CITY OF BURLINGTON PUBLIC SCHOOL DISTRICT CURRICULUM

Social Studies Grade 4

Revision Date: July 1, 2019
Submitted by: Jennifer L. Patriarca
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Course Overview

In this course, students will embark on a historical journey to analyze aspects of geography, government, citizenship, culture and economics in New Jersey, the United States and the world. Through the integration of 21st Century Skills and technology, students will use critical thinking skills and problem solving to explore local, regional, national, and global events. Through communication and collaboration, students will develop necessary skills to become active citizens. Interwoven throughout the curricula, students will examine multiple perspectives and appreciate cultural diversity.

The New Jersey Student Learning Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The curriculum guide has been generated to not only help students achieve the New Jersey Student Learning Standards, but to ensure that students will be prepared for college and career opportunities following high school graduation.

Primary Resource(s)

Textbook: My World, Social Studies: Regions of Our Country
Publisher: Pearson Education, Inc. Copyright: 2013

Supplemental Materials (including various level of texts at each grade level)

Novels and Informational Texts (Including but not limited to):
- The Kid Who Ran for President, by Dan Gutman; Bud, Not Buddy, by Christopher Paul Curtis; Danitra Brown Leaves Town, by Nikki Grimes; Jackie Robinson, American Hero, by Sharon Robinson; We Are The Ship, The Story of Negro League Baseball, by Kadir Nelson

Other Resources:
- Pearson My World, Social Studies Leveled Readers, Pearson Education Inc. Copyright 2013; Hi-Lo Nonfiction Passages for Struggling Readers, Scholastic Inc. Copyright 2006; Nonfiction & Fiction Paired Texts, Teacher Created Resources, Copyright 2015; 25 Complex Text Passages to Meet the Common Core, Scholastic Inc. Copyright 2014; Reading Informational Text, Evan-Moor, Copyright 2014; Reading Paired Text, Evan-Moor, Copyright 2014; Text-Based Writing, Nonfiction, Evan Moor, Copyright 2014; Geography Brain Teasers, Teacher Created Materials, Inc. Copyright: 2006;
- Flocabulary.com, Newsela.com, Brainpop.com, Readwritethink.org, Readworks.org, Video clips from various genre
<table>
<thead>
<tr>
<th>Unit # &amp; Title</th>
<th>Pacing (must equal 165 days for full-year or 83 days for half-year course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Geography of the United States and the World</td>
<td>21 days</td>
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<tr>
<td>2. Americans and Their History</td>
<td>21 days</td>
</tr>
<tr>
<td>3. Government in the United States</td>
<td>21 days</td>
</tr>
<tr>
<td>4. The Nation’s Economy</td>
<td>20 days</td>
</tr>
</tbody>
</table>
Unit 1 Overview At-a-Glance

*Grades 6-8 curriculum must include Financial Literacy integration* (budgeting, savings, credit, debt, insurance, and investment). Please denote Financial Literacy integration throughout the curriculum with an asterisk (*).

**Unit #1 – Geography of the United States and the World**

**Unit Description:**
In this unit, students will explore how geography affects the way we live. First, students will learn map skills that explain how the location and spatial relationships of places in New Jersey, the United States and worldwide contributed to different regions. Then, students will identify how landforms, natural resources, climate and weather have affected where people work and live. Students will also investigate how people and technology have created environmental concerns and the possible solutions for the future.

**Essential Skills:**
- Spatial thinking; critical thinking; physical and political map reading; informational text reading; identify cause and effect relationships; collaborative problem solving; creativity and imagination

**Standards Addressed within this Unit**

**Central Unit Standards** - This unit will focus primarily on learning goals aligned with the following standards:

https://www.nj.gov/education/cccs/

**Standards:**
**NJSLS Social Studies:**
- 6.1.4.B.1; 6.1.4.B.2; 6.1.4.B.3; 6.1.4.B.4; 6.1.4.B.5; 6.1.4.B.6; 6.1.4.B.7; 6.1.4.B.8; 6.1.4.B.9; 6.1.4.B.10

**NJSLS English Language Arts:**
- NJSLSA.R.1

**Supporting Unit Standards** - This unit will also include activities aligned with the following standards:

**Standards:**
- NJSLS English Language Arts: RI.4.5; RI.4.7; RI.4.9; RI.4.10; RF.4.4; W.4.8; W.4.10; SL.4.1; SL.4.2; L.4.6 RF.4.3; W.4.2; W.4.4; W.4.7; SL.4.2; SL.4.4; L.4.2; L.4.4
Visual and Performing Arts Standards- (K5-5) This unit will also include activities aligned with the following standards: https://www.state.nj.us/education/cccs/2014/arts/

- Provide examples of American Folk Art and opportunities to research how different geographical regions produce unique styles of art
- Allow opportunities to use listening skills to explore the elements of music, providing cultural examples from regions of the United States and the world

**Standard 1.1 The Creative Process**
- 1.1.5.B.1; 1.1.5.B.2

**Standard 1.2 History of the Arts and Culture**
- 1.2.5.A.1

**Standard 1.3 Performing**
- 1.3.5.B.4; 1.3.5.D.2

**Standard 1.4 Aesthetic Responses & Critique Methodologies**
- 1.4.5.A.2; 1.4.5.A.3

Holocaust/Amistad Commission Standards Integration - This unit will also include activities aligned with the following standards (where applicable):

**Holocaust Education:**
- NJSLSA.6.1.4.B.1; NJSLA.6.4.B.3; NJSLA.6.1.4.B.10

While learning geography and map skills, students will explore different regional borders across the world, focusing on borders that were exposed to the effects of World War II. Students will locate and discuss the countries where Axis and Allied forces fought. Students will identify cause and effect relationships geographically and culturally in the Second World War.

**Integration of Contributions of Persons with Disabilities** - This unit will also include instruction on the political, economic, and social contributions of persons with disabilities with the following content/activities (where applicable):
- Uphill All The Way, by John Hawkridge
  Mountaineer and writer John Hawkridge did not let cerebral palsy stop him from climbing mountains and writing about his experiences. Lessons from his experience in hillwalking and climbing a portion of Mt. Everest teach students the theme of perseverance.
## Unit Details

**Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students**

Modify instructional approach and/or assignments and evaluations as needed for students with IEPs, ELLs, students at risk of failure 504s, and gifted and talented students including but not limited to:

### Special Education Students
- Listen to audio recording instead of reading text
- Work with fewer items per page or line
- See an outline of a lesson
- Use a word processor to type notes or give answers in class
- Take more time to complete a task or a test
- Take a test at a specific time of day
- Mark texts with a highlighter
- Reduce paper and pencil tasks
- Receive study skills instruction

### English Language Learners (ELLs)
- Highlight key words
- Refer to prior knowledge (K-W-L or other)
- Adjust reading level materials
- Give oral prompts or cues
- Individual and small group discussions
- Frequently check for understanding
- Provide supplementary materials
- Use cooperative learning groups
- Have student repeat directions
- Allow oral responses
- Read portions and key words on test

### Students at Risk of Failure
- Make sure directions and or instructions are given in limited numbers

## Integration of 21st century skills through NJSLS 9 and Career Education:

**https://www.state.nj.us/education/cccs/2014/career/**

- Students will work collaboratively in teams through problem solving activities. Students will explore various jobs in the workforce that use geography.*

**9.1 – Personal Financial Literacy**
- 9.1.4.A.1 – 9.1.4.A.3

**9.2 – Career Awareness, Exploration, and Preparation**
- 9.2.4.A.1; 9.2.4.A.2

**9.3 – Career and Technical Education**
- 9.3.12.AG-ENV.1; 9.3.12.AG-NR.1

### Career Ready Practices
- CRP1; CRP2; CRP5; CRP6; CRP8; CRP12
• Ask students to repeat the instructions or directions to ensure understanding occurs
• Assign a peer to help the student stay on task
• Reduce the length of the assignment
• Allow for a different mode of understanding on a task
• Provide hands-on tasks

504 Students
• Change student seating
• Provide sensory breaks
• Write out homework assignments, check student’s recording of assignments
• Teach study and organizational skills
• Establish a home/school communication system for behavior monitoring
• Reinforce self-monitoring and self-recording of behaviors
• Tape lessons so the student can listen to them again; allow students to tape lessons
• Select alternative textbooks, works, or provide recordings of books

Gifted and Talented Students
• Group with high-level learners
• Encourage independent studies or investigations
• Invite students to explore different points of view on a topic of study and compare the two
• Determine where students’ interests lie and capitalize on their inquisitiveness
• If possible, compact curriculum to allow gifted students to move more quickly through the material
• Allow flexible seating arrangements
• Provide a learning-rich environment that includes a variety of resources, media, tasks, and methods of teaching
Assessments- including benchmarks, formative, summative, and alternative assessments

- Interactive notebooks
- Teacher and student created rubrics for projects
- Rubric to evaluate online technological communication
- Chapter tests
- Lesson Quizzes
- Graphic Organizers
- Journal Entries
- Exit Tickets
- Self-reflection forms

Suggested Interdisciplinary Activities for this Unit (each activity must include a corresponding grade-level standard)

**Career Education:** Students will explore how geographers use the five themes of geography to draw conclusions, formulate questions and predict consequences. After studying the five themes of geography, students will formulate a list of questions that they would ask a geographer about a specific location. (9.2.4.A.1; 9.2.4.A.2)

**Health/PE:** Explore why New Jersey’s nickname is “The Garden State” and the various fruits and vegetables that grow abundantly in our state. Students will design a healthy meal menu highlighting those fruits and vegetables (2.1.4.B.2; 2.1.4.B.3)

**English Language Arts/Literacy:** Refer to details and examples in nonfiction text and interpret information presented in maps to compare and contrast the five themes of geography using the Great Lakes region as an example. (RI.4.1; RI.4.7)

**Math:** Use rainfall data for specific locations to make line plots that display a data set in fractions of a unit (inches). From the line plot, interpret the difference in amounts between the highest and lowest amounts of rainfall. (4.MD.B.4; 4.NBT.B.4; 8.1.5.A.4)

**Science:** Students will track and graph average temperature and rainfall in several different locations in the world to better understand how a region’s climate is determined by analyzing patterns found in the data. (4.ESS2-2)

**World Languages:** Maps facilitate understanding of information related to the spatial patterns and organization of people, places and the environments on Earth. Students will analyze maps to explain how geography can be used to understand and explain cultural differences in the world. (7.1.NM.A.5)

**Visual and Performing Arts:** Provide examples of American Folk Art and opportunities to research how different geographical
regions produce unique styles of art (1.2.5.A.1; 1.3.5.D.2; 1.4.5.A.2; 1.4.5.A.3)
- Allow opportunities to use listening skills to explore the elements of music, providing cultural examples from regions of the United States and the world (1.1.5.B.1; 1.1.5.B.2; 1.3.5.B.4)

**Holocaust Education:** While learning geography and map skills, students will explore different regional borders across the world, focusing on borders that were exposed to the effects of World War II. Students will locate and discuss the countries where Axis and Allied forces fought. Students will identify cause and effect relationships geographically and culturally in the Second World War. (NJSLSA.6.1.4.B.1; NJSLA.6.4.B.3; NJSLA.6.1.4.B.10)

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**Unit Resources**

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

**Leveled Supplemental Materials and Media/School Library Resources**

- **25 Complex Text Passages to Meet the Common Core**, Scholastic Inc. Copyright 2014 (folktales and legends from various cultures)
- **Reading Paired Text**, Evan Moor, Copyright 2014 (Forest, Farms and Finance nonfiction and fiction paired text)
- **Nonfiction & Fiction Paired Texts**, Teacher Created Resources, Copyright 2015 (Unit 25: The Northern Neighbor)
- **Geography Brain Teasers**, Teacher Created Materials, Inc. Copyright 2006

**Integration of the Technology Standard 8**

https://www.nj.gov/education/aps/cccs/tech/

- Students will organize, analyze, and evaluate information from a variety of digital sources.

**8.1 – Educational Technology**

- 8.1.5.A.1; 8.1.5.A.3; 8.1.5.A.4; 8.1.8.B.1; 8.1.5.C.1; 8.1.5.F.1

**8.2 - Technology Education, Engineering, Design and Computational Thinking – Programming**

- 8.2.5.A.1; 8.2.5.A.4; 8.2.5.D.6
## Unit #1 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
</table>
| **NJSLSA.6.1.4.B.1** Students will be able to compare and contrast information that can be found on different types of maps and determine how the information may be useful. | - Teach the five themes of geography (e.g. location, place, human interaction, movement and region) using various types of maps  
- Using the Geography Skills handbook in the My World textbook (SSH 10-11), provide examples of each theme and the maps used to analyze them  
- Provide maps and examples of the Great Lakes region in the United States to help students better understand how each place on Earth is different from any other place | - Analyze various types of maps of the Great Lakes region both in print and electronic to identify the country and states that border that region  
- Compose interactive notebook notes on the five themes of geography citing unique examples from the Great Lakes region that compare and contrast the different types  
- Formulate and post in a classroom blog (e.g. Google Classroom; Kidblog) individual questions that a student would ask a geographer about the Great Lakes region | - Compare and contrast graphic organizer for the five themes of geography  
- Teacher generated rubric for interactive notebook notes  
- Anecdotal evaluation of online technological communication |
| **NJSLSA.6.4.B.3** Students will be able to explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to | - Teach students how to use both print and digital geographic tools to build essential map skills  
- Identify Earth’s continents and oceans on a globe  
- Explain how the prime meridian and the equator | - Student responses on map skill activities  
- Collaborative and individual responses to the “Which One Does Not Belong?” activity |
| determine time zones and locations using latitude and longitude. | - Using the Map and Globe Handbook in the My World textbook (SSH 12-21) provide globe and map reading activities to analyze and synthesize important geographic information  
- Using digital geographic tools (e.g. National Geographic Map Maker Interactive) review measuring distances, determining time zones, and latitude and longitude  

divide Earth into four hemispheres | - Use a map scale to determine distances on a map  
- Use latitude and longitude to locate exact places on Earth  
- Collaborative problem solving to complete a “Which One Does Not Belong?” challenge to figure out which location does not belong in each set of world locations (Geography Brain Teasers) | - Student self-evaluation on collaborative activity |
| NJSLA.6.1.4.B.4 Students will be able to describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. | - Provide informational reading and examples of how landforms and bodies of water influence how people live. (My World, Chapter 1, Lesson 1)  
- Teach students to differentiate between climate and weather and explore the factors that contribute to climate, such as wind, temperature, and precipitation. (My World, Chapter 1, Lesson 2)  
- Locate and describe landforms and bodies of water in the United States through careful reading of informational text and creation of a Types of Landforms foldable  
- Use new vocabulary to collaborate with peers in making a visual explanation of the climate and natural resources found in the regions of the United States (Google Info graphic template) | - Teacher created rubric for the Types of Landforms foldable  
- Performance based assessments  
- Interactive notebook notes  
- Landforms/Climates/Natural Resources Quiz |
<table>
<thead>
<tr>
<th>NJSLA.6.1.4.B.7</th>
<th>Students will be able to explain why some locations in New Jersey and the United States are more suited for settlement than others.</th>
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<tr>
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<td>- Provide both informational text and maps that highlight each region’s natural resources (My World, Chapter 1, Lesson 3)</td>
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<td>- Review how a region’s natural resources shape its economy through careful examination of regional data</td>
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<td>- Compare population data of the United States regions and New Jersey’s major cities to identify why some areas are more suited for settlement than others</td>
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<td>- Compare and contrast why farmers in different regions grow different crops</td>
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<td>- Explore why New Jersey’s nickname is “The Garden State” and the various fruits and vegetables that grow abundantly in our state.</td>
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<thead>
<tr>
<th>NJSLA.6.1.4.B.6</th>
<th>Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to</th>
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<tbody>
<tr>
<td></td>
<td>- Teach the concept of regionalism through careful examination of the major features of each of the five United States regions</td>
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<td>- Participate in a jigsaw research project that explores the five regions of the United States</td>
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<td>- Teacher created rubric</td>
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<td></td>
<td>- Self-evaluation for cooperative work</td>
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<tr>
<td><strong>understand the concept of regionalism.</strong></td>
<td><strong>NJSLSA.6.1.4.B.10 Students will be able to 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.</strong></td>
</tr>
<tr>
<td>- Differentiate reading materials through both print and digital means for students to work cooperatively in researching the culture, economics and physical environment of the United States 5 different regions (My World, Chapters 5-9)</td>
<td>- Create and present a visual aide (e.g. poster, slideshow, diorama, info graphic) that highlights the culture, economics, and physical environment of one of the five regions in the United States</td>
</tr>
<tr>
<td>- Provide both print and digital resources of locations in New Jersey, the United States and worldwide that highlight cultural factors such as language and traditions.</td>
<td>- Explore local folklore for each region and connect cultural differences in characters and themes with regional characteristics</td>
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<tr>
<td>- Review cultural traditions (e.g. The German Christmas Pickle, Cinco de Mayo) and how the beliefs and social activities of one culture spread to other regions</td>
<td>- Research a cultural tradition or style of music and trace how it spread from one region of the world to another</td>
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<tr>
<td>- Allow opportunities to use listening skills to explore the elements of music, providing cultural examples from regions of the United States and the world</td>
<td>- Investigate countries that are not economically or culturally connected to the rest of the world and how that impacts the social constructs of that nation (e.g. North Korea)</td>
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<td>NJSLA.6.1.4.B.5 Students will be able to describe how human interaction impacts the environment in New Jersey and the United States.</td>
<td>NJSLA.6.1.4.B.8 Students will be able to compare ways people choose to use and distribute natural resources.</td>
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<td>- Provide maps that highlight areas of the world where countries that do not trade with the rest of the world are economically disadvantaged.</td>
<td>- Provide informational text through both print and digital sources to compare the natural resources found in the United States through careful reading of informational text focusing on...</td>
</tr>
<tr>
<td>- Teach students to evaluate how the environment impacts how and where people live.</td>
<td>- Identify the natural resources in the United States through...</td>
</tr>
<tr>
<td>- Challenge students to question how their environment has changed over the past 500 years. (e.g. What did your environment look like 500 years ago? How have people changed it to help them live? Do you see any changes happening now?)</td>
<td>- Identify cause and effect relationships in how technology has affected how we change the land.</td>
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<tr>
<td>- Provide informational text and examples of how people have altered the environment. (My World, Chapter 1, Lesson 4)</td>
<td>- Draw conclusions about how highways and bridges changed the way we live.</td>
</tr>
<tr>
<td>- Use real world examples of changes happening now in their community.</td>
<td>- Make connections to real world examples in their community (e.g. Rt. 130, the Burlington Bristol Bridge)</td>
</tr>
</tbody>
</table>

- Cause and effect graphic organizer
- Interactive notebook notes
- Essay and open-ended responses on unit tests
| **NJSIA.6.1.4.B.9** Students will be able to relate advances in science and technology to environmental concerns and to actions taken to address them. | States and how the natural resources shape a region’s economy  
- Model effective reading strategies for informational text (e.g. text features, note taking) and provide opportunities for students to practice each skill  
- Review previously studied material on the natural resources found in each of the United States’ five regions | the natural resources specific to each region of the United States  
- Use new vocabulary to talk and write about the resources and economy of the United States  
- Use effective reading strategies to practice and reinforce informational reading skills | - Exit ticket  
- Interactive notebook notes  
- Annotations on close reading activities and materials  
- Diagrams  
- Teacher created rubric for saving resources with technology plans |
**NJSLSA.R.1** Students will be able to 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.

- Teach the close reading process using district approved steps/bookmark to teach analysis of texts
- Read and analyze a variety of literature and informational texts
- Teach how to use textual evidence in to support assertions using RACE (Restate, Answer, Cite evidence, Explain evidence)
- Open-ended question(s) which require students to cite evidence
- Provide examples essay exemplars that accurately use textual evidence.
- Annotate text to make inferences and cite evidence
- Answer text dependent questions to make inferences
- Complete comprehension questions / prompts
- Given an excerpt, highlight the quote that aligns with the question being asked to use as support.
- Respond to essential unit questions using classroom blog
- Participation in class discussions using evidence from the text
- Reading performance tasks which include reading a text excerpt and answering text dependent multiple choice questions (Modeled after 2 part NJSLA questions and NJ Model Curriculum)
- Adapted NJSLA based rubrics
- Students’ annotations
- Graphic Organizers
- Selection Tests
- Essay and open-ended responses included on unit tests
Unit 2 Overview At-a-Glance

*Grades 6-8 curriculum must include Financial Literacy integration* (budgeting, savings, credit, debt, insurance, and investment). Please denote Financial Literacy integration throughout the curriculum with an asterisk (*).

### Unit #2 – Americans and Their History

**Unit Description:**
In this unit, students will learn fundamental concepts about history, culture, and perspectives through close examination of past events. Students will examine how our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how they influence our beliefs and decisions about current public policy issues. Through application of effective reading skills, students will study multiple perspectives, beliefs systems, and cultures across the world.

**Essential Skills:**
- Chronological Thinking; Critical Thinking; Text Structure; Drawing Conclusions

<table>
<thead>
<tr>
<th>Standards Addressed within this Unit</th>
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</thead>
<tbody>
<tr>
<td><strong>Central Unit Standards</strong>- This unit will focus primarily on learning goals aligned with the following standards:</td>
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<tr>
<td><strong>Standards:</strong></td>
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<tr>
<td>NJSLS Social Studies:</td>
</tr>
<tr>
<td>NJSLS English Language Arts:</td>
</tr>
<tr>
<td>- NJSLSA.R.2</td>
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</tbody>
</table>

**Visual and Performing Arts Standards**- This unit will also include activities aligned with the following standards:

https://www.state.nj.us/education/cccs/2014/arts/

**Amistad Commission Education:**
- Students will explore African American folktales and how they have influenced our customs and traditions. Students will connect
- Students will participate in Readers’ Theater plays that highlight important historic events. Students will demonstrate the use of vocal variety and physical expression in performances.
- Students will explore how dance, music, theater and visual arts are a reflection of social values and beliefs focusing on the influence of the arts in American history.

**Standard 1.1 The Creative Process**
- 1.1.5.B.1; 1.1.5.B.2

**Standard 1.2 History of the Arts and Culture**
- 1.2.5.A.1

**Standard 1.3 Performing**
- 1.3.5.C.1; 1.3.5.C.2

**Standard 1.4 Aesthetic Responses & Critique Methodologies**
- 1.4.5.A.1; 1.4.5.A.2

big ideas that the stories might cover, such as slavery and women’s rights to the themes of the folktales. (NJSLSA.6.1.4.B.2)

**Integration of Contributions of LGBT People** - This unit will also include instruction on the political, economic, and social contributions of LGBT people with the following content/activities (where applicable):
- Provide opportunities for students to investigate both print and digital articles that explain discriminatory actions in both the past and in the 21st century.
- Use digital sources, such as newsela.com to analyze articles on current issues:
  - *In Their Words: How children are affected by gender issues*
  - *How Title IX works: Gender equality in education*
    [https://newsela.com/read/lib-how-title-ix-works/id/39281/](https://newsela.com/read/lib-how-title-ix-works/id/39281/)
  - *The first girls to join Cub Scouts are happy that the rules have changed*
    [https://newsela.com/read/girls-join-boy-scouts/id/46121/](https://newsela.com/read/girls-join-boy-scouts/id/46121/)

**Unit Details**

<table>
<thead>
<tr>
<th>Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students</th>
<th>Integration of 21st century skills through NJSLS 9 and Career Education:</th>
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</thead>
<tbody>
<tr>
<td>Modify instructional approach and/or assignments and evaluations as needed for students with IEPs, ELLs, students at risk of failure 504s, and gifted and talented students including but not limited to:</td>
<td></td>
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<tr>
<td>Special Education Students</td>
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<tr>
<td>• Learn content from audiobooks, movies, and digital media instead of reading print versions</td>
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<tr>
<td>• Hear instructions spoken aloud</td>
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<tr>
<td>Students will act as responsible citizens while participating in large and small group activities. Students will apply demonstrate the ability to perform various jobs in small group projects and challenges.</td>
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<tr>
<td>9.1 – Personal Financial Literacy</td>
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<tr>
<td>• 9.1.4.F.1; 9.1.4.F.2*</td>
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</tr>
<tr>
<td>9.2 – Career Awareness, Exploration, and Preparation</td>
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</tbody>
</table>
• Get class notes from another student
• Use visual presentations of verbal material, such as word webs
• Capture responses on an audio recorder
• Use a spelling dictionary or digital spell-checker
• Sit where they learn best (e.g. near a teacher; near the board)
• Take frequent breaks, such as after completing a worksheet
• Take sections of a test in different order
• Use a planner or organizer to help coordinate assignments

**English Language Learners (ELLs)**
• Use visual charts or cues
• Use real objects or examples
• Single step directions
• Adapt or simplify language on task
• Provide auditory versions of text
• Repeat all directions
• Use projects and interdisciplinary tasks
• Provide high interest topics
• Allow students to think and speak in native language
• Modify format or length of test

**Students at Risk of Failure**
• Give directions verbally and in simple written format
• Chunk information in sets of 2
• Provide peer support
• Allow for verbal responses
• Provide written lists of tasks daily
• Listen to text aloud
• Breaks tests down into smaller increments
• Use agenda book to communicate with parents

**504 Students**
• Alter location of classroom supplies to minimize distraction

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• 9.2.4.A.1 – 9.2.4.A.4*

**Career and Technical Education**
• 9.3.12.AR.1 – 9.3.12.AR.6

**Career Ready Practices**
• CPR1; CRP2; CRP4; CRP6, CRP8, CRP9
- Provide a written or picture schedule
- Tailor homework assignments toward student strengths
- Schedule before or after school tutoring and homework assistance
- Utilize positive verbal and nonverbal reinforcements
- Communicate with parents regularly
- Post rules and consequences for classroom behavior
- Highlight main ideas and supporting details in the text
- Ask students to repeat or paraphrase to check understanding
- Simplify and repeat instructions about in-class and homework assignments
- Provide a sample or practice test
- Adjust time for task completion

**Gifted and Talented Students**
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment
- Provide learning centers where students are in charge of their learning
- Brainstorm with students on what types of projects they would like to explore to extend what they’re learning in the classroom
- Utilize differentiated curriculum to keep interest high
- Help them set their own learning goals, then provide them with the opportunity to work towards those goals
- Create a contract with students that outlines tasks to be competed, concepts to be learned and the evaluation technique so students can be active participants in their learning
<table>
<thead>
<tr>
<th>Assessments- including benchmarks, formative, summative, and alternative assessments</th>
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<tbody>
<tr>
<td>- Interactive notebooks</td>
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<td>- Teacher and student created rubrics for projects</td>
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<tr>
<td>- Rubric to evaluate online technological communication</td>
</tr>
<tr>
<td>- Chapter tests</td>
</tr>
<tr>
<td>- Lesson Quizzes</td>
</tr>
<tr>
<td>- Graphic Organizers</td>
</tr>
<tr>
<td>- Journal Entries</td>
</tr>
<tr>
<td>- Exit Tickets</td>
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<td>- Self-reflection forms</td>
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<tr>
<th>Suggested Interdisciplinary Activities for this Unit (each activity must include a corresponding grade-level standard)</th>
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<tr>
<td><strong>Career Education:</strong> Students will act as responsible citizens while participating in large and small group activities. Students will apply demonstrate the ability to perform various jobs in small group projects and challenges. (CPR1; CRP2; CRP4; CRP6, CRP8, CRP9)*</td>
</tr>
<tr>
<td><strong>Health/PE:</strong> Students will compare physical hygiene during Revolutionary War times with daily hygiene habits of today. (2.1.4.A.1; 2.1.8.A.3)</td>
</tr>
<tr>
<td><strong>English Language Arts/Literacy:</strong> Students will explore multiple perspectives as they write in their journals about how they would feel if they were being taxed by Parliament. (RI.4.3)</td>
</tr>
<tr>
<td><strong>Math:</strong> Students will create a timeline of the American Revolution and determine how long the war lasted. Students will draw a map and label the important battles that were fought in New Jersey. (4.NBT)</td>
</tr>
<tr>
<td><strong>Technical Subjects:</strong> Students will collaborate with peers to design and explain digital timelines of important events in American history. (8.2.5.C.1 – 8.2.5.C.7)</td>
</tr>
<tr>
<td><strong>Visual and Performing Arts:</strong> Students will participate in Readers’ Theater plays that highlight important historic events. Students will demonstrate the use of vocal variety and physical expression in performances. (1.3.5.C.1; 1.3.5.C.2)</td>
</tr>
<tr>
<td><strong>Amistad Commission Education:</strong> Students will explore African American folktales and how they have influenced our customs and traditions. Students will connect big ideas that the stories might cover, such as slavery and women’s rights to the themes of the folktales. (NJSLSA.6.1.4.B.2)</td>
</tr>
<tr>
<td><strong>Integration of Contributions of LGBT People:</strong> Provide opportunities for students to investigate both print and digital</td>
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</table>
articles that explain discriminatory actions in both the past and in the 21st century. Use digital sources, such as newsela.com to analyze articles on current issues. (6.3.4.D.1)

<table>
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<tr>
<th>Unit Resources</th>
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<tr>
<td>Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.</td>
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<tbody>
<tr>
<td>• Pearson My World, Social Studies Leveled Readers, Pearson Education Inc. Copyright 2013; Hi-Lo Nonfiction Passages for Struggling Readers, Scholastic Inc. Copyright 2006; Nonfiction &amp; Fiction Paired Texts, Teacher Created Resources, Copyright 2015; 25 Complex Text Passages to Meet the Common Core, Scholastic Inc. Copyright 2014; Reading Informational Text, Evan-Moor, Copyright 2014; Reading Paired Text, Evan-Moor, Copyright 2014; Text-Based Writing, Nonfiction, “The Thirteen Colonies”, Evan Moor, Copyright 2014; Geography Brain Teasers, Teacher Created Materials, Inc. Copyright: 2006;</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Integration of the Technology Standard 8</th>
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<tbody>
<tr>
<td><a href="https://www.nj.gov/education/aps/cccs/tech/">https://www.nj.gov/education/aps/cccs/tech/</a></td>
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<tr>
<td>- Students will format documents, graphic organizers and info graphics that display data.</td>
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<tr>
<td>- Students will collaborate with peers to design and explain digital timelines of important events in American history.</td>
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<tr>
<th>8.2 - Technology Education, Engineering, Design and Computational Thinking – Programming</th>
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<td>• 8.2.5.C.1 – 8.2.5.C.7</td>
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</table>
### Unit #2 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJSLS 6.1.4.D.1</strong> Students will be able to determine the impact of European colonization on Native American populations, including the Lenape of New Jersey.</td>
<td>Provide opportunities for students to identify the first people of New Jersey as Native America. Students will be able to identify the Indians who lived in what is now New Jersey. Include a variety of both print and digital resources to teach and model informational text reading strategies (text features, text structure)</td>
<td>Collaborative note-taking and think/pair share evaluation</td>
<td>Graphic organizers</td>
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<td></td>
<td>- Notes and annotations in informational text graphic organizers</td>
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<td></td>
<td>Informative/explanatory essay writing</td>
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<td></td>
<td>Participation in debates and/or writing arguments</td>
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<tr>
<td><strong>NJSLS 6.1.4.D.4</strong> Students will be able to explain how key events led to the creation of the United States and the state of New Jersey.</td>
<td>Provide opportunities for students to read, watch, listen and perform various informational texts that help students to identify the role and importance of New Jersey during the American Revolution</td>
<td>Informative/explanatory essay writing</td>
<td>Individual assignment rubrics</td>
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<td></td>
<td>Teach students strategies for comprehension (such as stopping to summarize or)</td>
<td>Participation in debates and/or writing arguments</td>
<td>Graphic organizers</td>
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<td></td>
<td>Oral presentation of text analysis and interpretation</td>
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<td>Complete graphic organizers to show comprehension</td>
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</tbody>
</table>
| NJSLSA.R.2 Students will be able to summarize the key supporting details and ideas in informational texts. | - Teach informational reading skills through modeling careful reading and use of text features.  
- Model how to identify the key supporting details through mapping the main idea and supporting details  
- Compare/Contrast Graphic Organizer: As an individual and as a class, students will record notes about European colonization; Native American populations; voluntary vs. involuntary immigration | - Collaborative note-taking and think/pair share evaluation  
- Notes and annotations in the Informational Text Graphic Organizer  
- Summary or Compare/Contrast of nonfiction text | - Graphic organizers  
- Annotations from close reading  
- Essay and open ended responses included on unit tests |
| NJSLS 6.1.4.D.8 Students will be able to determine the significance of New Jersey’s role in the American Revolution. | - Provide opportunities for students to trace the sequence of events that caused the colonies to protest British rule.  
- Annotate text to make inferences and cite evidence  
- Answer text dependent questions to make inferences | - Graphic organizers  
- Classwork and notebook evaluation rubrics and self-assessments |
- Teach critical reading skills to help students explain why the colonists objected to being taxed by Parliament and how they objected to the taxes.
- Model point of view by reading two similar pieces with varied points of view (e.g. Patriot and Loyalist).
- Complete comprehension questions / prompts
- Given an excerpt, highlight the quote that aligns with the question being asked to use as support.
- Respond to essential unit questions using classroom blog
- Participation in class discussions using evidence from the text

| NJSLS 6.3.4.D.1 Students will be able to identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

- Provide opportunities for students to investigate both print and digital articles that explain discriminatory actions in both the past and in the 21st century.
- Use digital sources, such as newsela.com to analyze articles on current issues: In Their Words: How children are affected by gender issues https://newsela.com/read/lib-children-explain-gender-affects-their-lives/id/43359/

- Participation in debates and/or writing arguments
- Oral presentation of text analysis and interpretation
- Rewrite a text in a different perspective
- Annotate the words in a text which indicate the author’s point of view
- Sort sentences into categories according to point of view

- Annotations from close reading
- Essay and open ended responses included on unit tests

- Classwork and notebook evaluation rubrics
- Essay and open-ended responses included on unit tests
- Exit ticket
- Adapted NJSLA rubrics
- Journal entries
Unit 3 Overview At-a-Glance

*Grades 6-8 curriculum must include Financial Literacy integration* (budgeting, savings, credit, debt, insurance, and investment). Please denote Financial Literacy integration throughout the curriculum with an asterisk (*).

Unit #3 – Government in the United States

Unit Description:
In this unit, students will explore various informational texts to acquire the knowledge and skills to think analytically about how rules and laws help promote the common good. Students will investigate how citizens and government organizations meet the needs of individuals and communities. Students will learn the fundamental concepts of government and citizenship through careful analysis of various print and digital texts.

Essential Skills:
- Critical Thinking; Identify Primary and Secondary Sources; Central Idea; Compare and Contrast; Presentational Skills

Standards Addressed within this Unit

Central Unit Standards: This unit will focus primarily on learning goals aligned with the following standards: [https://www.nj.gov/education/cccs/](https://www.nj.gov/education/cccs/)

NJSLS Social Studies:
- NJSLS 6.3.4.A.1; NJSLS 6.1.4.A.2; NJSLS 6.1.4.A.8; NJSLS 6.1.4.A.11

NJSLS English Language Arts:
- NJSLSA.L6

Supporting Unit Standards: This unit will also include activities aligned with the following standards:

Standards:
NJSLS Social Studies:

NJSLS English Language Arts:
- RI.4.1; RI.4.6; RI.4.10; RL.4.1; RL.4.3; RF.4.3; W.4.1; W.4.4; W.4.4; SL.1; SL.5; L.3; L.4
<table>
<thead>
<tr>
<th><strong>Visual and Performing Arts Standards</strong></th>
<th><strong>Holocaust/Amistad Commission Standards Integration</strong></th>
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</thead>
<tbody>
<tr>
<td>This unit will also include activities aligned with the following standards:</td>
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</tr>
<tr>
<td><a href="https://www.state.nj.us/education/cccs/2014/arts/">https://www.state.nj.us/education/cccs/2014/arts/</a></td>
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<tr>
<td>- Students will create and perform planned sequences of movement that communicate the importance of civic duties. (E.g. create a commercial for voting or volunteering)</td>
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<tr>
<td>- Students will use evaluation tools to assess the various technical elements of their planned sequences</td>
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<tr>
<td><strong>Standard 1.1 The Creative Process</strong></td>
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<tr>
<td>• 1.1.5.A.1 – 1.1.5.A.4</td>
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<tr>
<td><strong>Standard 1.2 History of the Arts and Culture</strong></td>
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<tr>
<td>• 1.2.5.A.1</td>
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<tr>
<td><strong>Standard 1.3 Performing</strong></td>
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<tr>
<td>• 1.3.5.A.1 – 1.3.5.A.5; 1.3.5.D.1 – 1.3.5.D.5</td>
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<tr>
<td><strong>Standard 1.4 Aesthetic Responses &amp; Critique Methodologies</strong></td>
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<tr>
<td>• 1.4.5.B.1 – 1.4.5.B.5</td>
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</table>

| **Unit Details** |  |
| **Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students** | **Integration of 21st century skills through NJSLS 9 and Career Education**: |
| Modify instructional approach and/or assignments and evaluations as needed for students with disabilities | [https://www.state.nj.us/education/cccs/2014/career/](https://www.state.nj.us/education/cccs/2014/career/) |

| **Amistad Education Commission**: |  |
| - Students will read a biography of Thurgood Marshall, Supreme Court Justice. Students will summarize how Thurgood Marshall helped end segregation. Students will read and discuss what Thurgood Marshall believed the government should do to treat all people equally. | **Integration of Contributions of Persons with Disabilities** - This unit will also include instruction on the political, economic, and social contributions of persons with disabilities with the following content/activities (where applicable): |
| • Students will investigate how the Individuals with Disabilities Education Act created special education programs for all students with disabilities. Students will read and analyze an article that use first person point of view. |  |
IEPs, ELLs, students at risk of failure 504s, and gifted and talented students including but not limited to:

**Special Education Students**
- Work with text in a larger print size
- Have a “designated reader” – someone who reads test questions aloud to students
- Record a lesson, instead of taking notes
- Get a written list of directions
- Give a response in a form (spoken or written) that’s easier for them
- Take a test in a small group setting
- Have extra time to process spoken information and directions
- Take more time to complete a project
- Receive study skills instruction

**English Language Learners (ELLs)**
- Assign peer tutor
- Provide tape recorded discourse
- Provide quiet study space
- Allow projects to replace written tasks
- Use single step directions
- Simplify key words and vocabulary
- Pre-teach all vocabulary
- Provide peer tutors and models
- Provide extended time to complete tasks
- Use multiple choice format on tests
- Provide glossaries in native language

**Students at Risk of Failure**
- Make sure instructions are given in limited numbers
- Ask student to repeat directions to check for understanding
- Modify assignments by reducing the length

- Students will compare and contrast the different types of work and the civic responsibilities in the local level of government.
- Students will investigate the various careers and skills needed to fulfill those roles.

**9.1 – Personal Financial Literacy**
- 9.1.4.B.1 – 9.1.4.B.5*

**9.2 – Career Awareness, Exploration, and Preparation**
- 9.2.4.A.1 – 9.2.4.A.4*

**9.3 – Career and Technical Education**

**Career Ready Practices**
- CRP3, CRP7, CRP11
• Allow for verbal responses
• Tape record comprehension activities instead of writing them
• Chunk tests into smaller sections
• Frequently communicate with parents about assignments

504 Students
• Make separate spaces for different types of tasks
• Utilize a study carrel
• Model and reinforce organizational systems (e.g. color coding)
• Set time expectations for assignments
• Use behavioral management techniques consistently within a classroom
• Utilize logical consequences
• Put student on a daily or weekly progress report or contract
• Use computer-aided instruction and other audiovisual equipment
• Provide copied material for extra practice (e.g. outlines, study guides, graphic organizers)
• Provide peer tutoring

Gifted and Talented Students
• Refrain from grouping gifted students with lower-level students for remediation
• Use thematic instruction to connect learning across the curriculum
• Expand students’ time for free reading
• Avoid drill and practice activities
• Create a room environment that encourages creativity and discovery through the use of interesting materials
• Create an environment where ideas are accepted without being evaluated and criticized
- Provide alternatives for students who complete their work early
- Allow students to take an assessment before starting a new unit to see what information is already familiar to them

**Assessments- including benchmarks, formative, summative, and alternative assessments**
- Interactive notebooks
- Teacher and student created rubrics for projects
- Rubric to evaluate online technological communication
- Chapter tests
- Lesson Quizzes
- Graphic Organizers
- Journal Entries
- Exit Tickets
- Self-reflection forms

**Suggested Interdisciplinary Activities for this Unit** (each activity must include a corresponding grade-level standard)

**Career Education:** Students will compare and contrast the different types of work and the civic responsibilities in the local level of government. Students will investigate the various careers and skills needed to fulfill those roles. (9.2.4.A.1 – 9.2.4.A.4)*

**English Language Arts/Literacy:** Students will read and comprehend a variety of complex literary and informational texts independently and proficiently. Students will participate in at least one close read in each unit. (NJSLSA.R.10)

**Math:** Students will study the populations of both small and large states, using place value concepts to analyze the population factors with numbers of representatives in legislature. (4.NBT)

**Technical Subjects:** Students will collaborate with peers to produce digital presentations and demonstrate understanding of computer programming and how it impacts our daily life. (8.1.5.B.1)

**World Languages:** Students will explore the Greek and Latin roots that are the foundation for government and civics vocabulary words. (7.1.NM.C.1)

**Visual and Performing Arts:** Students will create and perform planned sequences of movement that communicate the importance of civic duties. (E.g. create a commercial for voting or volunteering) (1.3.5.A.1 – 1.3.5.A.5; 1.3.5.D.1 – 1.3.5.D.5)

**Amistad Commission Education:** Students will read a biography of Thurgood Marshall, Supreme Court Justice. Students will
summarize how Thurgood Marshall helped end segregation. Students will read and discuss what Thurgood Marshall believed the government should do to treat all people equally. *My World; Chapter 3, Lesson Opener, pg. 75 (6.1.4.A.10)*

### Unit Resources

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

**Leveled Supplemental Materials and Media/School Library Resources**

- Pearson My World, Social Studies Leveled Readers, Pearson Education Inc. Copyright 2013; Hi-Lo Nonfiction Passages for Struggling Readers, Scholastic Inc. Copyright 2006; Nonfiction & Fiction Paired Texts, Teacher Created Resources, Copyright 2015; 25 Complex Text Passages to Meet the Common Core, Scholastic Inc. Copyright 2014; Reading Informational Text, Evan-Moor, Copyright 2014; Reading Paired Text, Evan-Moor, Copyright 2014; Text-Based Writing, Nonfiction, Evan Moor, Copyright 2014; Geography Brain Teasers, Teacher Created Materials, Inc. Copyright: 2006;

**Integration of the Technology Standard 8**

[https://www.nj.gov/education/aps/cccs/tech/](https://www.nj.gov/education/aps/cccs/tech/)

- Students will collaborate with peers to produce digital presentations and demonstrate understanding of computer programming and how it impacts our daily life.

**8.1 – Educational Technology**

- 8.1.5.B.1

**8.2 - Technology Education, Engineering, Design and Computational Thinking – Programming**

- 8.2.5.E.1 – 8.2.5.E.4
### Unit #3 Targeted Instructional Planning to Address Central Unit Standards:

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<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
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</table>
| **NJSLS 6.3.4.A.1** Students will be able to 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). | - Teach informational reading skills through modeling careful reading and use of text features.  
- Model how to identify the key supporting details through mapping the main idea and supporting details | - Collaborative note-taking and think/pair share evaluation  
- Notes and annotations in graphic organizers  
- Summary of nonfiction text  
- Individual responses to comprehension activities | - Graphic organizers  
- Annotations from close reading  
- Essay and open ended responses included on unit tests  
- Exit Ticket |
| **NJSLS 6.1.4.A.2** Students will be able to explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the continuation and improvement of American democracy. | - Review strategies for reading primary documents (central idea, asking questions, annotating the text)  
- Provide opportunities for students to read and discuss information pertaining to fundamental rights, such as, freedom of expression, freedom of religion, the right to vote, and the right to due process | - Participation in debates and/or writing arguments  
- Oral presentation of text analysis and interpretation  
- Annotate text to indicate key details which lead toward the central idea  
- Answer text dependent questions (comprehension) | - Homework and classwork evaluation rubric  
- Completed class work assignments  
- Essay and open-ended responses included on unit tests  
- Exit ticket  
- Adapted NJSLA rubrics  
- Interactive notebook  
- Journal entries  
- Selection test |
| **NJSLSA.L6** Students will be able to acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level. |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| - Maintain personal vocabulary glossaries for civics and government vocabulary words |
| - Dictionary Scavenger hunts |
| - Utilize a word wall |
| - Vocabulary Workshop during station rotations / centers |
| - Choose the correct word to complete a sentence |
| - Write sentences using selection vocabulary words |
| - Create a definition for unfamiliar words using context |
| - Create word maps for content-specific vocabulary words |
| - Homework and classwork evaluation rubric |
| - Completed class work assignments |
| - Student generated portfolios |
| - Vocabulary quizzes |

| **NJSLS 6.1.4.A.8 Students will be able to 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.** |
|------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|
| - Provide resources for students to understand the differences between the national state, and local levels of government. |
| - Review the process for how a bill becomes a law |
| - Provide opportunities for students to demonstrate the basic idea of checks and balances |
| - Use new vocabulary to talk about how government works |
| - Add notes to interactive notebook on the levels of government and how they function |
| - Answer text dependent questions to make comparisons |
| - Complete comprehension questions / prompts |
| - Graphic organizers |
| - Annotations from close reading |
| - Essay and open ended responses included on unit tests |
| - Vocabulary quizzes |
| - Exit ticket |

| **NJSLS 6.1.4.A.11 Students will be able to explain how the fundamental rights of the individual and the common good of the country depend** |
|------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|
| - Provide various forms of informational text for students to examine the important rights and responsibilities of United States citizens |
| - Work in pairs to choose one right and one responsibility. Each partner will write about why these rights and responsibilities are important |
| - Graphic organizers |
| - Classwork and notebook evaluation rubrics and self-assessments |
upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

- Review the ways in which citizens participate in their government and community at various levels of government and then read their essays to each other.
- Summarize ways to practice being a good citizen at school and in local communities

- Annotations from close reading
- Essay and open ended responses included on unit tests

Unit 4 Overview At-a-Glance

*Grades 6-8 curriculum must include Financial Literacy integration (budgeting, savings, credit, debt, insurance, and investment). Please denote Financial Literacy integration throughout the curriculum with an asterisk (*).

Unit #4 – The Nation’s Economy

Unit Description:
In this unit, students will explore the big idea of how the economy meets our needs and wants. Students will learn the essential ideas of economics, innovation, and technology. Through careful analysis of various texts, students will make decisions based on their needs, wants, and availability of resources. Students will establish meaning through making connections to personal experiences.

Essential Skills:
- Main Idea and Details; Fact and Opinion; Spatial Thinking; Categorize; Analyze Graphs

Standards Addressed within this Unit

Central Unit Standards- This unit will focus primarily on learning goals aligned with the following standards: https://www.nj.gov/education/cccs/

Standards:
NJSLS Social Studies:
- NJSLS 6.1.4.C.2; NJSLS 6.1.4.C.6; NJSLS 6.1.4.C.12

NJSLS English Language Arts:

Supporting Unit Standards- This unit will also include activities aligned with the following standards:

Standards:
NJSLS Social Studies:
- 6.3.4.C.1; 6.1.4.C.1; 6.1.4.C.3; 6.1.4.C.4; 6.1.4.C.5; 6.1.4.C.7; 6.1.4.C.8; 6.1.4.C.9; 6.1.4.C.10; 6.1.4.C.11;
- NJSLS.RI.4.7; NJSLSA.W2.


**NJSLS English Language Arts:**
- RI.4.1; RI.4.4; RI.4.5; RI.4.10; RF.4.3; L.5; SL.1; SL.2; SL.5; W.10

**Visual and Performing Arts Standards:** This unit will also include activities aligned with the following standards:
https://www.state.nj.us/education/cccs/2014/arts/
- Students will be able to make informed responses to artwork, photographs, and music that depict a specific economical issue. (e.g. The Great Depression)

**Standard 1.1 The Creative Process**
- 1.1.5.D.1; 1.1.5.D.2

**Standard 1.2 History of the Arts and Culture**
- 1.2.5.A.1

**Standard 1.3 Performing**
- 1.3.2.B.1 – 1.3.2.B.7

**Standard 1.4 Aesthetic Responses & Critique Methodologies**
- 1.4.5.A.1 – 1.4.5.A.3

**Holocaust/Amistad Commission Standards Integration:** This unit will also include activities aligned with the following standards (where applicable):

**Holocaust Education:** Students will learn how new technology connects young people to Holocaust memories through reading the Newsela article, *Sharing a teenage girl's Holocaust story on Instagram.*
https://newsela.com/read/sharing-holocaust-new-generation/id/51587/

**Integration of Contributions of LGBT People** - This unit will also include instruction on the political, economic, and social contributions of LGBT people with the following content/activities (where applicable):

Newsela.com: *The country's first transgender lawmaker was elected in Virginia* [https://newsela.com/read/first-transgender-state-legislator-elected/id/37509/]
Students will read and discuss the importance of our government including everyone.

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**Unit Details**

**Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students:** Modify instructional approach and/or assignments and evaluations as needed for students with IEPs, ELLs, students at risk of failure 504s, and gifted and talented students including but not limited to:

**Integration of 21st century skills through NJSLS 9 and Career Education:**
https://www.state.nj.us/education/cccs/2014/career/
- Students will investigate the relationship of borrowing money and debt through a study of The Great Depression. Students will use
### Special Education Students
- Listen to audio recording instead of reading text
- Hear instructions spoken aloud
- Get a written list of instructions
- Dictate answers to a scribe who writes or types
- Use a word processor to type notes or give answers in class
- Use special lighting or acoustics
- Preferential seating
- Take a test in a small group setting
- Take more time to complete a task or a test
- Take a test in several timed sessions or over several days
- Use an alarm to help with time management
- Mark texts with a highlighter

### English Language Learners (ELLs)
- Assign peer tutor
- Provide visual real world objects and examples
- Refer to prior knowledge
- Use single step directions
- Shorten assignments or tasks
- Give oral prompts or cues
- Frequently check for understanding
- Provide auditory versions of text
- Use graphic organizers
- Repeat all directions
- Use cooperative learning groups
- Provide extended time to complete tasks
- Allow oral responses
- Modify format or length of test

### Students at Risk of Failure
- Provide directions in limited numbers

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shopping skills and purchasing decisions to determine ways to save money.

9.1 – Personal Financial Literacy

9.2 – Career Awareness, Exploration, and Preparation

9.3 – Career and Technical Education
- 9.3.12.BM.1 – 9.3.12.BM.6 *

Career Ready Practices
- CRP3; CRP5; CRP7; CRP10; CRP11; CRP12
- Chunk directions into two steps, when 2 things are done, move on to the next two
- Utilize peer support in assignment completion
- Allow for various modes of delivery in tasks
- Teach study skills, like note taking
- Prioritize tasks with a checklist
- Provide hands-on tasks
- Vary instructional materials to meet academic needs
- Tests can be done orally or in smaller increments
- Involve parents in working contracts for behavior or academics

### 504 Students

- Provide a structured learning environment
- Change student seating
- Write out homework assignments, check students’ recording of assignments
- Set time expectations for assignments
- Model and reinforce organizational systems
- Schedule before or after school tutoring or homework assistance
- Utilize positive verbal and or nonverbal reinforcements
- Establish a home/school communication system for behavior monitoring
- Post rules and consequences for classroom behavior
- Record lessons so the student can listen to them again
- Provide copied material for extra practice
- Reinforce study skill strategies (e.g. survey, read, recite, review)
- Reduce paper and pencil tasks
- Provide a sample or practice test

### Gifted and Talented Students

- Group gifted student with other high-level learners
- Use thematic instruction to connect learning across the curriculum
- Invite students to explore different points of view on a topic of study and compare the two
- Avoid drill and practice activities
- If possible, compact curriculum to allow gifted students to move more quickly through the material
- Create a room environment that encourages creativity and discovery through the use of interesting materials
- Encourage students to get involved in school clubs and extracurricular activities that support and extend their learning and experience
- Allow students to make choices in their learning
- Evaluate students individually instead of as a group
- Help them to set their own learning goals, then provide them with the opportunity to work toward those goals

**Assessments- including benchmarks, formative, summative, and alternative assessments**
- Interactive notebooks
- Teacher and student created rubrics for projects
- Rubric to evaluate online technological communication
- Chapter tests
- Lesson Quizzes
- Graphic Organizers
- Journal Entries
- Exit Tickets
- Self-reflection forms

**Suggested Interdisciplinary Activities for this Unit** (each activity must include a corresponding grade-level standard)

**Career Education:** Students will investigate the relationship of borrowing money and debt through a study of The Great Depression. Students will use shopping skills and purchasing decisions to determine ways to save money. (9.1.4.C.1-9.1.4.C.6; 9.1.4.D.1 - 9.1.4.D.3)*

**Health/PE:** Students will make comparisons between a want and a need to build healthy self-care habits. (2.1.4.D.1)

**English Language Arts/Literacy:** Students will refer to details and examples in nonfiction texts to differentiate between a good and a service. (RI.4.1)

**Math:** Students will read and compare data presented in a line graph to identify important information related to jobs in the United States. (4.MD)
### Science:
Students will define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (3-5-ETS1)

### Technical Subjects:
Students will understand digital citizenship and demonstrate cyber ethics when using digital media. Students will examine the relationships between products and systems through an in-depth analysis of America’s economy. (8.2.5.B.1 – 8.2.5.B.6)

### Visual and Performing Arts:
Students will be able to make informed responses to artwork, photographs, and music that depict a specific economical issue. (E.g. The Great Depression) (1.4.5.A.1 – 1.4.5.A.3)

### Holocaust Education:
Students will learn how new technology connects young people to Holocaust memories through reading the newsela article, *Sharing a teenage girl's Holocaust story on Instagram.*
https://newsela.com/read/sharing-holocaust-new-generation/id/51587/

### Unit Resources

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

**Leveled Supplemental Materials and Media/School Library Resources**
- Pearson My World, Social Studies Leveled Readers, Pearson Education Inc. Copyright 2013; Hi-Lo Nonfiction Passages for Struggling Readers, Scholastic Inc. Copyright 2006; Nonfiction & Fiction Paired Texts, Teacher Created Resources, Copyright 2015; 25 Complex Text Passages to Meet the Common Core, Scholastic Inc. Copyright 2014; Reading Informational Text.

**Integration of the Technology Standard 8**
https://www.nj.gov/education/aps/cccs/tech/
- Students will understand digital citizenship and demonstrate cyber ethics when using digital media.
- Students will examine the relationships between products and systems through an in-depth analysis of America’s economy.

8.1 – Educational Technology
### Unit #4 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
</table>
| **NJSLS 6.1.4.C.2** Students will be able to distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. | - Review the differences between producers and consumers.  
- Provide opportunities for students to demonstrate an understanding of needs and wants  
- Review Fact and Opinion through connections to needs and wants  
- Teach and model close reading strategies that focus on using context to understand vocabulary words | - Identify cause and effect relationships between producers and consumers.  
- Classify items as needs or wants in a graphic organizer  
- Complete vocabulary activities to reinforce content specific vocabulary words (producer, consumer, products, goods, service) | - Classwork and notebook evaluation rubrics and self-assessments  
- Annotations from close reading  
- Individual assignment rubrics  
- Graphic organizers  
- Exit ticket |
| **NJSLS.RI.4.7** Students will be able to interpret information presented visually, orally, or | - Present economical information in charts, graphs, diagrams, time lines, or animations | - Collaborative note-taking and think/pair/share evaluation | - Graphic organizers  
- Teacher created rubric for Interactive notebooks |
quantitatively and explain how the information contributes to an understanding of the text in which it appears.

**NJSLS 6.1.4.C.6** Students will be able to describe the role and relationship among households, businesses, laborers, and governments within the economic system.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>- Review math skills needed to interpret data (computational fluency; place value)</td>
<td>- Make inferences based on careful analysis of information</td>
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<td>- Pose critical thinking questions that encourage students to read and compare graphs</td>
<td>- Responses to critical thinking and comprehension questions in Interactive notebook</td>
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<td>- Provide a variety of reading materials that demonstrate how our economy is divided into important sectors, or parts.</td>
<td>- Quizzes</td>
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<td>- Review the different types of economies and how they are different</td>
<td>- Data analysis responses included on chapter tests</td>
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<td>- Connect sectors of the economy to real world examples in local communities</td>
<td>- Graphic organizers</td>
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<tr>
<td>- Summarize how the government takes part in the economy</td>
<td>- Annotations from close reading</td>
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<td>- Draw inferences about the choices consumers have in a market economy vs. a command economy</td>
<td>- Exit ticket</td>
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<tr>
<td>- Identify cause and effect relationships in supply and demand</td>
<td>- Journal entries</td>
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<td>- Collaborative note-taking in a central idea web</td>
<td>- Vocabulary quizzes</td>
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<td>- Teacher and student created rubrics</td>
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<td>- Self-assessment checklists</td>
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<td>- NJSLS based rubrics</td>
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<tr>
<td>- Exit ticket</td>
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<tr>
<td>- Responses to comprehension activities</td>
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<td>prominent figures that lived in New Jersey.</td>
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<td>------------------------------------------------</td>
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<td>- Allow for collaborative activities where students work together in the research process</td>
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</tbody>
</table>

**NJSLSA.W2.** Students will be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

| - Read short articles as models for writing |
| - Review and use the writing process |
| - Teach how to use a graphic organizer to plan informational writing |
| - Model the planning process of writing through carefully selecting information for a graphic organizer |
| - Teach how to cite evidence effectively in expository texts |

- Make inferences based on careful analysis of informational text
- Take effective notes which summarize key ideas from research
- Write an informational essay using relevant textual evidence from the research
- Create a digital presentation that highlights the contributions of prominent figures that lived in New Jersey

- Writing notebook evaluation rubrics
- NJSLS holistic rubrics for informative writing
- Essay and open-ended responses included on unit tests
- Independent/group project rubrics, checklists, and evaluation sheets