

# Mullica Township School District



## Social Studies Curriculum Grades 3-4

Board Approved: 11/28/2018



**MULLICA TOWNSHIP SOCIAL STUDIES CURRICULUM**

**Content Area: Social Studies**

**Course Title: Social Studies**

**Grade Level: 3-4**

**Communities, Innovation, and US  
Government**

**Grade 3**

**States & Regions**

**Grade 4**

**Date Created:**

July 2018

**Board Approved on:**

## MULLICA TOWNSHIP SOCIAL STUDIES CURRICULUM

### Unit Overview

**Content Area: Social Studies**

**Unit Title:** Communities, Innovation, and US Government

**Target Course/Grade Level: 3<sup>rd</sup>**

#### Unit Summary

Students will discuss the various communities, and describe important social studies concepts, such as economics, within the context of American history. They will also understand the importance of westward expansion and advances in transportation. The students will describe the rights and responsibilities of citizens, as well as identify characteristics of local, state, and national government. They will explain international trade and the roles of producers and consumers, as well as discuss holidays and heroes.

**Primary interdisciplinary connections: Language Arts, Science & Technology**

#### 21<sup>st</sup> century themes:

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

### Learning Targets

#### Content Standards

**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.*

**New Jersey Student Learning Standards for English Language Arts.** *By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.*

**Next Generation Science Standards.** *Students will continue to develop an understanding of the four disciplinary core ideas and begin to recognize patterns and formulate answers to questions about the world around them.*

**Standard 6.3 Active Citizenship in the 21<sup>st</sup> 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.*

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

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

**Standard 9.1 Personal Financial Literacy:** *All students will acquire knowledge of 21<sup>st</sup> Century Life and Careers by studying Income and Careers, Money Management, Credit and Debt Management, Planning, Saving, and Investing, Civic Financial Responsibility, and Insuring and Protecting.*

**Standard 9.2 Career Awareness, Exploration, and Preparation:** *All students will acquire knowledge of 21<sup>st</sup> Century Life and Careers by studying Career Awareness*

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.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.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 <a href="#">representative democracy</a> , and describe the roles of elected representatives and how they interact with citizens at local, state, and national 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.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.13	Examine the qualities of entrepreneurs in a <a href="#">capitalistic</a> society.
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.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.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.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
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. *Holocaust/Genocide Lesson
<b>PRIMARY INTERDISCIPLINARY CONNECTIONS: LANGUAGE ARTS</b>	
RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a

	text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author make in a text.
RI.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
	<b>PRIMARY INTERDISCIPLINARY CONNECTIONS: SCIENCE</b>
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
	<b>ACTIVE CITIZENSHIP IN THE 21<sup>ST</sup> CENTURY</b>
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. <i>Amistad</i>
	<b>TECHNOLOGY</b>
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
8.1.5.D.1	Understand the need for and use of copyrights.
8.1.5.D.2	Analyze the resource citations in online materials for proper use.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of

	inappropriate use of technology and social media.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
<b>PERSONAL FINANCIAL LITERACY</b>	
9.1.4.A.2	Identify potential sources of income
9.1.4.B.2	Identify age-appropriate financial goals.
9.1.4.B.3	Explain what a budget is and why it's important.
9.1.4.B.4	Identify common household expense categories and sources of income.
9.1.4.B.5	Identify ways to earn and save.
9.1.4.C.1	Explain why people borrow money and the relationship between credit and debt.
9.1.4.C.2	Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
9.1.4.C.3	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
9.1.4.C.4	Determine the relationships among income, expenses, and interest.
9.1.4.C.5	Determine personal responsibility related to borrowing and lending.
9.1.4.C.6	Summarize ways to avoid credit problems.
9.1.4.D.2	Explain what it means to "invest."
9.1.4.D.3	Distinguish between saving and investing.
9.1.4.F.1	Demonstrate an understanding of individual financial obligations and community financial obligations.
9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
<b>CAREER AWARENESS</b>	
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What is a community?</li> <li>● How can citizens help their communities?</li> <li>● Why do many people live near oceans, rivers, or lakes?</li> <li>● Why do people often settle near natural resources?</li> <li>● What role did George Washington, Thomas Jefferson and Benjamin Franklin play after the Revolutionary War?</li> <li>● In what ways did steam engines change transportation?</li> <li>● In what ways did the telegraph affect the United States?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● A community is a place where people live, work, and play together.</li> <li>● Citizens help their communities by choosing leaders to make laws for their community.</li> <li>● Landforms and availability of water affect where people build communities.</li> <li>● People settle near natural resources because they need these resources for food, shelter, and daily living.</li> <li>● American leaders such as George Washington, Thomas Jefferson and Benjamin Franklin played a major role in the creation of the United States.</li> <li>● Steam engines powered boats and made them faster, allowing people to travel and trade much more efficiently.</li> <li>● The telegraph helped people communicate more quickly over distances.</li> </ul>

- What were the experiences of African Americans during the 1700s and 1800s?
- What obstacles did immigrants face when arriving in the United States?
- What contributions have immigrants made to the United States?
- How are the cultures of various countries similar or different?
- How do citizens help improve their community?
- How is the common good promoted in communities?
- What rights to citizens have?
- How does the US Constitution protect our rights?
- What are some responsibilities of citizenship?
- What is democracy?
- Why do communities have different types of government?
- What are taxes, and how are they used?
- What are the three branches of states and federal governments and the responsibilities of each.
- What are the important symbols and monuments of the United States?
- What is the main role of all branches of national government?
- Why is it important that countries work together?
- What is income?
- Why is opportunity cost necessary?
- Why does scarcity cause some buyers to make tough decisions?
- What is the difference between a producer and a consumer?
- What does it mean when a producer specializes?
- What is free enterprise?
- What is the difference between supply and demand?
- What are the differences between natural, human, and capital resources?
- What are the benefits of international trade?
- Why do countries import and export goods?

- Africans in slavery often worked on plantations and were treated harshly and forced to work for no pay (Amistad)
- Free Africans could work as farmers, ministers, teachers or lawyers, but were often treated unfairly.
- Many immigrants came to the US to earn money to send back home to their families. Other people came to dig for gold in California.
- The traditions of immigrants have become part of the American culture.
- The cultures of various countries differ in terms of language, religion, clothing, food and government structure.
- By being a good citizen, you make your community a better place.
- When people work together to benefit their community they work for the common good.
- Citizens have the rights of freedom of religion, freedom to own property, freedom of speech and freedom of press.
- Citizens need to learn about the issues in their community and vote in elections.
- In democracies, citizens decide what the government will do.
- Communities have different types of government because they are all different.
- Taxes are money paid to the government and used to pay for community services.
- Both state and federal governments have three branches of government that work together to run the country. The branches of government include the executive, legislative and judicial branches.
- The main role of the national government is to protect citizens' rights.
- Income is the money people earn for work and people use their income to pay for goods and services.
- Opportunity cost is the thing that people must give up in order to do what they most want.
- Buyers must make choices if specific goods are not available for purchase.
- Producers make and sell goods, while consumers buy goods and services.
- A producer specializes when he/she concentrates on only one kind of work.
- Free enterprise is the right of producers and consumers to make choices about goods and services.
- Supply is the amount producers will make at a certain price. The choices made by consumers create a demand for goods and services.

<ul style="list-style-type: none"> <li>● What is culture?</li> <li>● What are some ethnic cultures that have become part of America’s culture?</li> <li>● What can people learn by celebrating cultural and religious holidays?</li> <li>● What American heroes worked for our freedom?</li> </ul>	<ul style="list-style-type: none"> <li>● Natural resources are found in nature, while human resources are skills, knowledge, and hard work that people bring to jobs. Capital resources are things made by people that help workers make goods and provide services.</li> <li>● People in different countries often trade with each other to buy and sell goods at lower costs.</li> <li>● Countries import goods to get things people demand and export goods to sell things they can easily produce that other countries need.</li> <li>● Culture is the way of life of people in a community including ideas, traditions, languages, religion, government, and heritage.</li> <li>● Ethnic cultures of Italy, Japan and Brazil have become part of American culture.</li> <li>● By celebrating cultural and religious holidays, people learn about the history and traditions of their culture.</li> <li>● American heroes such as Harriet Tubman, Dr. Martin Luther King Jr. and Abraham Lincoln worked for our freedom as Americans.</li> </ul>
--	--

<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● 6.1.4.A.1 - The government creates rules and laws to protect the rights of people and to promote the common good.</li> <li>● 6.1.4.A.2 – Fundamental rights such as the right to vote, freedom of speech, freedom of religion and the right to due process are guaranteed to all Americans in the Constitution.</li> <li>● 6.1.4.A.4 – The United States government is made up of the executive, legislative and judicial branches that work together with a system of checks and balances.</li> <li>● 6.1.4.A.6 – National and state governments share power in order to prevent one from having too much authority over the people.</li> <li>● 6.1.4.A.7 – The United States has a representative government, in which citizens elect representatives who will serve in the government and make decisions on their behalf.</li> <li>● 6.1.4.A.12 –Citizens exercise their right to petition, write letters to representatives and vote in order to create change.</li> <li>● 6.1.4.A.13 – Immigrants must go through a lengthy process to become a citizen of</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● 6.1.4.A.1 – Explain how rules and laws created by the government protect the rights of people and promote the common good.</li> <li>● 6.1.4.A.2 – Identify the fundamental rights guaranteed by the Constitution.</li> <li>● 6.1.4.A.4 – Identify the branches of the United States government and explain how the power of each is limited.</li> <li>● 6.1.4.A.6 – Explain how the national and state governments share power in the federal system of government.</li> <li>● 6.1.4.A.7 – Describe the concept of representative democracy as it applies to the United States government.</li> <li>● 6.1.4.A.12 – Explain how citizens have a role in the process of creating change.</li> <li>● 6.1.4.A.13 – Describe the process by which immigrants become citizens.</li> <li>● 6.1.4.C.4 – Explain how supply and demand influence prices.</li> <li>● 6.1.4.C.5 – Define specialization and explain how it effects production and exchange of goods and services.</li> <li>● 6.1.4.C.6 – Describe the relationship among households, businesses, laborers, and governments within our economic system.</li> <li>● 6.1.4.C.8 – Explain how production, distribution, and consumption of goods and services are interrelated.</li> <li>● 6.1.4.C.9 – Compare and contrast how access to and use of</li> </ul>
--	--

<p>the United States of America.</p> <ul style="list-style-type: none"> <li>● 6.1.4.C.4 – Supply and demand directly influence the price and output of products.</li> <li>● 6.1.4.C.5 – Specialization occurs when a producer concentrates on the production of a specific good or service.</li> <li>● 6.1.4.C.6 – Households, businesses, laborers, and governments are reliant on each other in our economic system.</li> <li>● 6.1.4.C.8 – Production, distribution, and consumption of goods and services are interrelated and together affect the global market.</li> <li>● 6.1.4.C.9 – A country or regions access to and use of resources directly impacts their importing and exporting of goods and services.</li> <li>● 6.1.4.C.11 – A person must consider the long term when making economic decisions.</li> <li>● 6.1.4.C.13 – Entrepreneurs organize and operate businesses, taking on a greater than normal financial risk.</li> <li>● 6.1.4.C.16 - Inventions such as the steam engine and the telegraph changed the course of American history.</li> <li>● 6.1.4.C.18 - Communication systems starting with the telegraph and developing into the age of technology has led to increased collaboration and the spread of ideas around the world.</li> <li>● 6.1.4.D.6 – George Washington, Thomas Jefferson and Benjamin Franklin proved themselves to be civic leaders.</li> <li>● 6.1.4.D.9 - Opposition to slavery in America paved the way for the civil rights movement.</li> <li>● 6.1.4.D.14 – Over time, the American identity has come to include a variety of cultures from around the world due to immigration.</li> <li>● 6.1.4.D.15 – Cultures struggle to maintain traditions in a changing society.</li> </ul>	<p>resources affects people across the world differently.</p> <ul style="list-style-type: none"> <li>● 6.1.4.C.11 – Explain the importance of setting long-term goals when making economic decisions.</li> <li>● 6.1.4.C.13 – Identify the characteristics and qualities of entrepreneurs.</li> <li>● 6.1.4.C.16 – Identify inventions that have changed the course of American history.</li> <li>● 6.1.4.C.18 – Identify the impact of communication systems in the United States and the world.</li> <li>● 6.1.4.D.6 – Identify the leadership qualities of George Washington, Thomas Jefferson and Benjamin Franklin.</li> <li>● 6.1.4.D.9 – Explain how the slave trade influenced American history.</li> <li>● 6.1.4.D.14 – Trace how the American identity has evolved over time.</li> <li>● 6.1.4.D.15 – List different cultures and their traditions.</li> </ul>
--	--

**Formative Assessments**

- Teacher observation and anecdotal records
- Class discussion and oral responses
- Writer's Notebook Entries
- Informative Writer's Notebook entries related to the Social Studies lessons.
- Narrative Writer's Notebook entries related to Social Studies lessons.
- Graphic Organizers - Achieve Lessons
- Highlighting main ideas in Achieve Articles
- Before and After Reading Poll Responses
- Exit Tickets (Google Form)
- Read and analyze primary source documents

**Summative Assessments**

- Journeys Unit Test when applicable
- Achieve Activities
- Achieve Thought Questions
- Published informative, narrative, or argumentative writing assignment related to the one of the standards covered.
- Brain Pop Quizzes

**Alternate Assessments**

- Write a persuasive essay/letter to the Mayor suggesting improvements to your community.
- Make a picture dictionary/vocabulary cards for terms related to the government.
- Create a flipbook for the branches of government
- Provide a list of food/product and prices found in a grocery store and have students create a weekly budget for food shopping.
- Research how cultures and communities celebrate holidays around the world
- Research and create an informational pamphlet about the culture of an assigned country.
- Research and create 1 Google Slide, identifying the major accomplishments of one of the Founding Fathers

**ELL Modifications**

- Differentiated Instruction
- Provide visuals when introducing new information
- Provide sentence starters as needed for writing assignments
- Lower Level Brain Pop Quiz
- Review new vocabulary before starting a new lesson

**Special Education Modifications****IEP**

- Differentiated Instruction
- Follow all IEP modifications/504 plan
- Provide visuals when introducing new information
- Provide sentence starters as needed for writing assignments
- Lower Level Brain Pop Quiz
- Review new vocabulary before starting a new lesson
- Study Guide as needed for assessments

**504:**

- Complete fewer or different homework problems than peers
- Write shorter essays
- Create alternate projects or assignments
- Implement behavioral/academic contracts

- Utilize logical consequences
- Confer with student's parents
- enlarge print
- preferential seating

### **Gifted and Talented Modifications**

- Differentiated Instruction
- Higher Level Brain Pop Quiz
- Increase length of writing assignments to include more detail
- Interview a local business owner and report back to the class
- Write a letter to a town council or BOE member to influence change

### **At Risk:**

- Allow extra time to complete assignments or tests
- work in a small group
- Work with students individually
- Directions read aloud
- Have student repeat information
- Preferred seating
- Manipulatives
- Use alternatives to print materials
- Assistive technology
- Reduce quantity of items required to show understanding

### **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Maps and Globes
- Google Maps
- Journeys:
  - Unit 1 Lesson 2 - The Trial of Cardigan Jones by Tim Egan
  - Unit 1 Lesson 2 - You Be the Jury - Informational Text
  - Unit 1 Lesson 3 - Destiny's Gift by Natasha Anastasia Tarpley
  - Unit 1 Lesson 3 - Kids Making a Difference - Informational Text
  - Unit 2 Lesson 10 - Young Thomas Edison by Michael Dooling
- Suggested Read Alouds:
  - Shh! We're Writing the Constitution by Jean Fritz
  - We The Kids: The Preamble to the Constitution of the United States by David Catrow
  - If You Were There When They Signed the Constitution by Elizabeth Levy
  - Grandfather's Journey by Allen Say
  - If Your Name was Changed at Ellis Island
  - "Who Was" Martin Luther King Jr., Rosa Parks, Harriet Tubman, Abraham Lincoln
- Alternate Assessment Technology:
  - YouTube Videos:
    - [What Would Kids Do with \\$100](#)
    - [Kids React to Payphones](#)
  - BrainPop Jr.
    - [Branches of Government](#)
    - [Rights and Responsibilities](#)
    - [Goods and Services](#)
    - [Immigration & Ellis Island](#)

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ <a href="#">George Washington</a></li> </ul> </li> <li>○ Achieve Articles           <ul style="list-style-type: none"> <li>■ See Attached Articles and Links</li> </ul> </li> </ul> </li> <li>● New Jersey Amistad Commission Resources- NJ Department of Education www.nj.gov/education/amistad</li> <li>● New Jersey Commission on Holocaust Education Resources- NJ Department of Education www.nj.gov/education/holocaust/</li> </ul>
<b>Teacher Notes:</b>

MULLICA TOWNSHIP SOCIAL STUDIES CURRICULUM Unit Overview
<b>Content Area: Social Studies</b>
<b>Unit Title:</b> States and Regions
<b>Target Course/Grade Level:</b> 4 <sup>th</sup>
<p><b>Unit Summary</b></p> <p>Students will be introduced to the study of geography and explain why it is important. They will focus on the landforms, natural resources, economy, and people of the East, South, Midwest, and West regions of the United States. The students will also discuss the United States and its place in the Americas, examining the government and exploring the other countries of North, Central, and South America.</p> <p><b>Primary interdisciplinary connections: Language Arts, Science &amp; Technology</b></p> <p><b>Primary interdisciplinary connections: Science</b></p> <p><b>21<sup>st</sup> century themes:</b> <i>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.</i></p>
Learning Targets
<p><b>Content Standards</b></p> <p><b>Standard 6.1 U.S. History: America in the World.</b> <i>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.</i></p> <p><b>New Jersey Student Learning Standards for English Language Arts.</b> <i>By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.</i></p>

**Next Generation Science Standards.** *Students will continue to develop an understanding of the four disciplinary core ideas and begin to recognize patterns and formulate answers to questions about the world around them.*

**Standard 6.3 Active Citizenship in the 21<sup>st</sup> 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.*

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

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

**Standard 9.1 Personal Financial Literacy:** *All students will acquire knowledge of 21<sup>st</sup> Century Life and Careers by studying Income and Careers, Money Management, Credit and Debt Management, Planning, Saving, and Investing, Civic Financial Responsibility, and Insuring and Protecting.*

**Standard 9.2 Career Awareness, Exploration, and Preparation:** *All students will acquire knowledge of 21<sup>st</sup> Century Life and Careers by studying Career Awareness*

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.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 the major cities in New Jersey, the United States, and the world, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.

6.1.4.C.12	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.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.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.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.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.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.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
<b>PRIMARY INTERDISCIPLINARY CONNECTIONS: LANGUAGE ARTS</b>	
RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9.	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.10.	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>PRIMARY INTERDISCIPLINARY CONNECTIONS: SCIENCE</b>	
4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.

4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.
4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
<b>ACTIVE CITIZENSHIP IN THE 21<sup>st</sup> CENTURY</b>	
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. <i>Amistad</i>
<b>TECHNOLOGY</b>	
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
8.1.5.D.1	Understand the need for and use of copyrights.
8.1.5.D.2	Analyze the resource citations in online materials for proper use.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.2.5.A.1	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
8.2.5.A.2	Investigate and present factors that influence the development and function of a product and a system.
8.2.5.A.3	Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.
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.1	Examine ethical considerations in the development and production of a product through its life cycle.
8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.2.5.C.2	Explain how specifications and limitations can be used to direct a product's development.
<b>PERSONAL FINANCIAL LITERACY</b>	
9.1.4.A.2	Identify potential sources of income.

9.1.4.A.3	Explain how income affects spending and take-home pay.
9.1.4.B.2	Identify age-appropriate financial goals.
9.1.4.B.3	Explain what a budget is and why it is important.
9.1.4.B.4	Identify common household expense categories and sources of income.
9.1.4.B.5	Identify ways to save and earn.
9.1.4.C.1	Explain why people borrow money and the relationship between credit and debt.
9.1.4.C.2	Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
9.1.4.C.3	Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
9.1.4.C.4	Determine the relationships among income, expenses, and interest.
9.1.4.C.5	Determine personal responsibility related to borrowing and lending.
9.1.4.C.6	Summarize ways to avoid credit problems.
9.1.4.D.2	Explain what it means to “invest.”
9.1.4.D.3	Distinguish between saving and investing
9.1.4.E.1	Determine factors that influence consumer decisions related to money.
9.1.4.E.2	Apply comparison shopping skills to purchasing decisions
9.1.4.F.1	Demonstrate an understanding of individual financial obligations and community financial obligations.
9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
<b>CAREER AWARENESS</b>	
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
<b>CAREER AWARENESS</b>	
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Why is geography important?</li> <li>● What are the four hemispheres of earth?</li> <li>● What are the continents and oceans of the Earth?</li> <li>● What is a region?</li> <li>● Why are the waterways of the United States important?</li> <li>● What is the difference between renewable and nonrenewable resources?</li> <li>● How are people trying to protect natural resources?</li> <li>● What are the regions of the United States and how are they related?</li> <li>● What is the difference between climate and weather?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Geography explains the forces that shape the land, and explores the connections between living things and their environment.</li> <li>● Northern, Southern, Eastern, and Western Hemispheres divide the earth and are separated by the Prime Meridian &amp; equator.</li> <li>● The Continents are: Africa, Antarctica, Asia, Australia, Europe, North America and South America. The oceans are: Atlantic, Arctic, Indian, and Pacific.</li> <li>● A region is an area that is defined by certain features.</li> <li>● Important waterways of the United States provide water to support humans and wildlife, as well as help in travel and trade.</li> <li>● Renewable resources can be replaced after they are used. Non-renewable resources cannot be replaced.</li> <li>● People are trying to protect natural resources by working to develop other energy resources, and by using natural</li> </ul>

<ul style="list-style-type: none"> <li>● How do weather and climate impact the activities of people?</li> <li>● How do the landforms, bodies of water, climate, and natural resources of the East regions impact culture and economy?</li> <li>● How do the landforms, bodies of water, climate, and natural resources of the West regions impact culture and economy?</li> <li>● How do the landforms, bodies of water, climate, and natural resources of the Midwest regions impact culture and economy?</li> <li>● How do the landforms, bodies of water, climate, and natural resources of the South regions impact culture and economy?</li> <li>● How did climate and natural resources affect American Indian cultures in the past?</li> <li>● Why did European colonists move to America?</li> <li>● Why did conflicts arise between European colonists and American Indians?</li> <li>● What were the causes and results of the American Revolution?</li> <li>● What services do state governments provide?</li> <li>● What are natural resources of the South?</li> <li>● Why did European colonists come to the South?</li> <li>● What was the plantation system?</li> <li>● How did the Civil War end slavery?</li> <li>● How did African Americans in the South fight for equal rights?</li> <li>● What is the climate of the Midwest?</li> <li>● Why do many businesses choose to build factories in the Midwest?</li> <li>● What distinguishes supply from demand?</li> <li>● What Native American cultures developed in the Midwest?</li> <li>● How did the Louisiana Purchase impact American settlement?</li> </ul>	<p>resources more carefully.</p> <ul style="list-style-type: none"> <li>● The four major regions of the US include the West, Midwest, South, and East. The states of each region share certain features.</li> <li>● Weather is the day-to-day conditions in the atmosphere. Climate is the usual weather conditions over a period of time.</li> <li>● Climate and weather affect what people wear, houses they live in, how they conserve resources, and can limit or help economic activities.</li> <li>● The features of each region directly impact how people live their lives and make money.</li> <li>● Climate and natural resources determined where American Indians lived and what they ate.</li> <li>● European colonists came to North America in order to practice their religion freely.</li> <li>● Conflicts between European colonists and American Indians grew over land and resources.</li> <li>● The colonists disliked English rule in the colonies and won the right to govern themselves in the American Revolution.</li> <li>● State governments provide services such as education, fire and police protection, and highways.</li> <li>● Natural resources of the South include rich soil, waterways, oil and gas, coal, and forests.</li> <li>● European settlers came to the South to produce cash crops such as tobacco, rice and cotton.</li> <li>● Plantations were large farms, usually worked by slaves to produce cash crops.</li> <li>● Slavery was outlawed after Union forces won the Civil War. (Amistad)</li> <li>● Rosa Parks sparked the Civil Rights Movement when she refused to give her seat on a bus to a white person. Martin Luther King Jr. organized the first of many boycotts and non-violent protests.</li> <li>● The Midwest can have severe weather. Temperatures can change as much as 100 degrees between winter and summer.</li> <li>● The Midwest has many natural resources, skilled workers, and waterways for moving goods.</li> <li>● Supply is how much producers will make for a certain price. Demand is how much consumers will buy for a certain price.</li> <li>● Woodland and Nomadic Plains Indians inhabited the Midwest.</li> <li>● The Louisiana Purchase led to the Homestead Act, which encouraged settlement by offering land for a small fee to people who lived there for five years.</li> </ul>
---	--

<ul style="list-style-type: none"> <li>● What job did Thomas Jefferson give to Lewis and Clark?</li> <li>● What are the unique characteristics of land and climate of the West?</li> <li>● What are the natural resources of the West and describe how people use them?</li> <li>● How were the Tlingit different from the Pueblo?</li> <li>● Why did Americans and immigrants want to move to the West in the 1800's?</li> <li>● How did the transcontinental railroad affect the West?</li> <li>● Why are national parks a valuable resource?</li> <li>● Why are Pacific states such large producers of food?</li> <li>● What is a democracy?</li> <li>● What are the purposes and goals of the Constitutions?</li> <li>● What are the roles of each branch of government?</li> <li>● How do features of a region affect people's lives?</li> <li>● What countries are major allies of the United States?</li> <li>● Why is international trade important?</li> <li>● What is the purpose of the United Nations?</li> </ul>	<ul style="list-style-type: none"> <li>● Meriwether Lewis and William Clark were sent to explore and map the land west of the Mississippi.</li> <li>● The West has mountains and valleys, deserts, rainforests, glaciers, and volcanoes. It has the country's warmest and coldest temperatures.</li> <li>● Fertile land of the West is used for farming; forests are used for wood and paper; oceans, rivers, and lakes are used for fishing and recreation.</li> <li>● The Tlingit did not grow crops. They hunted, fished and gathered wild plants for food and lived in wooden houses. The Pueblo raised crops, gathered wild plants, hunted, and lived in adobe houses.</li> <li>● People moved to the West to find gold, to claim land, and teach Christianity to Native Americans.</li> <li>● The transcontinental railroad helped the West's population grow.</li> <li>● National parks preserve the environment for people to enjoy.</li> <li>● The Pacific climate and long growing season allows farmers to grow many different crops.</li> <li>● A democracy is a system in which the people hold the power to decide who will lead them and what laws should be passed.</li> <li>● The Constitution works to ensure liberty, equity, and justice for all. It sets limits on the power of government.</li> <li>● The legislative branch makes the laws; the executive branch carries out the laws; and the judicial branch makes sure the laws are fair.</li> <li>● Features of a region affect the types of food people grow and eat, and houses they live in.</li> <li>● The United States major allies include Canada, Mexico, Great Britain, France and Germany.</li> <li>● International trade helps the United States Economy.</li> <li>● The United Nations was formed to help nations face challenges in peaceful ways.</li> <li>●</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● 6.1.4.A.8 – Community, state and national governments share power in a system of checks and balances for each.</li> <li>● 6.1.4.A.16 – The United Nations works towards helping countries face challenges in a peaceful way.</li> <li>● 6.1.4.B.1 – Different maps provide different information.</li> <li>● 6.1.4.B.2 – Maps can be used to</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● 6.1.4.A.8 – Compare and contrast government functions at the community, state and national level.</li> <li>● 6.1.4.A.16 – Identify the purpose of the United Nations.</li> <li>● 6.1.4.B.1 – Compare and contrast the use of different types of maps.</li> <li>● 6.1.4.B.2 – Explore the natural resources of various regions of the United States by using the corresponding map.</li> <li>● 6.1.4.B.3 – Identify the difference between latitude and longitude on a map and the importance of the equator and</li> </ul>

<p>evaluate Natural Resources in various regions of the United States.</p> <ul style="list-style-type: none"> <li>● 6.1.4.B.3 – Students will use a map to identify various lines of latitude and longitude including the Prime Meridian and Equator.</li> <li>● 6.1.4.B.5 - People work together to protect natural resources by working to develop other energy resources, and by using natural resources more carefully.</li> <li>● 6.1.4.B.7 – Colonists settled in New Jersey because of its farmland and proximity to water and ports.</li> <li>● 6.1.4.B.8 – People in various regions of the United States use natural resources in different ways.</li> <li>● 6.1.4.B.9 – Scientists are looking for alternative methods of energy in order to protect our natural resources.</li> <li>● 6.1.4.B.10 – The major cities throughout the United States have grown due to their location and availability of resources.</li> <li>● 6.1.4.C.7 – The availability of goods and services impacts the global market system by dictating the supply and demand.</li> <li>● 6.1.4.C.10 – Money, savings, debt, and investment all contribute to the financial stability of individuals.</li> <li>● 6.1.4.C.12 – New Jersey inventor Thomas Edison changed the course of American history when he invented the light bulb.</li> <li>● 6.1.4.C.14 – New Jersey has various regions, which are classified due to geographical location, natural resources, climate, transportation, technology and the labor force.</li> <li>● 6.1.4.C.15 – The transcontinental railroad increased trade and transportation between states and as a result boosted the economy.</li> <li>● 6.1.4.C.17 – Technological advancements such as water power and machines used in weaving cloth transformed the Northeast into an Industrial Society.</li> <li>● 6.1.4.D.2 – Immigrants to the United</li> </ul>	<p>prime meridian in distinguishing hemispheres.</p> <ul style="list-style-type: none"> <li>● 6.1.4.B.5 – Explain how humans work together to preserve natural resources.</li> <li>● 6.1.4.B.7 – Explain why settlers came to New Jersey.</li> <li>● 6.1.4.B.8 – Compare ways people choose to use and divide natural resources.</li> <li>● 6.1.4.B.9 – Explain how advances in science and technology contribute to the conservation of natural resources.</li> <li>● 6.1.4.B.10 – Identify major cities throughout the United States and explain the factors that lead to their growth.</li> <li>● 6.1.4.C.7 – Explain how the availability of goods and services impacts the global market.</li> <li>● 6.1.4.C.10 – Explain the role of money, saving, debt, and investment in individuals’ lives.</li> <li>● 6.1.4.C.12 – Evaluate the impact of inventions of prominent figures who lived in New Jersey.</li> <li>● 6.1.4.C.14 – Identify the various regions within New Jersey.</li> <li>● 6.1.4.C.15 – Explain how the development of the transcontinental railroad impacted the economy.</li> <li>● 6.1.4.C.17 – Identify technological advancements that led to the transition from agricultural society to industrial society.</li> <li>● 6.1.4.D.2 – Explain the challenges faced by immigrants in New Jersey and America as a whole.</li> <li>● 6.1.4.D.3 – Explain how immigration has impacted the growth of America.</li> <li>● 6.1.4.D.5- Identify the fundamental beliefs and values shared in documents such as the Mayflower Compact, Declaration of Independence and the Bill of Rights, and how these have impacted our country.</li> <li>● 6.1.4.D.7 – Explain the role of Governor William Livingston in the development of New Jersey.</li> <li>● 6.1.4.D.8 – Determine the significance of New Jersey’s role in the American Revolution.</li> <li>● 6.1.4.D.10 – Identify the influence of Native American tribes such as the Lenni Lenape in different regions of New Jersey.</li> <li>● 6.1.4.D.11 – Explain how local communities have changed over time, and explain the reasons for change.</li> <li>● 6.1.4.D.12 – Identify famous historical figures from New Jersey.</li> <li>● 6.1.4.D.16 – Define prejudice and discrimination.</li> </ul>
---	---

States faced discrimination and prejudice.

- 6.1.4.D.3 – Immigrants have contributed to the economy by increasing the labor force.
- 6.1.4.D.5 – Early documents such as the Mayflower Compact, Declaration of Independence and the Bill of Rights have paved the way for equal representation and rights.
- 6.1.4.D.7- Livingston was the first governor of New Jersey and was re-elected every year from 1776 until 1790, the year of his death. He was Governor during the Revolutionary War.
- 6.1.4.D.8 – Key battles of the Revolutionary War were fought on New Jersey Soil.
- 6.1.4.D.10 - The Lenni-Lenape traveled with the seasons, making full use of the area resources in various parts of New Jersey.
- 6.1.4.D.11 – Areas of New Jersey such as Point Pleasant Beach have flourished due to its close proximity to resources and tourism.
- 6.1.4.D.12 – Well known historical figures such as Thomas Edison, Grover Cleveland, and Walt Whitman were all from New Jersey.
- 6.1.4.D.16 – Prejudice and discrimination can be obstacles to understanding other cultures.

**MULLICA TOWNSHIP SOCIAL STUDIES CURRICULUM**  
**Evidence of Learning**

**Formative Assessments**

- Teacher observation and anecdotal records
- Class discussion and oral responses
- Writer’s Notebook Entries
- Informative Writer’s Notebook entries related to the Social Studies lessons.
- Narrative Writer’s Notebook entries related to Social Studies lessons.
- Graphic Organizers - Achieve Lessons
- Highlighting main ideas in Achieve Articles
- T-Chart for Renewable vs. Non-Renewable Resources
- Venn Diagram comparing two states or regions.

**Summative Assessments**

- Journeys Unit Test when applicable
- Achieve Activities
- Achieve Thought Questions
- Published informative or narrative writing assignment related to the one of the standards covered.
- Write a persuasive argument for living in a particular region of the United States.
- Brain Pop Quizzes

**Alternate Assessments**

- Quizlet/Kahoot Quizzes for important terms & names
- Design and layout a “perfect” town using geographical skills
- Make an Atlas
- Create a pamphlet to inform community members how they might use natural resources more efficiently
- Create a travel brochure for a specific state or regions persuading people to visit (could focus on NJ)
- Wax Museum Presentation related to historical figures from New Jersey
- Create a flipbook for the Bill of Rights
- Write a newspaper article covering a battle in the Revolutionary War

**ELL Modifications**

- Differentiated Instruction
- Provide visuals when introducing new information
- Provide sentence starters as needed for writing assignments
- Lower Level Brain Pop Quiz
- Review new vocabulary before starting a new lesson

**Special Education Modifications**

**IEP**

- Differentiated Instruction
- Follow all IEP modifications/504 plan
- Provide visuals when introducing new information
- Provide sentence starters as needed for writing assignments
- Lower Level Brain Pop Quiz
- Review new vocabulary before starting a new lesson
- Study Guide as needed for assessments

**504:**

- Complete fewer or different homework problems than peers
- Writer shorter essays
- Create alternate projects or assignments
- Implement behavioral/academic contracts
- Utilize logical consequences
- Confer with student's parents
- enlarge print
- preferential seating

**Gifted and Talented Modifications**

- Differentiated Instruction
- Higher Level Brain Pop Quiz
- Increase length of writing assignments to include more detail
- Interview a local business owner and report back to the class
- Write a letter to a town council or BOE member to influence change

**At Risk:**

- Allow extra time to complete assignments or tests
- work in a small group
- Work with students individually
- Directions read aloud
- Have student repeat information
- Preferred seating
- Manipulatives
- Use alternatives to print materials
- Assistive technology
- Reduce quantity of items required to show understanding

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Maps and Globes
- Google Maps
- Journeys:
  - Unit 1 Lesson 2 - My Brother Martin: A Sister Remembers Growing Up with the Rev. Martin Luther King Jr.
  - Unit 3 Lesson 11 - Recovering from Katrina - Informational Text
  - Unit 3 Lesson 12 - The Earth Dragon Awakes by Laurence Yep
  - Unit 3 Lesson 13 - Antarctic Journal: Four Months at the Bottom of the World by Jennifer Owings Dewey
  - Unit 3 Lesson 15 - Ecology for Kids - Informational Text
  - Unit 3 Lesson 15 - Wonderful Weather - Poetry
  - Unit 4 Lesson 19 - Harvesting Hope: The Story of Cesar Chavez
  - Unit 4 Lesson 19 - The Edible Schoolyard - Informational Text
  - Unit 4 Lesson 20 - Sacagawea - Biography
  - Unit 4 Lesson 20 - Native American Natural Poetry - Poetry
  - Unit 5 Lesson 22 - I Could DO That! Esther Morris Gets Women the Vote
  - Unit 5 Lesson 22 - The Role of the Constitution - Informational Text
  - Unit 5 Lesson 23 - The Ever-Living Tree by Linda Vierira
- Suggested Read Alouds:

- What Color Is My World?: The Lost History of African-American Inventors by Kareem Abdul-Jabbar & Raymond Obstfeld
- Mapping Penny's World by Loreen Leedy
- How The U.S. Government Works by Sly Sobel
- Henry's Freedom Box by Ellen Levine
- Alternate Assessment Technology:
  - YouTube Videos:
    - [Kids React to Climate Change](#)
    - [Immigration Parody "Sorry"](#)
    - [Renewable & Non-Renewable Resources](#)
  - BrainPop
    - [Map Skills](#)
    - [Longitude and Latitude](#)
    - [Natural Resources](#)
    - [Humans and the Environment](#)
    - [Slavery](#)
    - [Bill of Rights](#)
    - [American Indians](#)
    - [Causes of American Revolution](#)
    - [13 Colonies](#)
    - [American Revolution](#)
- New Jersey Amistad Commission Resources- NJ Department of Education  
[www.nj.gov/education/amistad](http://www.nj.gov/education/amistad)
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education  
[www.nj.gov/education/holocaust/](http://www.nj.gov/education/holocaust/)

**Teacher Notes:**

