

Lower Township Elementary Schools

Social Studies



4th Grade

Adopted September 27, 2022

Lower Township Board of Education

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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- Geography of the United States	
*Geography Skills Handbook and Using Primary and Secondary Sources (3-4 days)	
Grade Level: 4th Grade	Timeline: 11-12 days
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Regions form and change as a result of unique physical conditions, economies, and cultures.	<ul style="list-style-type: none"> 6.1.5.GeoPP.2: 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.
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. • 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<ul style="list-style-type: none"> 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and

	<p>differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <ul style="list-style-type: none"> ● 6.1.5.GeoSV.5: Use geographic data to examine how the search for nat
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Accommodations and Modifications	
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Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations

Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
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Assessments	
Formative	<ul style="list-style-type: none"> ● Reading Check Questions ● Lesson Check Questions
Summative	<ul style="list-style-type: none"> ● Chapter Test
Benchmark	<ul style="list-style-type: none"> ● Chapter Test
Alternative	<ul style="list-style-type: none"> ● Quest Project ● Time For Kids Magazine

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

Integration of 21st Century Themes & Skills/Career Education- NJSL 9
<ul style="list-style-type: none"> ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history. ● 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels. ● 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.” • ● 9.1.5.EG.2: Describe how tax monies are spent There is a broader economic system that influences your financial goals. ● 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial

goals. • 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers.

- 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union.
- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. Financial Psychology Core Ideas Performance Expectations An individual's financial traits and habits affect his/her finances.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money. Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). Not all financial information is accurate or truthful. 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. Planning and Budgeting Core Ideas Performance Expectations There are specific steps associated with creating a budget.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions. Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate). New Jersey Department of Education June 2020 25 Risk Management and Insurance Core Ideas Performance Expectations Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

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
- My World Social Studies online platform
- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game
- Brain Pop

Activities	Materials
Lesson 1: Primary Source	My World Student Book
Lesson 2: Map and Graph Skills	My World Student Book
Lesson 4: Literacy Skills and Citizenship	My World Student Book
Teacher Notes: Quest Project and Activities at the end of each lesson are optional.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 2-Americans and Their History

Grade Level: 4th Grade

Timeline: 13-14 days

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
<p>The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.</p>	<ul style="list-style-type: none"> 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. • 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. • 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
<p>Events may be viewed differently based on one's perspective.</p>	<ul style="list-style-type: none"> • 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
<p>In a representative democracy, individuals play a role in how government functions.</p>	<ul style="list-style-type: none"> 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. • 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
<p>Levels of government (i.e., local, state, and federal) have different powers and</p>	<ul style="list-style-type: none"> 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

responsibilities.

Accommodations and Modifications

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

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- Work productively in teams while using cultural/global competence.

Integration of Technology

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- Google Suite
- Chromebook
- My World Social Studies online platform
- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game
- Brain Pop

Activities	Materials
Lesson 1: Literacy Skills	My World Student Book
Lesson 2: Map and Graph Skills	My World Student Book
Lesson 4: Primary Source	My World Student Book
Lesson 5: Citizenship	My World Student Book
Teacher Notes: Quest Project and Activities at the end of each lesson are optional.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 3- Government in the United States

Grade Level: 4th Grade **Timeline:** 10-11 days

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
In a representative democracy, individuals play a role in how government functions.	<ul style="list-style-type: none"> ● 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. ● 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
In a representative democracy, individuals elect representatives to act on the behalf of the people.	<ul style="list-style-type: none"> ● 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	<ul style="list-style-type: none"> ● 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. ● 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. ● 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. • ● 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. ● 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government. • ● 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

<p>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. ● 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
<p>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
<p>A major role of citizens in a representative democracy is to make responsible decisions about who should govern.</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
<p>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). ● 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). ● 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
<p>There are different processes for establishing rules and laws.</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. ● 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
<p>Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. ● 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
<p>It is the responsibility of individuals and institutions at the state, national, and</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American

<p>international levels to promote human rights.</p>	<p>democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <ul style="list-style-type: none"> ● 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. ● 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
<p>Individuals have the right to be safe and not to be bullied or discriminated against.</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. ● 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how selfdiscipline and civility contribute to the common good. • 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. ● 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. • ● 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. ● 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

<p align="center">Accommodations and Modifications</p>	
<p>Special Education</p>	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions

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

Assessments

Formative	<ul style="list-style-type: none"> ● Reading Check Questions ● Lesson Check Questions
Summative	<ul style="list-style-type: none"> ● Chapter Test
Benchmark	<ul style="list-style-type: none"> ● Chapter Test
Alternative	<ul style="list-style-type: none"> ● Quest Project ● Time For Kids Magazine

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

Integration of 21st Century Themes & Skills/Career Education- NJSL 9
<ul style="list-style-type: none"> ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history. ● 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels. ● 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.” ● 9.1.5.EG.2: Describe how tax monies are spent There is a broader economic system that influences your financial goals. ● 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. ● 9.1.5.EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers. ● 9.1.5.EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union. ● 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. Financial Psychology Core Ideas Performance Expectations An individual’s financial traits and habits affect his/her finances. ● 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions. ● 9.1.5.FP.2: Identify the elements of being a good steward of money. Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing. ● 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive

or negative consequences.

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- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

Career Readiness, Life Literacies, and Key Skills Practices

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- 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
- My World Social Studies online platform
- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game

- Brain Pop

Activities	Materials
Lesson 1: Primary Source	My World Student Book
Lesson 2: Literary Skills	My World Student Book
Lesson 3: Critical Thinking & Citizenship	My World Student Book
Teacher Notes: Quest Project and Activities at the end of each lesson are optional.	

Unit Overview	
Content Area: Social Studies	
Unit Title: Unit 4- The Nation’s Economy	
Grade Level: 4th Grade	Timeline: 12-13 days
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Economic decision-making involves setting goals and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	<ul style="list-style-type: none"> 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	<ul style="list-style-type: none"> 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade. 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources). 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products. 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
The exchange of goods and services can have	<ul style="list-style-type: none"> 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade. •

negative and positive effects.	6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
The government uses a variety of tools to pay for the goods and services it provides to individuals and communities.	<ul style="list-style-type: none"> 6.1.5.EconNE.1: Explain the ways in which the government pays for the goods and services it provides.
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	<ul style="list-style-type: none"> 6.1.5.EconNE.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. 6.1.5.EconNE.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. • 6.1.5.EconNE.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy. 6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society. 6.1.5.EconNE.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	<ul style="list-style-type: none"> 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world. 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. 6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations. 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently. 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> Follow 504/IEP accommodations

	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
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	<ul style="list-style-type: none"> ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
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Assessments	
Formative	<ul style="list-style-type: none"> ● Reading Check Questions ● Lesson Check Questions
Summative	<ul style="list-style-type: none"> ● Chapter Test
Benchmark	<ul style="list-style-type: none"> ● Chapter Test
Alternative	<ul style="list-style-type: none"> ● Quest Project ● Time For Kids Magazine

Interdisciplinary Connections
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Integration of Technology

- Smartboard
- Google Suite

- Chromebook
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- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game
- Brain Pop

Activities	Materials
Lesson 1: Literary Skills	My World Student Book
Lesson 3: Primary Source	My World Student Book
Lesson 4: Critical Thinking Skills & Citizenship	My World Student Book
Teacher Notes: Quest Project and Activities at the end of each lesson are optional.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 5- Regions: The Northeast

Grade Level: 4th Grade **Timeline:** 14-15 days

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
<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<ul style="list-style-type: none"> ● 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). ● 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. ● 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. • 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). ● 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>	<ul style="list-style-type: none"> ● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● 6.1.5.GeoHE.2: Cite examples of how technological

	<p>advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <ul style="list-style-type: none"> ● 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none"> ● 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. ● 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. • ● 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. ● 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

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

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Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
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Assessments	
Formative	<ul style="list-style-type: none"> ● Reading Check Questions ● Lesson Check Questions
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Integration of 21st Century Themes & Skills/Career Education- NJSLs 9

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- Vocabulary Game
- Brain Pop

Activities	Materials
Lesson 3: Primary Source	My World Student Book
Lesson 4: Literacy Skills	My World Student Book
Lesson 5: Critical Thinking Skills & Citizenship	My World Student Book
Teacher Notes: Quest Project and Activities at the end of each lesson are optional.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 6- Regions: The Southeast

Grade Level: 4th Grade **Timeline:** 14-15 days

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
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<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative</p>	<ul style="list-style-type: none"> ● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

impacts.	<ul style="list-style-type: none"> ● 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). ● 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none"> ● 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. ● 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. ● 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. ● 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

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

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

Assessments	
Formative	<ul style="list-style-type: none"> ● Reading Check Questions ● Lesson Check Questions
Summative	<ul style="list-style-type: none"> ● Chapter Test
Benchmark	<ul style="list-style-type: none"> ● Chapter Test
Alternative	<ul style="list-style-type: none"> ● Quest Project ● Time For Kids Magazine

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

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

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history.
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- 9.1.5.EG.2: Describe how tax monies are spent There is a broader economic system that influences your financial goals.
- 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.
- 9.1.5.EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers.
- 9.1.5.EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union.
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- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). Not all financial information is accurate or truthful.
- 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. Planning and Budgeting Core Ideas Performance Expectations There are specific steps associated with creating a budget.
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- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

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
- My World Social Studies online platform
- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game
- Brain Pop

Activities	Materials
Lesson 3: Literacy Skills	My World Student Book
Lesson 4: Primary Source	My World Student Book
Lesson 5: Citizenship	My World Student Book
Teacher Notes: Quest Project and Activities at the end of each lesson are optional.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 7- The Midwest

Grade Level: 4th Grade **Timeline:** 12-13 days

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
<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<ul style="list-style-type: none"> ● 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). ● 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. ● 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. • 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). ● 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>	<ul style="list-style-type: none"> ● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● 6.1.5.GeoHE.2: Cite examples of how technological

	<p>advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</p> <ul style="list-style-type: none"> ● 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.</p>	<ul style="list-style-type: none"> ● 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. ● 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes. ● 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. ● 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

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

	<ul style="list-style-type: none"> ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
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Assessments	
Formative	<ul style="list-style-type: none"> ● Reading Check Questions ● Lesson Check Questions
Summative	<ul style="list-style-type: none"> ● Chapter Test
Benchmark	<ul style="list-style-type: none"> ● Chapter Test
Alternative	<ul style="list-style-type: none"> ● Quest Project ● Time For Kids Magazine

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

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

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- 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
- My World Social Studies online platform
- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game
- Brain Pop

Activities	Materials
Lesson 1: Critical Thinking	My World Student Book
Lesson 3: Primary Source	My World Student Book
Lesson 4: Literacy Skills & Citizenship	My World Student Book
Teacher Notes: Quest Project and Activities at the end of each lesson are optional.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 8- Regions: The Southeast

Grade Level: 4th Grade **Timeline:** 14-15 days

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
<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<ul style="list-style-type: none"> ● 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). ● 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. ● 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. • 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). ● 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
<p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>	<ul style="list-style-type: none"> ● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● 6.1.5.GeoHE.2: Cite examples of how technological

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

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Assessments	
Formative	<ul style="list-style-type: none"> ● Reading Check Questions ● Lesson Check Questions
Summative	<ul style="list-style-type: none"> ● Chapter Test
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Integration of Technology

- Smartboard
- Google Suite
- Chromebook
- My World Social Studies online platform
- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game
- Brain Pop

Activities	Materials
Lesson 1: Map and Graph Skills	My World Student Book
Lesson 4: Literacy Skills	My World Student Book
Lesson 5: Primary Source & Citizenship	My World Student Book
Teacher Notes: Quest Project and Activities at the end of each lesson are optional.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 9- Regions: The West

Grade Level: 4th Grade **Timeline:** 14-15 days

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.

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Core Ideas/Performance Expectations

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

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

Assessments	
Formative	<ul style="list-style-type: none"> ● Reading Check Questions ● Lesson Check Questions
Summative	<ul style="list-style-type: none"> ● Chapter Test
Benchmark	<ul style="list-style-type: none"> ● Chapter Test
Alternative	<ul style="list-style-type: none"> ● Quest Project ● Time For Kids Magazine

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

- Theatre

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

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history.
- 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels.
- 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax." •
- 9.1.5.EG.2: Describe how tax monies are spent There is a broader economic system that influences your financial goals.
- 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. • 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers.
- 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union.
- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. Financial Psychology Core Ideas Performance Expectations An individual's financial traits and habits affect his/her finances.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money. Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). Not all financial information is accurate or truthful. 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. Planning and Budgeting Core Ideas Performance Expectations There are specific steps associated with creating a budget.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions. Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate). New Jersey Department of Education June 2020 25 Risk Management and Insurance Core Ideas Performance Expectations Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

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
- My World Social Studies online platform
- Field Trip Video
- Rap About it
- Quest Project
- Vocabulary Game
- Brain Pop

Activities	Materials
Lesson 3: Literacy Skills	My World Student Book
Lesson 4: Critical Thinking Skills	My World Student Book
Lesson 5: Primary Source & Citizenship	My World Student Book
Teacher Notes: Quest Project and Activities at the end of each lesson are optional.	

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).
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 facet of the curriculum.

<p>Games to practice mastery of information and skill</p>	<p>Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.</p>
<p>Multiple levels of questions</p>	<p>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.)</p>
<p style="text-align: center;">High Prep Strategies</p>	
<p>Cubing</p>	<p>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.</p>
<p>Tiered assignment/ product</p>	<p>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.</p>
<p>Independent studies</p>	<p>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</p>

	produces a product to 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.

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