

Social Studies Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLs and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

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Lower Township Elementary School District Social Studies Curriculum Pacing Guide	
Content Area: Social Studies	
Course Title: Social Studies	Grade level: First
Unit 1: Family and Our Community	Dates for Units: Marking Period 1
Unit 2: Our World	Dates for Units: Marking Period 2
Unit 3: Our Country (America)	Dates for Units: Marking Period 3
Unit 4: Culture	Dates for Units: Marking Period 4
Date Created: July 2019	Board Approved On: 9/24/19

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Unit Overview	
Content Area: Social Studies	
Unit Title: Family and Our Community	Unit: 1
Target Course/Grade Level: First	Timeline: Marking Period 1
<p>Unit Summary: Students will explore the family unit. They will discover families may look differently but have similarities. Students will explore the community unit, and will discover the communities have jobs and workers. They will also discuss different ways to save money that you earn from a job.</p>	
Learning Targets	
Standards	
<ul style="list-style-type: none"> ● 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. 	
Content Statements	
<ul style="list-style-type: none"> ● Everyone is part of a larger neighborhood and community. ● Citizenship begins with becoming a contributing member of the classroom community. ● Rules and laws are developed to protect people’s rights and the security and welfare of society. ● The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens ● American constitutional government is based on principles of limited government, shared authority, fairness, and equality. 	
Indicator #	Indicator
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community
6.1.P.B.2	Identify, discuss, and role-play the duties of a range of community
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.

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6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● In what ways are families similar and different to other families? ● How are you unique? ● What are family traditions? ● What are the ways families can save money? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ● Families look different and are made up of different members, yet each family has similar characteristics and the same basic needs. ● There are similarities and differences between how families live today and how they lived long ago. ● Families use money in many ways. ● Families can save money in multiple ways. ● Money can be invested to earn more money.
<p>Unit Learning Targets (Outcomes)- <i>Students will...</i></p> <ul style="list-style-type: none"> ● Draw and write about their families. ● Listen and discuss the differences and similarities of families. ● Discuss what families need for everyday life. ● Compare family need for everyday life. ● Identify the basic goods and services a family needs for everyday life. ● Compare family life from the past to present generations. ● Identify some family traditions. ● Compare wants and needs of a family. ● Explore the ways that families use money. ● Demonstrate an understanding of the terms: saving, debt, and investments. ● Recognize that economic choices are necessary and can be made by setting goals, evaluating information and identifying possible alternatives. ● Explain how the present is connected to the past. ● Identify and use a variety of primary and secondary sources for reconstructing the 	

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- past. (i.e. documents, letters, diaries, maps, photos. etc)
- Use evidence to support an idea in a written and/or oral format.

Integration of Technology:

- <http://www.pearsonschool.com/>
- <http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=dragndrop3.swf&lid=642>

Technology Resources:

- **Technology Resources:** Interactive whiteboard or projector, ipads, websites

Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X

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CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Observation
- Journals
- Projects
- Centers
- Classroom Discussion
- Role Play

Summative Assessment:

- KWL, observation, discussion feedback, classroom banking, drawing, writing

Benchmark Assessment:

- n/a

Alternative Assessment:

- n/a

Activities	Materials
Lesson 1 - Discuss roles and jobs of family members	Lesson 1- "What Makes a Family" or "Who's in my Family"
Lesson 2- Illustrate and label family members by making a family project.	Lesson 2- "Where Do I Live?"

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Lesson 3- Discuss family history as a source of information about the people and places around them today	Lesson 3-
Lesson 4- Discuss the importance of keeping personal information private, and only disclosing to the proper adults	Lesson 4-
Lesson 5- Discuss school and community helpers.	Lesson 5- “Whose Hat is This?” “When I Grow up” School Helper Book
Lesson 6- Community Helper Career Day	Lesson 6-
Lesson 7- Discussion on chores and ways to earn money. Classroom economy.	Lesson 7- Bank of America Assembly
Teacher Notes:	

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Unit Overview	
Content Area: Social Studies	
Unit Title: Our World	Unit: 2
Target Course/Grade Level: First	Timeline: Marking Period 2
<p>Unit Summary: Students will explore where Cape May, New Jersey, and America are located on a map. Students will learn why we use globes and maps. Students will understand Earth's resources and how we use them. Students will be able to explain how we reduce reuse and recycle.</p>	
Learning Targets	
Standards	
<ul style="list-style-type: none"> ● 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. ● 8.1. Educational Technology- 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. 	
Content Statements	
<ul style="list-style-type: none"> ● Develop cultural understanding and global awareness by engaging with learners of other cultures. ● Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns, and organization of people, places and environments on earth. ● Places are jointly characterized by their physical and human properties. ● The physical environment can both accommodate, and be endangered by human activities. ● Patterns of settlement across earth's surface differ markedly from region to region, place to place, and time to time. ● Urban areas, worldwide, share common physical characteristics, but may also have cultural differences. ● Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. ● Communicate information and ideas to multiple audiences using a variety of media and formats. 	
Indicator #	Indicator
6.1.4.B.1	<ul style="list-style-type: none"> ● Compare and contrast information

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<p>6.1.4.B.2</p> <p>6.1.4.B.4</p> <p>6.1.4.B.5</p> <p>6.1.4.B.8</p> <p>6.1.4.B.10</p> <p>8.1.2.C.1</p>	<p>that can be found on different types of maps, and determine how the information may be useful.</p> <ul style="list-style-type: none"> ● 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 ● 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. ● Describe how human interaction impacts the environment in New Jersey and the United States. ● Compare ways people choose to use and distribute natural resources. ● Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic, and demographic tools (ex. maps, globes, data visualizations) can be used to understand cultural differences. ● Engage in a variety of developmentally appropriate learning activities with students in other class, schools, or countries using various media formats, such as online collaborative tools, and social media.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why do we use globes and maps? ● Where are Cape May, New Jersey, and America located on a map? ● What are Earth’s resources and how do we use them? ● How do we reduce, reuse, and recycle? ● How does where you live affect who you are? ● How and in what ways are we affected by where we are located on the Earth? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ● All people share the planet and have a responsibility toward it. ● All humans have the same basic needs, which may be met differently according to where they live. ● Children around the world are similar in many ways even though they may look different. ● Some countries are close to the USA while others are far away.

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Unit Learning Targets (Outcomes)-

Students will...

- Recognize that people live in many different places throughout the world.
- Explain that people everywhere have the same basic needs but may meet them differently by using the resources available to them.
- Locate countries being studied on a map or globe.
- Distinguish the difference between a country and a continent.
- Compare and contrast children in different countries to themselves in terms of family, food, clothing, music, art, language, homes and customs.
- Explore how all people use language to communicate.
- Participate in activities such as dance, literature, drama, songs, and games that represent various cultures.
- Explain that the globe is a model of the earth and maps are representations of local and distant places.
- Determine locations of places and interpret information available on maps and globes.
- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns
- and information about people, places, regions, and environments.
- Participate in various Earth Day activities to promote recycling, reducing, and reusing products.

Integration of Technology:

- Click the links below to access additional resources used to design this unit:
- earth.google.com/ unitedstreaming.com
- youtube.com
- <http://64.23.8.93/index.html> (Tom Chapin) kids.nationalgeographic.com/ worldbookonline.com

Technology Resources:

- Interactive whiteboard or projector, ipads, websites

Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

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Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- observation
- drawing & writing

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<ul style="list-style-type: none"> ● journal entries/reflections ● questioning strategies (thumbs up, exit passes) ● expository writing ● journal entries/reflections (written and/or verbal) 	
<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Illustrate and label a resource and tell how we use that resource ● Locate where items came from on a map ● Locate Cape May, New Jersey and America on a map 	
<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> ● n/a 	
<p>Alternative Assessment: <i>Example: Create a concept map or infographic</i></p> <ul style="list-style-type: none"> ● n/a 	
Activities	Materials
Lesson 1: “Me On a Map” activity and extension	Lesson 1: “Me On a Map”
Lesson 2: Various Earth Day Activities	Lesson 2: “The Three R’s”
Lesson 3: Christmas and Holidays around the world	Lesson 3: Hanukkah & Kwanza books
Teacher Notes:	

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Unit Overview

Content Area: Social Studies

Unit Title: Our Country (America)

Unit: 3

Target Course/Grade Level: 1

Timeline: Third Marking Period

Unit Summary: In this unit of study about the United States of America, students will discover that America is a nation full of people with many different cultures and backgrounds. Students will listen to stories about the heroes of America and how America became a country. Patriotism will be explained through symbols of the USA.

Learning Targets

Standards

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

Content Statements

- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Rules and laws are developed to protect people's rights, and the security and welfare of society.
- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- The United States Democratic system requires active participation of its citizens.
- Key historical events, documents, and individuals led to the development of our nation.
- The study of American folklore, and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Historical symbols and the ideas, and events they represent play a role in understanding and evaluating our history.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media

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and formats.	
Indicator #	Indicator
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.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
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.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats, such as online collaborative tools, and social media.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What does it mean to be patriotic? ● What makes someone an “American?” ● What is a hero? ● How do Americans honor their country? ● What are our country’s symbols and why are they important? ● Who are some of our country’s heroes and why are they important? ● What is our country? ● Why is it important to vote? ● What does freedom mean in the 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ● There are many different ways to show patriotism. ● Freedom means many things to many people and we as Americans enjoy many rights and freedoms. ● Freedom was and is acquired through sacrifice. ● America is a unique country with its multicultural population. ● Heroes have certain as well as similar characteristics that set them apart from others. They can be both male

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United States?	and female.
Unit Learning Targets (Outcomes)- <i>Students will...</i> <ul style="list-style-type: none">● Identify symbols of American values and beliefs such as the American flag and the Statue of Liberty.● Recognize real people and fictional characters that have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples of leaders.● Relate why important national buildings, statues, and monuments are associated with our national history.● Americans have a diverse background from many different countries and cultures.● Explain how the present is connected to the past.	
Integration of Technology: <ul style="list-style-type: none">● www.brainpopjr.com● https://www.google.com/earth● www.youtube.com● Congressforkids.net● https://bensguide.gpo.gov/learning-adventures-14more?id=36&age=ben4_8● https://millercenter.org/president● https://mrnussbaum.com● http://www.primarygames.com/social_studies.php	
Technology Resources: <ul style="list-style-type: none">● Interactive whiteboard, ipads, websites	
Opportunities for Differentiation (<i>Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented</i>): <ul style="list-style-type: none">● Teacher tutoring (1:1 support or small group)● Peer tutoring● Cooperative Learning Groups● Modified Assignments● Differentiated Instruction● Response to Intervention (www.help4teachers.com)● Follow all IEP and 504 modifications	
Primary Interdisciplinary Connections: <ul style="list-style-type: none">● Music- patriotic songs● Art- design flags, patriotic art projects● Math- money, word problems● Character education- respect, tolerance, diversity, fairness	

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Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen.	X
CPR2	Apply appropriate academic and technical skills.	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- observation
- drawing & writing

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<ul style="list-style-type: none"> ● journal entries/reflections ● questioning strategies (thumbs up, exit passes) ● expository writing ● journal entries/reflections (written and/or verbal) 	
<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● American symbol project/activity ● Mock election ● compare/contrast US presidents ● Identify important US buildings, places, monuments and statues 	
<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> ● n/a 	
<p>Alternative Assessment: <i>Example: Create a concept map or infographic</i></p> <ul style="list-style-type: none"> ● n/a 	
Activities	Materials
Lesson 1: Identify American Symbols and their importance.	Lesson 1: Symbol projects- clay, pipe cleaners, cups, foil, brain pop videos
Lesson 2: Identify National Landmarks	Lesson 2: Videos and Books
Lesson 3: President's Day/ Election Day Activities	Lesson 3: Video's and Books
Teacher Notes:	

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Unit Overview

Content Area: Social Studies

Unit Title: Culture

Unit: 4

Target Course/Grade Level: 1st Grade

Timeline: Marking Period 4

Unit Summary: Students will understand how the actions of MLK Jr. and other civil rights leaders served as a catalyst for social change and inspired social activism in subsequent generations.

Learning Targets

Standards

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.

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.

Content Statements

- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The world is comprised of nations that are similar to, and different from the United States.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- Cultures struggle to maintain traditions in a changing society.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.

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<p>Indicator # 6.1.4.A.10</p>	<p>Indicator Describe how the actions of Dr. Martin Luther King Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p>
<p>6.1.4.A.14</p>	<p>Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p>
<p>6.1.4.D.13</p>	<p>Describe how culture is expressed through and influenced by the behavior of people.</p>
<p>6.1.4.D.15</p>	<p>Explain how various culture groups have dealt with the conflict between maintaining traditional beliefs and practices, and adopting new beliefs and practices.</p>
<p>8.1.2.C.1</p>	<p>Engage in a variety of developmentally appropriate learning activities with students in other class, schools, or countries using various media formats, such as online collaborative tools, and social media.</p>
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are some cultural traditions? ● How did the actions of civil rights leaders serve as a catalyst for social change? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ● Build cultural awareness and global respect ● Actions of civil rights leaders served as a catalyst for social change ● The world is divided into many nations that have their own governments, languages, customs, and laws ● Culture affects the way people see the world ● Learning about other cultures can give you a new perspective. ●

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Integration of Technology:

- Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Rosa Parks, Molly Pitcher, and Martin Luther King Jr.
- Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.
- Participate in multi-cultural day activities.

Technology Resources:

- *earth.google.com*
- *unitedstreaming.com*
- *youtube.com*
- *worldbookonline.com*
- Interactive whiteboard or projector, ipads, websites

Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X

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CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Observation
- Questioning strategies

Summative Assessment:

- Completed multi-cultural day activity
- Draw/Write about traditions of your own family

Benchmark Assessment:

- NA

Alternative Assessment:

Example: Create a concept map or infographic

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Activities

Materials

Lesson 1: Biography/project on important cultural figures

Lesson 1: Brad Meltzer books

Lesson 2: Multicultural Day

Lesson 2: Brad Meltzer books

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Teacher Notes:

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

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Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some

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	facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to

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	share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.

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Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a

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	tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
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