

Hanover Township Public Schools

Social Studies Curriculum

Grade 4

Hanover Township Public Schools

Social Studies Curriculum

A curriculum plan is one phase of the curriculum process. Based on the specific expectations for student achievement delineated in the NJSLS, groups of teachers develop a basic framework (curriculum plan) that guides the instructional lesson plans that each teacher makes for classroom instruction. These lesson plans contain detailed information about each segment of instruction for students. As a follow-up, teachers submit a curriculum map (Curriculum Communication), which records what actually was presented to students during a specific length of time. Student achievement is assessed through a variety of experiences and measures, including standardized tests, locally developed assessments, projects, presentations, programs, displays and portfolios of student work.

Inherent in the instructional program in Hanover Township is the incorporation of several instructional strategies and practices that expand the presentation of curriculum to students. Through the **integration of technology**, the practice of **differentiated instruction** and the development of **interdisciplinary projects and experiences**, the students in the Hanover Township Schools experience an enriched and meaningful instructional program. Details about the specifics of such experiences would be part of the lesson planning that supports the curriculum plan for each of the NJSLS.

The curriculum plan is one of the initial stages of the learning cycle. It provides a common starting point for teachers to develop appropriate instructional activities for their classes.

Hanover Township Public Schools

The Social Studies Curriculum Plan is supported by the following textbook and technology based instructional programs:

Grades K-8

- K Networks Social Studies Living, Learning, and Working Together, McGraw Hill
- 1 Networks Social Studies Our Community and Beyond, McGraw Hill
- 2 Networks Who We Are As Americans, McGraw Hill
- 3 Social Studies Our Communities, Houghton Mifflin Harcourt
- 4 Social Studies New Jersey, Houghton Mifflin Harcourt
- 5 Social Studies The United States, Houghton Mifflin Harcourt
- 3-8 Channel One News Subscription, Houghton Mifflin Harcourt
- Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 6

World History Ancient Civilizations through the Renaissance,
Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 7

World Geography, Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 8

United States History, Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

In addition, numerous trade books, novels, publications, presenters, media resources (i.e. United Streaming) and field trips enrich the social studies learning experience for students.

Hanover Township Public Schools
Social Studies Curriculum

Grade: 4th

Unit of Study: Unit 1: New Jersey's Land and Early People; Introductory Geography Review

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>Where is New Jersey located, and what are its natural regions and major cities? How did New Jersey's natural regions form, and what are the physical characteristics in each region? How would you describe the climate and natural resources of New Jersey? Who were the Native American groups of New Jersey and how did they live?</p>	<p>6.1.4.B.1-10 6.1.4.C.14-16 6.1.4.D.10-19 6.3.4.B.1 S.CHT.K-4.1 S.CT.K-4.2 S.PS.K-4.1 S.ST.K-4.1-2 S.PS.K-4.1</p>	<p>*Describe New Jersey's location relative to other states, countries, and bodies of water. *Identify New Jersey's natural regions and major cities. *Use latitude and longitude to describe absolute locations. *Use a map to identify and describe the location of cities in New Jersey. *Explain how New Jersey's natural regions over time. *Identify the physical characteristics of New Jersey's natural regions. *Locate the Delaware Water Gap and describe its physical characteristics. *Describe the geography of the Delaware Water Gap.</p>	<p>*Informal: lesson review pages *Vocabulary flipbooks *Quizzes and tests *Unit 1 writing activity-informational report about people and resources in New Jersey *Unit 1 project- create a New Jersey Atlas</p>	<p>*Completion of foldables; graphic organizers *Dry erase maps *Cut and paste activities *Note taking *Social studies interactive notebook *Online activities *New Jersey physical characteristic map poster *Climate log *Mural *Bar graphs and tables *Timeline activity *Journal entry writing *Letter writing *Geography bingo *Unit Review</p>	<p>3-4 weeks</p>

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		<ul style="list-style-type: none">*Describe New Jersey's climate.*Identify the different types of natural resources found in New Jersey.*Explain the difference between renewable and nonrenewable resources.*Identify the culture and products of New Jersey's early people*Tell how changes in climate affected Native Americans in New Jersey.*Describe Lenape culture, and discuss how Lenape beliefs and values were handed down over time.			
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Grade: 4th

Unit of Study: Unit 1: New Jersey's Land and Early People; Introductory Geography Review

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	ELA: read alouds: <u>The Delaware People</u> , <u>My America</u> , <u>New Jersey</u> ; illustrate vocabulary, people posters, create a trivia game Physical Education: Arts: posters, flipbooks, draw maps with symbols, make a mural Science: create a weekly climate log; poster of New Jersey landform and identify weather conditions Math: create a bar graph, table
Integration of Technology:	www.harcourtschool.com/ss1 www.harcourtschool.com/ss2 e-planner to aid in scheduling lessons multi-media biography www. scholastic.com Hangout New Jersey website Time For Kids www.state.nj.us/education/aps/cccs/ss/resources.htm Channel One
Differentiated Instruction:	Assessment options English Language learning choices Leveled practice: Basic, Proficient, Advanced Special Needs learning choices Content review

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21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
Calculating distances between locations locally & globally	Compare ways people choose to use and divide natural resources	Relate advances in science and technology to environmental concerns and to actions taken to address them.	N/A

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Art project creating a map or globe Make a time-line	How were the Lenape different from the Archaic Indians?	Group work, oral presentations, and Google Docs activities	Scholastic News Time for Kids National Geographic for Kids Newspaper NewsELA
Media Literacy Use library resources to conduct research & reinforce skills	ICT Literacy Apply provided websites above for further research	Life and Career Skills reading a map	

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Related videos and DVDs Harcourt Online Adventures: games, virtual field trips, interactive biographies, etc.		
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Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 4th

Unit of Study: Unit 2: Exploration to Early Statehood

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>Why did Europeans come to North America? How was the New Jersey colony divided and settled? Why did the colonies want independence from Britain? Why and how was the new Constitution written? How did new forms of transportation change New Jersey?</p>	<p>6.1.4.A.2-7 6.1.4.B.1-9 6.1.4.C.2,4,12, 14-18 6.1.4.D.1-10, 12-19 6.3.4.D.1 S.CHT.K-4.1-4.2 S.CT.K-4.1-4.2 S.PS.K-1.4 S.ST.K-4.2</p>	<p>*Describe how stereotyping and prejudice can lead to conflict. *Explain how different perspectives may be formed by different people and why it is important to respect them. *Explain the importance of understanding causes and effects in history and in daily life. *Describe causes and effects of New Jersey's early settlements. *Describe the events leading up to the Battle of Trenton. *Distinguish fact from fiction in different accounts of a historical event. *Explain why different European groups came</p>	<p>*Informal: lesson review pages *Vocabulary flashcards *Quizzes and tests *Unit 2 writing activity- write a narrative, imagining your family is living in New Jersey during the American Revolution *Unit 2 project- publish a newspaper that tells about the growth of cities in New Jersey *Cause and effect graphic organizer for various topics</p>	<p>*Completion of foldables; graphic organizers *Cut and paste activities *Note taking *Social studies interactive notebook *Skits *Online activities *Timeline activity *Journal entry writing *Letter writing *Unit Review</p>	<p>3-4 weeks</p>

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Unit of Study: Unit 2: Exploration to Early Statehood

		<p>to North America.</p> <ul style="list-style-type: none">*Describe European settlements in New Jersey and how settlement affected the Lenape.*Identify aspects of Dutch culture as show by artifacts.*Discuss the value of historical preservation of Dutch artifacts.*Discuss reasons that various groups immigrated to the New Jersey colony.*Describe events leading the American Revolution.*Discuss New Jersey's role during the American Revolution.*Identify the importance of the Constitution as a governing document.*Explain how the Constitution and the Bill of Rights express Democratic values.*Identify and discuss inventions in transportation and			
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		communication in New Jersey in the early 1800s. *Explain the growth of cities in New Jersey.			
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The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	<p>ELA: read alouds: <u>Henry Hudson</u>, <u>Voices from Colonial America: New Jersey</u>, <u>The Founders</u>; illustrate vocabulary, people posters, create a trivia game</p> <p>Physical Education: musical chairs to Revolutionary time period songs</p> <p>Arts: posters, flipbooks, portray a vital person from the American Revolution (skit)</p> <p>Science: cooperative group inventor project</p> <p>Math: word problems connected to content area</p>
Integration of Technology:	<p>www.harcourtschool.com/ss1</p> <p>www.harcourtschool.com/ss2</p> <p>e-planner to aid in scheduling lessons</p> <p>multi-media biography</p> <p>www. scholastic.com</p> <p>Hangout New Jersey website</p> <p>Time For Kids</p> <p>www.state.nj.us/education/aps/cccs/ss/resources.htm</p> <p>Channel One</p>
Differentiated Instruction:	<p>Assessment options</p> <p>English Language learning choices</p> <p>Leveled practice: Basic, Proficient, Advanced</p> <p>Special Needs learning choices</p> <p>Content review</p>

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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Why did the colonies want independence from Britain?	How did canals help New Jersey's economy?	What major battles were fought in New Jersey?	N/A
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Publish a newspaper: put together a newspaper that tells about the growth of cities in New Jersey	Why might the arrival of the colonists in North America have been seen differently by the Lenape than by Europeans?	Group work, oral presentations, and Google Docs activities	Scholastic News Time for Kids National Geographic for Kids Newspaper NewsELA

Media Literacy Use library resources to conduct research & reinforce skills Related videos and DVDs Harcourt Online Adventures: games, virtual field trips, interactive biographies, etc.	ICT Literacy Apply provided websites above for further research	Life and Career Skills Read a time line
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Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

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<ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response 	<ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions 	<ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for 		<ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions
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<ul style="list-style-type: none"> ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies ● 	<ul style="list-style-type: none"> ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies 	<p>understanding/reinforced instruction</p> <ul style="list-style-type: none"> ● Printed copies of class readings for application of Active Reading Strategies 		<ul style="list-style-type: none"> ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 4th

Unit of Study: Unit 3: Progress as a State

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLs)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>How did the issue of slavery affect New Jersey?</p> <p>How did New Jersey grow and change in the early twentieth century?</p> <p>How did New Jerseyans meet challenges during difficult times?</p> <p>How had New Jersey changed by the end of the 1900s?</p>	<p>6.1.4.A.1-3, 9-10, 12-13</p> <p>6.1.4.B.1,2,4- 6, 9, 10</p> <p>6.1.4.C.6, 8, 10, 12, 14-17</p> <p>6.1.4.D.2, 3, 5, 9, 11, 12, 14-16</p> <p>6.3.4.A.1-2</p> <p>6.3.4.C.1</p> <p>S.CHT.K-4.1- 2</p> <p>S.CT.K-1.4-2</p> <p>S.PS.K-4.1</p> <p>S.ST.K-1.4-2</p>	<p>*Identify key facts within informational text.</p> <p>*Formulate a summary using key facts.</p> <p>*Recognize that women in the United States were denied the right to vote in the late 19th century.</p> <p>*Describe how Elizabeth Cady Stanton fought to gain equal rights for women.</p> <p>*Describe what people in New Jersey did in response to slavery.</p> <p>*Explain how people in New Jersey participated in the Civil War.</p> <p>*Distinguish fact from fiction.</p> <p>*Recognize differences between factual and fictional accounts of the same historical event.</p> <p>*Describe how transportation, industry, and inventions changed the economy of New Jersey.</p> <p>*Discuss the immigrants</p>	<p>*Informal: lesson review pages</p> <p>*Vocabulary flashcards</p> <p>*Quizzes and tests</p> <p>*Unit 3 writing activity- write a paragraph that explains how New Jersey has grown and changed from 1800 to present time</p> <p>*Unit 3 project- create a New Jersey timeline from 1800-2000, including important events</p> <p>*Cause and effect graphic organizer for various topics</p>	<p>*Completion of foldables; graphic organizers</p> <p>*Cut and paste activities</p> <p>*Note taking</p> <p>*Social studies interactive notebook</p> <p>*Online activities</p> <p>*Timeline activity</p> <p>*Journal entry writing</p> <p>*Letter writing</p> <p>*New Jersey tic-tac-toe</p> <p>*Family tree project</p> <p>*Group skits</p> <p>*Inventor project</p> <p>*Create a stamp/button displaying women's suffrage</p> <p>*Unit Review</p>	<p>3-4 weeks</p>

Hanover Township Public Schools
Social Studies Curriculum

Grade: 4th

Unit of Study: Unit 3: Progress as a State

		<p>and migrants who became New Jersey's workers.</p> <p>*Explain how WWI and WWII affected people and industries in New Jersey.</p> <p>*Describe the changes caused by the Great Depression and the New Deal.</p> <p>*Discuss the ways citizens influence public policy on equal rights.</p> <p>*Describe recent challenges of people of New Jersey.</p> <p>*Analyze historical artifacts to identify people's values.</p> <p>*Discuss how Americans influenced the political process to obtain women's suffrage.</p>			
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 4th

Unit of Study: Unit 3: Progress as a State

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	<p>ELA: read alouds: <u>The Inventions of Thomas Alva Edison</u>, <u>Lincoln, Slavery, and the Emancipation Proclamation</u>, <u>Woodrow Wilson: Our Twenty-Eighth President</u>; illustrate vocabulary, people posters, create a trivia game; summary graphic organizer</p> <p>Physical Education: incorporate key people during physical education games</p> <p>Arts: family tree poster; plan group skits reflecting people and important events within the time period; “Oh! You Suffragettes” song</p> <p>Science: cooperative group inventor project (continued); webquest</p> <p>Math: graphing population changes of New Jersey 1800-present time</p>
Integration of Technology:	<p>www.harcourtschool.com/ss1</p> <p>www.harcourtschool.com/ss2</p> <p>e-planner to aid in scheduling lessons</p> <p>multi-media biography</p> <p>www. scholastic.com</p> <p>Hangout New Jersey website</p> <p>Time For Kids</p> <p>www.state.nj.us/education/aps/cccs/ss/resources.htm</p> <p>Channel One</p>
Differentiated Instruction:	<p>Assessment options</p> <p>English Language learning choices</p> <p>Leveled practice: Basic, Proficient, Advanced</p> <p>Special Needs learning choices</p> <p>Content review</p>

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 4th

Unit of Study: Unit 3: Progress as a State

What effect did WWI and WWII have on NJ?	Tell how new inventions helped NJ grow?	Become familiar with biographies of New Jersey inventors.	N/A
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Make a New Jersey Time Line: use posterboard to make a timeline from 1800 to 2000 including important NJ and US events; add illustrations	How did the growth of industry change New Jersey?	Group work, oral presentations, and Google Docs activities	Scholastic News Time for Kids National Geographic for Kids Newspaper NewsELA
Media Literacy Use library resources to conduct research & reinforce skills Related videos and DVDs Harcourt Online Adventures: games, virtual field trips, interactive biographies, etc.	ICT Literacy Apply provided websites above for further research	Life and Career Skills Distinguish between fact and fiction. Where could you look for information to tell whether a statement is fact or fiction?	

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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<ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response 	<ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions 	<ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for 		<ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 4th

Unit of Study: Unit 4: New Jersey Today

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLs)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p>What are the roles of the three branches of the United States government? How are New Jersey's state and local governments organized? What industries make up New Jersey's economy? What makes New Jersey a diverse state?</p>	<p>6.1.4.A.1-16 6.1.4.B.1-3, 10 6.1.4.C.1-15, 18 6.1.4.D.3, 5, 12-15, 17-18, 20 6.3.4.A.1-4 S.CHT.K.4.1-2 S.CT.K-4.2 S.ST.K.4.1-2 S.PS.K-4.1</p>	<p>*Explain how and why it is important for people from all cultures to work together to find solutions to problems. *Compare and contrast New Jersey constitutions and other information relevant to social studies. *Discuss United States and New Jersey history and values celebrated in song. *Respond to a song to demonstrate an understanding of the lyrics. *Recognize that government exists at federal and state levels. *Identify fundamental values of American democracy and Bill of Rights. *Describe how rights guaranteed by the Constitution and the Bill of Rights contribute to the continuation of democracy.</p>	<p>*Informal: lesson review pages *Vocabulary flashcards *Quizzes and tests *Unit 4 writing activity- write a summary to describe how the national, state, and local governments make laws *Unit 4 project- create a bulletin board about present day New Jersey, including pictures and drawings of people, places, and events with descriptions; famous inventors project</p>	<p>*Completion of foldables; graphic organizers *Cut and paste activities *Note taking *Social studies interactive notebook *School seal *Recycling Project *Online activities *Timeline activity *Journal entry writing *Skit activities *Unit Review</p>	<p>3-4 weeks</p>

Hanover Township Public Schools
Social Studies Curriculum

Grade: 4th

Unit of Study: Unit 4: New Jersey Today

		<ul style="list-style-type: none">*Locate time zones.*Use a time zone map to compare time in different parts of the United States.*Recognize that government exists at federal, state, county, and municipal levels.*Describe how volunteers help to meet the needs of citizens.*Identify fundamental values and principles of American democracy.*Recognize that the Statue of Liberty, the statue of justice, and the American Flag are important national symbols.*Recognize the history and importance of the New Jersey State House.*Use a map to identify the location of the New Jersey State House.*Describe New Jersey's economy.*Distinguish between producers and consumers of goods and service.*Describe how New Jerseyans have improved their ability to earn income by gaining knowledge, skill, and experience.			
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 4th

Unit of Study: Unit 4: New Jersey Today

		<ul style="list-style-type: none">*Distinguish between a good and service.*Distinguish between a want and a need, and explain how to choose needed goods and services.*Identify the goals of the United Nations.*Examine and compare diverse cultures in the United States and New Jersey.*Identify famous New Jersey artists.*Describe New Jersey's schools, colleges, and universities.*Discuss significant contributions of people who have lived in New Jersey.			
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 4th

Unit of Study: Unit 4: New Jersey Today

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	<p>ELA: read alouds: <u>Governor</u>, <u>How Congress Works</u>, <u>Buzz Aldrin</u>; illustrate vocabulary, people posters, create a trivia game</p> <p>Physical Education: New Jersey folklore dancing</p> <p>Arts: Research a famous NJ artist (sculptors, musicians, poets); Sing lyrics to “In New Jersey”; create New Jersey State House tour-guide scenes/skits; create a school seal</p> <p>Science: Use online resources to research famous NJ scientists/artists; recycling project</p> <p>Math: review concepts of elapsed time; debts/credit project; bar graph of New Jersey’s top industries</p>
Integration of Technology:	<p>www.harcourtschool.com/ss1</p> <p>www.harcourtschool.com/ss2</p> <p>e-planner to aid in scheduling lessons</p> <p>multi-media biography</p> <p>www. scholastic.com</p> <p>Hangout New Jersey website</p> <p>Time For Kids</p> <p>www.state.nj.us/education/aps/cccs/ss/resources.htm</p> <p>Channel One</p>
Differentiated Instruction:	<p>Assessment options</p> <p>English Language learning choices</p> <p>Leveled practice: Basic, Proficient, Advanced</p> <p>Special Needs learning choices</p> <p>Content review</p>

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 4th

Unit of Study: Unit 4: New Jersey Today

Compare the US democratic government with different governments throughout the world.	Investigate how tax dollars are used to serve a community.	Field trip to Trenton, NJ State House. Student council elections and the privilege of voting	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Students will run a campaign, designing posters and delivering a speech.	How can businesses and individuals help people in need? Students will learn and trace a path of how a bill becomes a law.	Group work, oral presentations, and Google Docs activities	Scholastic News Time for Kids National Geographic for Kids Newspaper NewsELA

Media Literacy Use library resources to conduct research & reinforce skills Related videos and DVDs Harcourt Online Adventures: games, virtual field trips, interactive biographies, etc.	ICT Literacy Apply provided websites above for further research	Life and Career Skills Voting Paying taxes Understanding how your government works
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Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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<ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response 	<ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions 	<ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for 		<ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions
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<ul style="list-style-type: none"> ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies ● 	<ul style="list-style-type: none"> ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies 	<p>understanding/reinforced instruction</p> <ul style="list-style-type: none"> ● Printed copies of class readings for application of Active Reading Strategies 		<ul style="list-style-type: none"> ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies
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K-5 Teaching Acceptance Suggested Interactive Read Aloud

Holocaust/Genocide, Amistad, Prejudice and Bullying

We remain committed to the teaching of the concepts of respect, tolerance, and acceptance.

Grade	Unit	<u>Interactive Read Aloud Texts</u> State of New Jersey Commission on Holocaust Education Amistad Commission Literacy Components for Primary Grades Teaching Tolerance Storybook List	Description
K	Acceptance, Always!	1. <u>Sneetches</u> by Dr. Seuss 2. <u>The Berenstain Bears: New Neighbors</u> by Stan and Jan Berenstain (Teaching Tolerance) 3. <u>A Pig is Moving In!</u> By Claudia Fries 4. <u>Hats Off to Hair!</u> by Virginia Kroll 5. <u>Lovable Lyle</u> by Bernard Wabe	This unit will focus on the importance to be accepting of others who are different from you. Students will discover ways that they can stand up against prejudice and bullying.
1	Acceptance, Always!	1. <u>The Colors of Us</u> by Karen Katz (Caring Makes a Difference and Teaching Tolerance) 2. <u>All Kinds of Children</u> by Norma Simon 3. <u>Whoever You Are</u> by Mem Fox 4. <u>The Crayon Box That Talked</u> by Shane DeRolf (Teaching Tolerance) 5. <u>Two Eyes, A Nose, and A Mouth</u> by Roberta Grobel intrater	This unit will focus on the importance to be accepting of others who are different from you. Students will discover ways that they can stand up against prejudice and bullying.
2	Acceptance, Always!	1. <u>The Patchwork Quilt</u> 2. <u>Jingle Dancer</u> by Cynthia Leitich Smith 3. <u>Nadia's Hands</u> by Karen English 4. <u>Virgie Goes to School with Us Boys</u> by Elizabeth Fitzgerald Howard	This unit will focus on the importance of accepting others who are different from you. Student will discover ways that they can stand up against prejudice and bullying.

		5. <u>The Ugly Duckling by Lorinda Bryan Cauley</u>	
3	From Friend to Upstander: Stand Up and Make a Difference!	<ol style="list-style-type: none"> 1. <u>Peace Begins with You</u> - Poem included in lesson plan 2. <u>The Long March</u> (Marie-Louise Fitzpatrick) 3. <u>Barefoot Escape on the Underground Railroad</u> (Pamela Duncan Edwards) 4. <u>The Bobbin Girl</u> (Emily Arnold McCully) 5. <u>The Unbreakable Code</u> (Sara Hoagland Hunter) 	This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others.
4	From Friend to Upstander: Stand Up and Make a Difference!	<ol style="list-style-type: none"> 1. <u>Don't Forget</u> (Patricia Latkin) 2. <u>Promise of a New Spring</u> (Gerda Weissmann Klein) 3. <u>Baseball Saved Us</u> (Ken Mochizuki) 4. <u>The Bracelet</u> (Yoshiko Uchida) 5. <u>Heroes</u> (Ken Mochizuki) 	This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others.
5	Perseverance/Overcoming Obstacles During the Holocaust	<u>Books go with lessons on Perseverance/ Overcoming Obstacles</u> <ol style="list-style-type: none"> 1. <u>A Picture Book of Anne Frank</u> 2. <u>Zlata's Diary (Zlata Filipović)</u> 3. <u>We Are Witnesses: Five Diaries Of Teenagers Who Died In The Holocaust</u> (Jacob Boaz) 4. <u>Malala's Magic Pencil</u> by Malala Yousafzai 5. <u>Refugee</u> by Alan Gratz 	The study of the Holocaust assists students in developing an understanding of the ramifications of prejudice, racism, and stereotyping in any society. It helps students develop and awareness of the value of pluralism and encourages tolerance of diversity in a pluralistic society. The Holocaust provides a context for exploring the dangers of remaining silent, apathetic, and indifferent in the face of other's oppression.