Amistad Project) • Explain how New Jersey’s economy changed from the 1970s to the 1990s. • Explain how a free enterprise system works. • Identify important parts of New Jersey’s economy today. • Explain how new technology changes the way we live. 	
Evidence of Learning	
<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Cooperative groups will plan, develop, and execute a free enterprise system of their choosing. 	

Incorporating the ideas of a free enterprise system and supply and demand. (Examples: School Store)

- Develop a petition addressing an economic issue. Students will develop speeches for debates surrounding their stance and ideas.

Suggested Formative Assessments:

- Practice and Project book
- Make a Map
- Brochure
- Chapter Tests/Quizzes
- Projects

Benchmark/Performance Assessment: See Social Studies Skills Table (Chronological Thinking and Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment:

Teacher Resources

ReadWorks articles

Time for a change

<https://www.readworks.org/article/Time-for-Change/37582e47-6be3-4fea-aeaa-38c9881f1b8f#!articleTab:content/>

BrainPop videos

Supply and demand <https://www.brainpop.com/math/dataanalysis/supplyanddemand/>

Recession <https://www.brainpop.com/socialstudies/ushistory/recession/>

Adam Smith <https://www.brainpop.com/math/dataanalysis/adamsmith/>

Alexander Hamilton <https://www.brainpop.com/socialstudies/famoushistoricalfigures/alexanderhamilton/>

Studies Weekly that Support This Unit:

Week 20 Early Industry in NJ

Week 21 Inventors and Inventions

Week 22 Transportation in NJ

Week 23 Immigration and migration

Week 25 NJ in war and peace

Week 26 Economy and industry today

Teachers Note: These resources are meant to supplement the textbook. They can also be used to differentiate.

Mentor Texts:

<https://www.scholastic.com/teachers/articles/teaching-content/books-teaching-economic-concepts/>

- Connections Holocaust and Amistad Project are within these mentor texts.

www.nj.gov/education/amistad/resources/literacy.pdf

- Connections to Amistad Project in these mentor texts.

www.nj.gov/education/amistad

- New Jersey Amistad Commission

Lesson Plan and Pacing Guide

Lesson	Timeframe – 10 weeks
Chapter 9, Lesson 1	

Booming New Jersey	1-2 days
Chapter 9, Lesson 2 Times of Change	3-4 days
Chapter 9, Lesson 3 A Changing Economy	1-2 days
Chapter 10, Lesson 1 The Free Enterprise System at Work	2-3 days
Chapter 10, Lesson 2 New Jersey's Workers	2-3 days
Chapter 10, Lesson 3 Cutting Edge in New Jersey	2-3 days

Content Area Unit Name	Social Studies
Interdisciplinary Connections	Mathematics, Technology, and English Arts, Science
Core Instructional Materials including digital tools	Textbooks, Classroom Resources, Digital Tools
21st Century Themes and Skills	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>

Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)
<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)
2. Building Background
3. [Comprehensible Input](#)
4. [Strategies](#)

5. [Interaction](#)
 6. [Practice and Application](#)
 7. [Lesson Delivery](#)
 8. [Review and Assessment](#)
- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
 - Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.