

Subject Area: Social Studies

Grade Level: 1

Unit 1: Families are Unique

Dates: September-October

Time Frame: 6-8 weeks

Overview

Students will learn about the importance of family, roles, and relationships within the family, and how families are alike and different in their community and the world around them.

Enduring Understandings

- Everyone has a responsible role in a family.
- Families celebrate different traditions.
- Family structures are different.
- Events change family structures.
- Families today are different from families long ago.

Skill and Knowledge Objectives

SWBAT:

- Chronological Thinking: Explain how the present is connected to the past.
- Critical Thinking: Distinguish fact from fiction.
- Identify & use primary/secondary sources for the reconstruction of the past (i.e. documents, maps, photos, etc.).
- Presentational Skills: Use evidence to support an idea in a written and/or oral format.
- Explain what a family is and give examples of how families are alike and different.
- Understand why it is important to have a family.
- Examine roles and relationships within a family.
- Examine the needs and wants of families.
- Discuss how/why families change over time.
- Discuss how families are different today from families long ago.
- Recognize the importance of cooperation within a family structure.
- Describe things families do together for enjoyment.
- Recognize that families all over the world have different cultures/traditions & celebrate different holidays.
- Reflect upon the importance of one's own family.

Assessments

Pre-Assessment:

- Family Information (not limited to): address, phone number, family tree, names, ages, amounts, etc.

Formative Assessment:

- Read-Aloud Turn & Talk, Discussions
- KWLs
- Class Webs, Data

- Graphic Organizers
- Writing/Drawing Samples

Self-Reflection/Self-Assessment:

- Rating Scale
- Exit Cards
- Growth after pre-assessment
- Family Project presentations

Summative Assessment:

- Family Project-students create a crest, quilt, or banner depicting important aspects of their family.
- Family Project presentations (can occur over many days).

Resources

- Brainpop Jr. - (www.brainpopjr.com)
- **Social Studies Alive! Me and My Family** What is a Family?
- *Families are Different* by Nina Pelligrini
- *The Family Book* by Todd Parr
- *The Relatives Came* by Cynthia Rylant
- *Peter's Chair* by Ezra Keats
- *The Two of Them* by Alike
- *A Chair for my Mother* by Vera Williams
- *Thunder Cake* by Patricia Polacco
- *The Land of Many Colors* by Rita Pocock
- *Tell Me Again About the Night I was Born* by Jamie Lee Curtis
- *Living with Mom and Living with Dad* by Melanie Walsh
- *Whoever You Are* by Mem Fox
- *Brothers & Sisters* by Ellen B. Senisi

Standards

NJ Social Studies Learning Standards:

- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS Standard 9: 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

8.1 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

NJSLS: English Language Arts:

Key Ideas and Details

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Range of Reading and Level of Text Complexity
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

Writing

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Speaking and Listening

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.

Grade 1, Unit 1: Families are Unique

<p>Lesson 1: September 11th</p> <p>Materials: <i>Whoever You Are or The Land of Many Colors</i></p> <p>Activities: -Discuss similarities and differences among people. -Explain how each group can help enrich life for everyone.</p>	<p>Lesson 2: Our Families (several days)</p> <p>Materials: TCI Lesson 8: <i>What Groups Do We Belong To?</i></p> <p>Activities: -Complete the ACTIVITY section of TCI Lesson 8.</p>	<p>Lesson 3: Our Families (several days)</p> <p>Materials: TCI Lesson 9: <i>How Are Families Special?</i></p> <p>Activities: -Complete PREVIEW and ACTIVITY for TCI Lesson 9.</p>	<p>Lesson 4: Family Tree</p> <p>Materials: Cupcake tree template, cupcake liner cups, construction paper</p> <p>Possible Templates: https://www.familytree.com/templates.net/category/kids</p> <p>Activities: -Create individual family trees and have students share. OPTIONAL: Make a bulletin board display of a family tree with photographs that students bring from home.</p>	<p>Lesson 5: Needs and Wants in a Family</p> <p>Materials: TCI Lesson 10: <i>What Do Families Need and Want?</i></p> <p>Activities: -Complete PREVIEW for TCI Lesson 10.</p>
<p>Lesson 6: Needs and Wants in a Family (SEVERAL DAYS)</p> <p>Materials: TCI Lesson 10: <i>What Do Families Need and Want?</i></p> <p>Activities: -Complete ACTIVITY for TCI Lesson 10.</p>	<p>Lesson 7: Needs and Wants in a Family (SEVERAL DAYS)</p> <p>Materials: TCI Lesson 10: <i>What Do Families Need and Want?</i></p> <p>Activities: -Complete READ & DO for TCI Lesson 10.</p>	<p>Lesson 8: Roles and Relationships Within a Family (SEVERAL DAYS)</p> <p>Materials: TCI Lesson 11: <i>How Do Family Members Care for Each Other?</i></p> <p>Activities: -Complete the PREVIEW & ACTIVITY for Lesson 11.</p>	<p>Lesson 9: Families of the Past & Present (SEVERAL DAYS)</p> <p>Materials: TCI Lesson 12: <i>How Do Families Change Over Time?</i></p> <p>Activities: -Complete PREVIEW for TCI Lesson 12.</p>	<p>Lesson 10: Families of the Past & Present (SEVERAL DAYS)</p> <p>Materials: TCI Lesson 12: <i>How Do Families Change Over Time?</i></p> <p>Activities: -Complete ACTIVITY for TCI Lesson 12.</p>
<p>Lesson 11: Families of the Past & Present (SEVERAL DAYS)</p> <p>Materials: TCI Lesson 12: <i>How Do Families Change Over Time?</i></p> <p>Activities: -Complete READ & DO for TCI Lesson 12.</p>	<p>Lesson 12: Family Activities/Traditions</p> <p>Materials: TCI Lesson 14: <i>What are Family Traditions?</i></p> <p>Activities: - Complete PREVIEW section of TCI Lesson 14 to introduce the concept of a tradition. DO NOT DO QUILT.</p>			

Differentiate Instruction, depending on individual student need (students with an IEP, MLL/ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into the native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small-group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Alternate Materials/Books
- Get graded or assessed using a different standard than the one for a classmate

Differentiate Instruction, depending on individual 504 need by:

Presentation Accommodations

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- Learn content from audiobooks, movies, videos, and digital media instead of reading print versions
- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use an audio amplification device
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into the native language

Response Accommodations

- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small-group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions

- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
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Curriculum Modifications

- Alternate Materials/Books

Subject Area: Social Studies	
Grade Level: 1	
Unit 2: Basic Needs: Food, Clothing, Shelter	
Dates: November - January	Time Frame: 8 - 10 weeks
Overview	
Students will learn about the importance of food, clothing, and shelter and how choices about these basic needs are affected by climate, economy, geography, and culture.	
Enduring Understandings	
<ul style="list-style-type: none"> • Food, clothing, and shelter are basic needs for all living things • Available resources depend on climate, economy, and geography • People make choices about food, clothing, and shelter based on their beliefs, values, and traditions • Change impacts food, clothing, and shelter 	
Skill and Knowledge Objectives	
SWBAT:	
<ul style="list-style-type: none"> • Chronological Thinking: Explain how the present is connected to the past. • Spatial Thinking: Determine locations of places and interpret information available on maps and globes. • Spatial Thinking: Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. • Critical Thinking: Distinguish fact from fiction. • Identify and use primary and secondary sources for reconstruction of the past (i.e.-documents, maps, photos, etc.) • Presentational Skills: Use evidence to support an idea in a written and/or oral format. • Define and classify wants and needs. 	

- Understand that food, clothing, and shelter are basic needs.
- Recognize color symbolism for homes on a map.
- Demonstrate an understanding that resources and weather influence what we eat, where we live, and what we wear.
- Discuss and examine how seasons and geography impact our choice of resources.
- Understand the roles of workers in using resources to deliver goods and services.
- Examine various food, clothing, and shelter around the world and how culture and tradition affect each.
- Assess how food, clothing, and shelter have changed over time.
- Explain that food, clothing, and shelter are made through processes that involve several steps.
- Discuss different customs and manners shown across cultures.
- Recognize that resources are scarce in many regions.
- Compare man-made and natural resources

Assessments

Pre-Assessment:

- Frontload Vocabulary: needs, wants, shelter, democracy, seasons, climates, culture, geography, continents, occupations
- Basic Needs

Formative Assessment:

- Read-Aloud Turn & Talk, Discussions
- KWLs
- Class Webs, Data
- Graphic Organizers
- Writing/Drawing Samples

Self-Reflection/Self-Assessment:

- Rating Scale
- Exit Cards
- Growth after pre-assessment

Summative Assessment:

- Common Assessment

Resources

Websites

- myplate.gov (select educators for resources)

Brainpop Jr.

Social Studies Alive! Me and My World What Do Families Need and Want?

Books

- *This is My House* by Arthur Dorros
- *The Big Orange Splot* by Daniel Pinkwater
- *How My Parents Learned to Eat* by Ina Freedman
- *Charlie Needs a Cloak* by Tomie dePaola
- *Suki's Kimono* by Chieri Uegaki
- *Homes Around the World* by Clare Lewis

- *How a House is Built* by Gail Gibbons
- *The Little Red Hen*
- *This is the Way We Eat Our Lunch* by Edith Baer
- *A New Coat for Anna* by Harriet Ziefert
- *Fibers Made By People*
- *Animal Fibers*
- *Fibers Made From Plants*

Kit for Dressing for the Weather & Seasons

World Map

Standards

NJ Social Studies Learning Standards:

- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

NJSLS Standard 9: 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
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- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

8.1 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Grade 1, Unit 2: Basic Needs: Food, Clothing, Shelter

<p>Lesson 1: Where Do Families Live?</p> <p>Materials: <i>Homes Around the World</i></p> <p>Activities: -Discuss different kinds of homes in which people live -Students compare & contrast where they live with other homes</p>	<p>Lesson 2: How to Build a House</p> <p>Materials: <i>How a House is Built</i></p> <p>Activities: -Read <i>How a House is Built</i>. -Create a sequential class or individual book of workers and steps needed to build a house.</p>	<p>Lesson 3: Dream Home</p> <p>Materials: <i>The Big Orange Splot</i></p> <p>Activities: -Read <i>The Big Orange Splot</i>. -Children draw their own dream homes, based on climate, economy, geography (location) and culture. -Student sharing.</p>	<p>Lesson 4: Food</p> <p>Materials: Brainpop Jr.</p> <p>Activities: -View Brainpop Jr. video clip "<u>Eating Right</u>" -Play Need or Want Game in which students decide if various foods are required for their bodies or wanted for their bodies.</p>	<p>Lesson 5: Families Eat (SEVERAL DAYS)</p> <p>Materials: <i>How My Parents Learned to Eat</i></p> <p>Activities: -Read <i>How My Parents Learned to Eat</i>. -Create a good, bad, healthy eating chart.</p>
<p>Lesson 6: Healthy Eating</p> <p>Materials:</p> <p>Activities: Guest visit from health professional and Cafeteria manager AND/OR myplate.gov.</p>	<p>Lesson 7: Food From Around the World (Holidays Around the World) (SEVERAL DAYS)</p> <p>Materials:</p> <p>Activities: -Students participate and discuss</p>	<p>Lesson 8: Clothing</p> <p>Materials: Discovery Education: Everybody Needs Clothing</p> <p>Activities: - Watch and discuss Discovery Education</p>	<p>Lesson 9: Clothing</p> <p>Materials: <i>A New Coat for Anna</i> or <i>Charlie Needs a Cloak</i></p> <p>Activities: -Read <i>A New Coat for Anna</i> or <i>Charlie Needs a Cloak</i>. -Compare/contrast</p>	<p>Lesson 10: Clothing</p> <p>Materials: <i>Suki's Kimono</i></p> <p>Activities: -Read <i>Suki's Kimono</i>. -Children research clothing from another part of the world, create clothing,</p>

	traditional and family meals.	<u>"Everybody Needs Clothing."</u>	st steps that characters took to obtain new clothes with what we would do today.	and dress a paper doll. - Children present at Holidays Around the World.
<p>Lesson 11: Around the World (Correspond to Holidays around the World)</p> <p>Materials: Map of the World</p> <p>Activities: -Make a large class map of world/continents. -Label with countries that they represent.</p>	<p>Lesson 12: Climate & Clothing</p> <p>Materials:</p> <p>Activities: -Discuss how seasons, climates, culture, and/or geography affect clothing choices. -Discuss different clothing worn for different occupations.</p>			

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- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe

- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small-group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Alternate Materials/Books
- Get graded or assessed using a different standard than the one for a classmate

Differentiate Instruction, depending on individual 504 need by:

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- Use audio amplification device
- Be given a written list of instructions

- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

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- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

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- Sit where he learns best (for example, near the teacher, away from distractions)
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- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Alternate Materials/Books

Unit 3 - Geography

Dates: February-March

Time Frame: 6-8 weeks

Overview

Students will explore maps and globes, compare maps and globes, and locate their world address.

Enduring Understandings

- We can learn what life is like in different places by examining a map.
- Map skills can be applied to any type of map.

Skill and Knowledge Objectives

SWBAT:

- Chronological Thinking: Distinguish between past, present, and future time.
- Inferring and Drawing Conclusions: Make obvious and subtle inferences that could have important effects on the subject area.
- Spatial Thinking: Determine locations of places and interpret information available on maps and globes.
- Identify changes in a neighborhood.
- Compare different perspectives.
- Identify color symbolism on a map.
- Compare distances (near and far) on a map.
- Define the globe as a model of the earth.
- Identify water areas and land areas on a map.
- Compare a world map and a globe. Recognize how a globe can be turned into a map.
- Identify and label north, south, east, and west (cardinal directions) on a globe and map.
- Recognize that continents have different, sizes, shapes, and names.
- Identify and label continents, select countries, and oceans on a map and globe.
- Locate the United States and New Jersey on a World Map and approximate location of Basking Ridge on a map of the United States (World Address).
- Locate neighboring states using cardinal directions.
- Complete a map key.

Assessments

Pre-Assessment:

- Frontload Vocabulary: neighborhood, eye-level, bird's eye view, map view, map key, north, south, east, west, directions, planet, continent, country, state, town
- Directions, Continents

Formative Assessment:

- Read-Aloud Turn & Talk, Discussions
- KWLs
- Class Webs, Data
- Graphic Organizers
- Writing/Drawing Samples

Self-Reflection/Self-Assessment:

- Rating Scale
- Exit Cards

- Growth after pre-assessment
- Family Project presentations

Summative Assessment:

- Common Assessment

Resources

- Desk Maps
- Globes
- Atlases

Brainpop Jr.

National Geographic “Mapping the Classroom” Lessons 4-7

<https://www.nationalgeographic.org/activity/mapping-classroom/>

Google Earth

Social Studies Alive! Me and My World Where Am I in the World?

Regions of Our Country The Geography of Your State

Directional Game: <https://www.mathsisfun.com/games/direction-nsew-.html>

Continents & Oceans Task Cards

Books

- *This is the Way We Go to School* by Edith Baer
- *Where Do I Live?* by Neil Chesnow
- *There's a Map on My Lap* by Tish Rabe
- *Maps and Globes* by Harriet Barton
- *How I Learned Geography* by Uri Shulevitz (optional)
- *Franklin's Neighborhood* by Paulette Bourgeois (optional)

Standards

NJ Social Studies Learning Standards:

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics and physical environment to understand the concept of regionalism.
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to

understand cultural differences.

- 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4. D.14 Trace how the American identity evolved over time.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Standard 9: 9.1, 9.2, 9.4 Financial Literacy, Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)
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- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

8.1 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Grade 1, Unit 3: Geography

Lesson 1: What is

Lesson 2: What is a

Lesson 3: What is a

Lesson 4:

Lesson 5: Reading

<p>a Map?</p> <p>Materials: TCI LESSON 6: <i>What is a Map?</i></p> <p>Activities: - Follow TCI Lesson 6 PREVIEW.</p>	<p>Map?</p> <p>Materials: TCI LESSON 6: <i>What is a Map?</i></p> <p>Activities: - Follow TCI Lesson 6 ACTIVITY.</p>	<p>Map?</p> <p>Materials: TCI LESSON 6: <i>What is a Map?</i></p> <p>Activities: - Follow TCI Lesson 6 READ & DO.</p>	<p>Transportation in our Neighborhood</p> <p>Materials: <i>This is the Way We Go to School</i> book; Brainpop Jr. Transportation video</p> <p>Activities: -Read-Aloud -Students use Make-A-Map activity to show their route to school and what mode(s) of transportation they use</p>	<p>Maps</p> <p>Materials: <i>There's a Map on My Lap</i>; Brainpop Jr.</p> <p>Activities: -Read-Aloud: <i>There's a Map on My Lap</i> -Students watch "Reading Maps" video clip and discuss. -Students apply concepts learned through "Activity" or "Games" Brainpop activities.</p>
<p>Lesson 6: Creating & Reading Maps</p> <p>Materials: National Geographic Lessons 4, 5, & 6 https://www.nationalgeographic.org/activity/mapping-classroom/</p> <p>Activities: -Complete all or some of Lessons 4-6 to practice creating and reading maps</p>	<p>Lesson 7: Reading Maps</p> <p>Materials: National Geographic Lesson 7 https://www.nationalgeographic.org/activity/mapping-classroom/</p> <p>Activities: -Treasure Hunt</p>	<p>Lesson 8: Maps vs. Globes</p> <p>Materials: <i>Maps and Globes</i>; Venn Diagram; Google Earth</p> <p>Activities: -Students will discuss features of maps learned through Lessons 1-4 and add to Venn Diagram -Read-Aloud: <i>Maps and Globes</i> and add to Venn Diagram -Teacher will display Google Earth & explore. If available, students can hold actual globes as well.</p>	<p>Lesson 9: Identification</p> <p>Materials: Brainpop Jr., Globes, Task Cards</p> <p>Activities: -Students will watch "Continents and Oceans" on Brainpop Jr. -In small groups, students will need to locate various continents and oceans based on task cards. -As locations are found, task cards will be colored.</p>	<p>Lesson 10: Directionals (NSEW)</p> <p>Materials: https://www.mathsisfun.com/games/directional-nsew-.html</p> <p>Activities: -Using maps & globes, teacher will explain NSEW directionals. -Students will apply their knowledge in directional game: https://www.mathsisfun.com/games/directional-nsew-.html</p>
<p>Lesson 11: Where Am I in the World?</p> <p>Materials: <i>Where Do I Live</i> book; Social Studies Alive! Me and My World Where Am I in the World?</p> <p>Activities: -Read-Aloud Students learn that their planet, continent, country, state, town, and street make-up their</p>	<p>Lesson 12: North America</p> <p>Materials: Coloring Map</p> <p>Activities: -Teacher displays a map of North America. -Students identify various locations and bodies of water as teacher identifies them. They also discuss life in North America.</p>	<p>Lesson 13: New Jersey</p> <p>Materials: Social Studies Alive! Regions of Our Country The Geography of Your State</p> <p>Activities: -Gameboard creation</p>	<p>Lesson 9:</p>	<p>Lesson 10:</p>

world address.				
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Differentiate Instruction, depending on individual student need (students with an IEP, MLL/ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
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- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small-group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Alternate Materials/Books
- Get graded or assessed using a different standard than the one for classmate

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Subject Area: Social Studies Grade Level: 1	
Unit 4: Proud to Be an American	
Dates: April-June	Time Frame: 8-10 weeks
Overview	
Students will learn about the importance of being American, develop appreciation for our freedom and our country, and examine the major American Symbols.	
Enduring Understandings	
<ul style="list-style-type: none"> • American citizens have certain freedoms including freedom of expression, religion, the right to vote, and due process. • Our country is a democracy that protects our freedoms. • Our freedoms and national symbols are unique to our country. • Our freedom has evolved from historical events. 	
Objectives	
Skill and Knowledge Objectives	
SWBAT:	
<ul style="list-style-type: none"> • Chronological Thinking: Place key historical events and people in historical eras using timelines. Explain how the present is connected to the past. • Spatial Thinking: Determine locations of places and interpret information available on maps and 	

globes. Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.

- Critical Thinking: Distinguish fact from fiction. Identify and use primary and secondary sources for reconstruction of the past (i.e.-documents, maps, photos, etc.)
- Presentational Skills: Use evidence to support an idea in a written and/or oral format.
- Locate the United States on a map.
- Identify our country's capital, bodies of water, and mountains on a map.
- Identify symbols of our country and locate symbols on a map.
- Describe what the stars and stripes on the U.S. flag stand for.
- Identify the president as the leader of our country.
- Discuss and define what it means to be an American citizen.
- Demonstrate an appreciation of our country and our freedom.
- Understand that our freedom has evolved from historical events.
- Review aspects of a democratic society as it relates to a first grader.
- Recognize the meaning of a symbol and comprehend the symbolism behind American symbols.
- Recognize the Pledge of Allegiance as a key document, which represents democratic principles and discuss its meaning.
- Identify, examine, and locate the major American symbols (Liberty Bell, Statue of Liberty, Flag, White House) and note details of each.
- Discuss and share information about famous historical places in our country.
- Discuss national holidays important to our democratic society (Flag Day, Labor Day, Veteran's Day, Memorial Day, President's Day).

Assessments

Pre-Assessment:

- Frontload Vocabulary: country, map symbols, map key, president, freedom, key terms in Pledge of Allegiance
- U.S. Symbols, Presidents

Formative Assessment:

- Read-Aloud Turn & Talk, Discussions
- KWLs
- Class Webs, Data
- Graphic Organizers
- Writing/Drawing Samples

Self-Reflection/Self-Assessment:

- Rating Scale
- Exit Cards
- Growth after pre-assessment

Summative Assessment:

- Common Assessment: Symbol Report

Resources

Dosteach.org (National Archives)

Brainpop Jr. (www.brainpopjr.com)

- U.S. Symbols
- Statue of Liberty

- President
- George Washington

Social Studies Alive! Regions of Our Country Exploring Regions of the United States

Books

- American Symbols Books (Set of 7) by Kaplan
- *Woodrow the White House Mouse*
- *Red, White, and Blue the Story of the American Flag* by John Herman
- *The Impossible Patriotism Project* by Linda Skeers
- *Arthur Meets the President* by Marc Brown
- Lloyd Douglas series (Liberty Bell, Bald Eagle, Statue of Liberty, etc.)
- David Adler Series (Abraham Lincoln, George Washington, etc)
- *The Pledge of Allegiance*
- *A is for America: An American Alphabet* by Devin Scillian
- Lerner Lightning Bolt Books – Famous Places Collection (10 books)

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Grade 1, Unit 4: Proud to Be an American

<p>Lesson 1: Regions of the United States</p> <p>Materials: <i>Social Studies Alive! Regions of Our Country</i> Exploring Regions of the United States</p> <p>Activities: Students will explore the five regions of the United States and identify various locations.</p>	<p>Lesson 2: Our Country's Government</p> <p>Materials: Brainpop Jr. Branches of Government</p> <p>Activities: Students watch video clip and discuss correlations in their own classroom.</p>	<p>Lesson 3: Our Country</p> <p>Materials: <i>A is for America: An American Alphabet</i> book</p> <p>Activities: -Read-Aloud -Discussion</p>	<p>Lesson 4: Freedom</p> <p>Materials:</p> <p>Activities: Discuss the meaning of the word freedom and what it means. Brainstorm a list of freedoms that we have as Americans. Students illustrate an example of freedom.</p>	<p>Lesson 5: American Symbols</p> <p>Materials: Brainpop Jr. "U.S. Symbols" or United Streaming</p> <p>Activities: Brainstorm American symbols and create a class web. View a video clip "U.S. Symbols" on Brainpop Jr. or United Streaming. Start a collection of objects containing American symbols.</p>
<p>Lesson 6: American Symbols</p> <p>Materials: Lloyd Douglas series (Liberty Bell, Bald Eagle, Statue of Liberty, etc.) and/or Lerner Lightning Bolt Books</p> <p>Activities:</p>	<p>Lesson 7: Pledge of Allegiance</p> <p>Materials: <i>The Pledge of Allegiance</i></p> <p>Activities: Read <i>The Pledge of Allegiance</i></p> <p>Identify synonyms for</p>	<p>Lesson 8: The Flag</p> <p>Materials: <i>Red, White, and Blue the Story of the American Flag</i></p> <p>Activities: Read flag books, such as <i>Red, White, and Blue the Story of the American Flag</i>, and</p>	<p>Lesson 9: The Flag</p> <p>Materials:</p> <p>Activities: Write the significance and meaning of the colors, stars, and stripes on our flag.</p>	<p>Lesson 10: Patriotic Symbols/Flags</p> <p>Materials: <i>The Impossible Patriotism Project</i></p> <p>Activities: Read <i>The Impossible Patriotism Project</i>. Students design</p>

<p>Read selections from the Lloyd Douglas series (Liberty Bell, Bald Eagle, Statue of Liberty, etc.) and/or Lerner Lightning Bolt Books.</p> <p>Add facts about each symbol to the class web.</p>	<p>key vocabulary words in the Pledge of Allegiance</p>	<p>create a model of a flag noticing placement, order, number, patterns, etc.</p>		<p>patriotic symbols/flags using any materials they choose (cloth, paper/crayons, clay, kidpix, etc.</p>
<p>Lesson 11: U.S. President</p> <p>Materials: <i>Woodrow the White House Mouse, My Teacher for President, or Arthur Meets the President</i></p> <p>Activities: Read <i>Woodrow the White House Mouse, My Teacher for President, or Arthur Meets the President</i> to discuss the role of U.S. President.</p> <p>Write about: "If I were President..."</p>	<p>Lesson 12: Presidents</p> <p>Materials: David Adler series</p> <p>Activities: Review different presidents as historical figures and symbols of America and create stamp to honor them (use David Adler series).</p>	<p>Lesson 13: Washington D.C.</p> <p>Materials: Book Series</p> <p>Activities: Locate Washington D.C. on a map and identify the White House and other monuments.</p>	<p>Lesson 14: Emblem</p> <p>Materials: National Archives website (docsteach.org)</p> <p>Activities: Use the National Archives website (docsteach.org) to view how the emblem has changed over time.</p>	

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- Be given a written list of instructions
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Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English

- Dictate answers to a scribe
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- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small-group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
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Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
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Assignment Modifications

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