

# Lower Township Elementary Schools

## Social Studies



## 2nd Grade

Adopted September 27, 2022

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## **Social Studies**

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography. Mission Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities. Vision An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

### **Intent and Spirit of the Social Studies Standards**

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

**Unit Overview**

**Content Area:** Social Studies

**Unit Title:** Unit 1 Being a Good Citizen

**Grade Level:** 2nd Grade **Timeline:** September/October

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

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

**Core Ideas/Performance Expectations**

Core Ideas	Performance Expectations
Local community and government leaders have roles and responsibilities to provide services for their community members.	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</li> <li>● 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</li> </ul>
Rules for all to live by are a result of the actions of government, organizations, and individuals.	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</li> </ul>
The actions of individuals and government affect decisions made for the common good.	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. •</li> <li>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. •</li> <li>6.1.2.CivicsPI.6: Explain what government is and its function.</li> </ul>
When all members of the group are given the opportunity to participate in the decisionmaking process, everyone’s voice is heard.	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</li> </ul>
The democratic principles this country was founded	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</li> </ul>

upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</li> <li>● 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</li> </ul>
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPR.1: Determine what makes a good rule or law.</li> <li>● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</li> <li>● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</li> </ul>
Processes and rules should be fair, consistent, and respectful of the human rights of all people	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.</li> </ul>
Certain character traits can help individuals become productive members of their community.	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> <li>● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</li> <li>● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>

<b>Accommodations and Modifications</b>	
Special Education	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> </ul>

	<ul style="list-style-type: none"> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> </ul>
Students At-Risk of School Failure	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> <li>● Chunking content into small segments</li> <li>● Shorten or reduce assignment to focus on one specific skill</li> </ul>
Advanced Skills	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Student centered activities</li> <li>● Enhance skill or activity based on Individual Student Need</li> <li>● Allow for flexible grouping</li> <li>● Problem solving situations</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>

<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Discussions and observations throughout the chapter</li> <li>● Identify sequence of events</li> <li>● Cause and Effect</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Writing Samples</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● N/A</li> </ul>

Alternative	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
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**Interdisciplinary Connections**

- English Language Arts
- Mathematics
- Health
- Science
- Technology
- Visual Arts
- Theatre

**Integration of 21st Century Themes & Skills/Career Education- NJSL 9**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. •
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2: Explain why an individual would choose to save money.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them

**Career Readiness, Life Literacies, and Key Skills Practices**

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.

- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

### Integration of Technology

- Smartboard
- Google Suite
- Chromebook
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.ducksters.com](http://www.ducksters.com)

Activities	Materials
<b>Lesson 1: Kick Off</b>	<b>Lesson 1: Read- “Recess Queen” -Worksheet</b>
<b>Lesson 2: Citizens Follow Rules/ Laws</b>	<b>Lesson 2: Citizens Follow Rules and Laws Read aloud and worksheet.</b>
<b>Lesson 3: Our Government Create 10 Amendments and a Preamble to a Class Constitution</b>	<b>Lesson 3: Our Government Read Aloud, Worksheet, 10 Amendments, Read- “We the Kids”</b>
<b>Lesson 4: Governments Around the World</b>	<b>Lesson 4: Governments Around the World, Worksheets</b>
<b>Lesson 5: Governments Working Together</b>	<b>Lesson 5: Governments Working together Read Aloud, Worksheets</b>



**Unit Overview**

**Content Area:** Social Studies

**Unit Title:** Unit 2 Communities and People Who Supply Goods and Services

**Grade Level:** 2nd Grade **Timeline:** November/December

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

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

**Core Ideas/Performance Expectations**

Core Ideas	Performance Expectations
Governments play an economic role in the lives of individuals and communities	<ul style="list-style-type: none"> <li>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</li> </ul>
Individuals make decisions based on their needs, wants, and the availability of resources.	<ul style="list-style-type: none"> <li>6.1.2.EconET.1: Explain the difference between needs and wants.</li> <li>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</li> </ul>
Limited resources influence choices.	<ul style="list-style-type: none"> <li>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</li> </ul>
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	<ul style="list-style-type: none"> <li>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</li> </ul>
Goods and services are produced and exchanged in multiple ways.	<ul style="list-style-type: none"> <li>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</li> <li>6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</li> <li>6.1.2.EconEM.3: Identify the ways in which people</li> </ul>

	exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
The availability of resources influences current and future economic conditions.	<ul style="list-style-type: none"> <li>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</li> </ul>
Governments play an economic role in the lives of individuals and communities.	<ul style="list-style-type: none"> <li>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</li> </ul>
There are benefits to trading goods and services with other countries.	<ul style="list-style-type: none"> <li>6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. • 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</li> </ul>

<b>Accommodations and Modifications</b>	
Special Education	<ul style="list-style-type: none"> <li>Follow 504/IEP accommodations</li> <li>Step by step examples</li> <li>Visual demonstration of skill or activity</li> <li>Allow for flexible grouping</li> <li>Student centered activities</li> <li>Learning Stations</li> <li>Small group &amp; large group discussions</li> <li>Problem solving situations</li> <li>Restate, reword, clarify directions</li> <li>Provide Educational “breaks” as necessary</li> <li>Utilize visual and audio cues</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>Step by step examples</li> <li>Visual demonstration of skill or activity</li> <li>Allow for flexible grouping</li> <li>Student centered activities</li> <li>Learning Stations</li> <li>Small group &amp; large group discussions</li> <li>Problem solving situations</li> <li>Utilize visual and audio cues</li> <li>Highlight, define, or demonstrate important vocabulary</li> <li>Restate, reword, clarify directions</li> </ul>
Students At-Risk of School Failure	<ul style="list-style-type: none"> <li>Step by step examples</li> <li>Visual demonstration of skill or activity</li> <li>Allow for flexible grouping</li> <li>Student centered activities</li> <li>Learning Stations</li> </ul>

	<ul style="list-style-type: none"> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> <li>● Chunking content into small segments</li> <li>● Shorten or reduce assignment to focus on one specific skill</li> </ul>
Advanced Skills	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Student centered activities</li> <li>● Enhance skill or activity based on Individual Student Need</li> <li>● Allow for flexible grouping</li> <li>● Problem solving situations</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>

**Assessments**

Formative	<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Discuss similarities in the Constitution and the class rules.</li> <li>● Make a map of the classroom.</li> <li>● Class jobs that contribute to the classroom community.</li> <li>● Define themselves as citizens of the United States.</li> <li>● Family Tree.</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Writing Responses</li> <li>● Make a Venn-Diagram of the rules in a family and the rules in our classroom.</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● N/A</li> </ul>

**Interdisciplinary Connections**

<ul style="list-style-type: none"> <li>● English Language Arts</li> <li>● Mathematics</li> </ul>
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- Health
- Science
- Technology
- Visual Arts
- Theatre

### **Integration of 21st Century Themes & Skills/Career Education- NJSL 9**

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- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

### Integration of Technology

- Smartboard
- Google Suite
- Chromebook
- Flipgrid
- Brainpop Junior

Activities	Materials
<b>Lesson 1: Our Communities/Resources</b>	<b>Lesson 1: <i>Love the World</i> by Todd Parr. Unit reading and worksheets, Chrome Book</b>
<b>Lesson 2: Needs, Wants, Choices</b>	<b>Lesson 2: Unit reading and worksheet</b>
<b>Lesson 3: Food Producers</b>	<b>Lesson 3: Unit reading and worksheet</b>
<b>Lesson 4: Producing/Consuming Goods</b>	<b>Lesson 4: Unit reading and worksheet</b>
<b>Lesson 5: Challenges Producers Face</b>	<b>Lesson 5: Unit reading and worksheet</b>

**Unit Overview**

**Content Area:** Social Studies

**Unit Title:** Unit 3 Families Today and In The Past

**Grade Level:** 2nd Grade **Timeline:** January/February

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

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

**Core Ideas/Performance Expectations**

Core Ideas	Performance Expectations
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	<ul style="list-style-type: none"> <li>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</li> </ul>
Understanding the past helps to make sense of the present.	<ul style="list-style-type: none"> <li>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</li> </ul>
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	<ul style="list-style-type: none"> <li>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li> </ul>
Certain character traits can help individuals become productive members of their community.	<ul style="list-style-type: none"> <li>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> <li>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</li> <li>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to</li> </ul>

	individuals feeling accepted.
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<b>Accommodations and Modifications</b>	
Special Education	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> </ul>
Students At-Risk of School Failure	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> <li>● Chunking content into small segments</li> <li>● Shorten or reduce assignment to focus on one specific skill</li> </ul>
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Students with 504 Plans	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> </ul>

	<ul style="list-style-type: none"> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>
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Assessments	
Formative	<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Discussion</li> <li>● Sequencing main events</li> <li>● Role playing</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Writing samples</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● N/A</li> </ul>

Interdisciplinary Connections
<ul style="list-style-type: none"> <li>● English Language Arts</li> <li>● Mathematics</li> <li>● Health</li> <li>● Science</li> <li>● Technology</li> <li>● Visual Arts</li> <li>● Theatre</li> </ul>

Integration of 21st Century Themes & Skills/Career Education- NJSLS 9
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. •</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p> <p>9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills,</p>



and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2: Explain why an individual would choose to save money.

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them

### Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
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- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

### Integration of Technology

- Smartboard
- Google Suite
- Chromebook
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.ducksters.com](http://www.ducksters.com)

Activites	Materials
<b>Lesson 1: Families</b>	<b>Lesson 1:</b>
<b>Lesson 2: Different Kinds of Families</b>	<b>Lesson 2:</b>
<b>Lesson 3: Life Then and Now</b>	<b>Lesson 3:</b>
<b>Lesson 4: Family History</b>	<b>Lesson 4:</b>

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Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Unit 4 Making a Difference	
<b>Grade Level:</b> 2nd Grade	<b>Timeline:</b> March/April
<p><b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Understanding the past helps to make sense of the present.	<ul style="list-style-type: none"> <li>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</li> </ul>
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	<ul style="list-style-type: none"> <li>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li> </ul>
The nature of history involves stories of the past preserved in a variety of sources.	<ul style="list-style-type: none"> <li>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</li> <li>6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</li> </ul>
Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	<ul style="list-style-type: none"> <li>6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</li> </ul>
Historians create	<ul style="list-style-type: none"> <li>6.1.2.HistoryCA.1: Make an evidence-based argument</li> </ul>

arguments outlining ideas or explanations based on evidence.	how and why communities change over time (e.g., locally, nationally, globally).
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<b>Accommodations and Modifications</b>	
Special Education	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> </ul>
Students At-Risk of School Failure	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> <li>● Chunking content into small segments</li> <li>● Shorten or reduce assignment to focus on one specific skill</li> </ul>
Advanced Skills	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Student centered activities</li> <li>● Enhance skill or activity based on Individual Student Need</li> <li>● Allow for flexible grouping</li> <li>● Problem solving situations</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> </ul>

	<ul style="list-style-type: none"> <li>• Step by step examples</li> <li>• Visual demonstration of skill or activity</li> <li>• Allow for flexible grouping</li> <li>• Student centered activities</li> <li>• Learning Stations</li> <li>• Small group &amp; large group discussions</li> <li>• Problem solving situations</li> <li>• Restate, reword, clarify directions</li> <li>• Provide Educational “breaks” as necessary</li> <li>• Utilize visual and audio cues</li> </ul>
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<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>• Discussion and observations</li> </ul>
Summative	<ul style="list-style-type: none"> <li>• Writing Samples</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>• English Language Arts</li> <li>• Mathematics</li> <li>• Health</li> <li>• Science</li> <li>• Technology</li> <li>• Visual Arts</li> <li>• Theatre</li> </ul>

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requirements.

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

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9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them

### Career Readiness, Life Literacies, and Key Skills Practices

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Activities	Materials
<b>Lesson 1: What Makes a Hero</b>	<b>Lesson 1:</b>
<b>Lesson 2: Heroic Leaders</b>	<b>Lesson 2:</b>
<b>Lesson 3: Heroes who Inspire Change</b>	<b>Lesson 3:</b>
<b>Lesson 4: Heroes in Science</b>	<b>Lesson 4:</b>
<b>Lesson 5: Heroic Helpers</b>	<b>Lesson 5:</b>
<b>Lesson 6: How Can We Make a Difference</b>	<b>Lesson 6:</b>



Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Unit 5 Our World and Working Together	
<b>Grade Level:</b> 2nd Grade	<b>Timeline:</b> May/June
<p><b>6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> <li>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</li> </ul>
A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none"> <li>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</li> <li>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</li> <li>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</li> </ul>
Geographic data can be used to identify cultural and environmental characteristics of places.	<ul style="list-style-type: none"> <li>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).</li> </ul>
Environmental characteristics influence how and where people live.	<ul style="list-style-type: none"> <li>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</li> <li>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</li> <li>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the</li> </ul>



	<p>United States.</p> <ul style="list-style-type: none"> <li>● 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</li> </ul>
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> <li>● 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</li> <li>● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</li> </ul>

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<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Writing samples</li> <li>● Label landforms and oceans on a map</li> <li>● Cause and Effect</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Writing Samples</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● N/A</li> </ul>

<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>● English Language Arts</li> <li>● Mathematics</li> <li>● Health</li> <li>● Science</li> <li>● Technology</li> <li>● Visual Arts</li> <li>● Theatre</li> </ul>

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- Chromebook
- Use Google maps to find your home, town, state, country, and continent.
- Create a document using a word processing application.
- Use digital tools and online resources to explore a problem or issue.

#### **Activities**

#### **Materials**

**Lesson 1: Use Maps to Locate Places**

**Lesson 1:**

<b>Lesson 2: Earth's Land/Water</b>	<b>Lesson 2:</b>
<b>Lesson 3: American Holidays</b>	<b>Lesson 3:</b>
<b>Lesson 4: Cultures in Our Country</b>	<b>Lesson 4:</b>

### **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**

<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	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.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	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).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	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.
<b>Varied computer programs</b>	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.
<b>Multiple Intelligence or Learning Style options</b>	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.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	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.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of</b>	Use games as a way to review and

<b>information and skill</b>	reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	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.)
<b>High Prep Strategies</b>	
<b>Cubing</b>	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.
<b>Tiered assignment/ product</b>	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.
<b>Independent studies</b>	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 share learning with

	classmates.
<b>4MAT</b>	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
<b>Jigsaw</b>	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.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	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).
<b>Modified Assessments</b>	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.



<p><b>Learning contracts or Personal Agendas</b></p>	<p>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.</p>
<p><b>Compacting</b></p>	<p>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).</p>
<p><b>Literature circles</b></p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p><b>Learning Centers</b></p>	<p>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.</p>
<p><b>Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")</b></p>	<p>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</p>

	<p>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 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.</p>
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