

Subject Area: Social Studies

Grade Level: 4

Unit 1: New Jersey Today: Geography, People, and Economy

***Textbook Unit 1, Lessons 1, 2, 3; Unit 4, Lessons 3 & 4**

Dates: September-November

Time Frame: 9 weeks

Overview

Students will examine where New Jersey is located; its natural resources, cities, climate, and economy; and how people live.

Enduring Understandings

- The location of New Jersey, its natural regions, and its major cities
- The formation of New Jersey's natural regions and the physical characteristics in each region
- The climate and natural resources of New Jersey
- The industries that make up New Jersey's economy
- The qualities that make New Jersey a diverse state
- Significant Events: September 11 (*14 September Roses* by Jeanette Winter), September 13, September 17, October 12, November 11

Skill and Knowledge Objectives

SWBAT:

- Identify the main ideas and supporting details in expository text.
- Use latitude and longitude to describe absolute locations.
- Use a map to identify and describe the locations of cities in New Jersey.
- Describe the natural features of New Jersey.
- Describe New Jersey's natural regions and major cities.
- Explain how New Jersey's natural regions were formed over time.
- Identify the physical characteristics of New Jersey's natural regions.
- Identify the physical characteristics of the Delaware Water Gap.
- Describe the geography of the Delaware Water Gap.
- Describe New Jersey's climate.
- Identify the different kinds of natural resources found in New Jersey.
- Explain the difference between renewable and nonrenewable resources.
- Discuss factors involved in the development of cities and urban sprawl.
- Describe New Jersey's economy.
- Distinguish between the consumers and producers of goods and services.
- Describe how New Jerseyans have improved their ability to earn income by gaining knowledge, skill, and experience.
- Distinguish between a good and a service.
- Distinguish between a want and a need, and explain how to choose needed goods and services.
- Examine and compare diverse cultures in New Jersey and the United States.
- Identify famous New Jersey artists.
- Discuss significant contributions of people who have lived in New Jersey.

Assessments

Pre-Assessment: Pre-assess knowledge of lesson vocabulary, important people, and important places

Formative Assessment:

- Teacher observation of student participation in class discussion
- Class notes - guided notes, graphic organizers, etc.

Self-Reflection/Self-Assessment:

- Student-created rubrics for self-evaluation of projects
- Individual and group reflection after small group activities

Summative Assessment:

- Lesson quizzes
- Lesson projects
- Homework and Practice Book pages
- Review questions
- Unit Test

Resources

- Harcourt Social Studies New Jersey: Grade 4
- Online Resources:
 - <http://www.harcourtschool.com/ss1/nj/content/grade4.html>
 - www.nj.gov
 - www.brainpop.com
 - www.nps.gov
 - www.thinkquest.org
 - www.njhalloffame.org
- Grade 4 SS Notes (Google Drive)

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.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.8 Compare ways people choose to use and distribute natural resources.
- 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.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
- 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.3 Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4 Describe how supply and demand influence price and output of products.

- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.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.

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- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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- 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.
- 9.1.5.PB.2: Describe choices consumers have with money.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Explain how you might like to earn an income.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics or symbols.

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Unit 1: New Jersey Today: Geography, People, and Economy

<p>Lesson 1: Introduce Unit 1 in Textbook - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> -Harcourt SS NJ Textbook -Teacher's Guide (TG) <p>Activities:</p> <ul style="list-style-type: none"> -Discuss the "Big Idea" (laminated tab in student text) -Discuss the map (p. 4-5) 	<p>Lesson 2: Introduce Unit 1 in Textbook - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -Main idea & details graphic organizer -TG <p>Activities:</p> <ul style="list-style-type: none"> -Introduce skill of finding main idea and details -As a class, practice main idea & details by completing graphic org. while reading p. 6-7 -Read Sandy Hook, p. 7 & complete main idea & details graphic organizer 	<p>Lesson 3: Where is New Jersey? (U1, L1 in Textbook) - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -<u>U1, L1 Guided Notes</u> -TG <p>Activities:</p> <ul style="list-style-type: none"> -Introduce the lesson by discussing What to Know & Build Background (p. 10 TG) -Preview vocabulary -Read p. 10-15 and take notes 	<p>Lesson 4: Where is New Jersey? (U1, L1) - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -U1, L1 Guided Notes -TG -HW and Practice Book <p>Activities:</p> <ul style="list-style-type: none"> -Continue reading and taking notes (p. 10-15) -Possible assessments: Review box (p. 15), HW and Practice Book p. 1, main idea/details graphic organizer 	<p>Lesson 5: Where is New Jersey? (U1, L1) - DAY 3</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -HW and Practice Book -Websites (see below) <p>Activities:</p> <ul style="list-style-type: none"> -Introduce <i>Map and Globe Skills</i> (p. 16-17) -Practice map skills -HW & Practice Book p. 2 -Map & Globe Skills activity(http://www.harcourtschool.com/ss1/nj/interactives/Latitude/njg4_u1p17.html) -Closure:http://www.brainpop.com/socialstudies/geography/latitudeandlongitude/
<p>Lesson 6: New Jersey's Natural Regions (U1, L2) - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -<u>U1, L2 Guided Notes</u> -TG <p>Activities:</p> <ul style="list-style-type: none"> -Introduce lesson by discussing What to Know & Build Background (p. 18 TG) -Preview vocabulary -Read p. 18-23 and take notes 	<p>Lesson 7: NJ's Natural Regions (U1, L2) - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -U1, L2 Guided Notes -HW and Practice Book -www.nps.gov <p>Activities:</p> <ul style="list-style-type: none"> -Read p.18-23 &take notes -Possible Assessments: <ol style="list-style-type: none"> a. S make postcards from different regions (see rubric in C-4 SS folder) b. Review box (p. 23) c. HW & Practice Book p. 3 -Del. Water Gap field trip: www.nps.gov/dewa/index.htm 	<p>Lesson 8: Climate and Resources (U1, L3) - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -<u>U1, L3 Guided Notes</u> -TG <p>Activities:</p> <ul style="list-style-type: none"> -Introduce lesson by discussing What to Know & Build Background (p. 26 TG) -Preview vocabulary -Read p. 26-31 and take notes 	<p>Lesson 9: Climate and Resources (U1, L3) -DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -U1, L3 Guided Notes -HW and Practice Book -Computers <p>Activities:</p> <ul style="list-style-type: none"> -Finish reading p. 26-31 and taking notes -Possible Assessments: <ol style="list-style-type: none"> a. Have S construct a Y to present content b. Review box (p. 31) c. HW & Practice book p. 4 	<p>Lesson 10: Climate and Resources (U1, L3) -DAY 3</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -TG <p>Activities:</p> <ul style="list-style-type: none"> -Introduce the meaning of primary sources and the skill of determining "point of view" -Read p. 32-33 & discuss, compare, and contrast different points of view -S formulate opinions on the three points of view -Possible Assessment: "It's Your Turn" p. 33
<p>Lesson 11: New Jersey's Economy (U4, L3) - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -TG -www.thinkquest.org <p>Activities:</p> <ul style="list-style-type: none"> -Discuss <i>What to Know & Build Bckgrnd</i> (p. 162 TG) -Preview vocabulary -Read p. 162-165 -Reading Check p.163,165 -<i>What Is Economics?</i> http://wayback.archive-it.org/3635/20130718124041/http://library.thinkquest.org/03oct/01093/wihat.htm 	<p>Lesson 12: New Jersey's Economy (U4, L3) - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -HW and Practice Book -Compare & contrast graphic organizer <p>Activities:</p> <ul style="list-style-type: none"> -Read p. 166-167 -Possible Assessments: <ol style="list-style-type: none"> a. Review box (p.167) b. HW & Pract Bk p.36-37 c. Comp/cont graphic org. 	<p>Lesson 13: New Jersey's Economy (U4, L3) - DAY 3</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -HW and Practice Book -BrainPop <p>Activities:</p> <ul style="list-style-type: none"> -Citizenship Skills p. 168-169 -HW and Practice Book p. 38 -Closure: BrainPop "Supply & Demand" http://www.brainpop.com/math/dataanalysis/supplyanddemand/ 	<p>Lesson 14: New Jersey's People (U4, L4) - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -TG <p>Activities:</p> <ul style="list-style-type: none"> -Introduce lesson by discussing What to Know & Build Background (p. 170 TG) 1. Preview vocabulary 2. Read p. 170-173 3. Reading Checks p. 171, 172, 173 	<p>Lesson 15: New Jersey's People (U4, L4) - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook -Posters -Comp/cont graphic org. <p>Activities:</p> <ul style="list-style-type: none"> -Read p. 174-175 -S work in small groups to become "expert" in 1 of 4 Arts in NJ; then create a poster to present -As S present, audience completes comp/cont graphic org. w/ their area of arts & one other
<p>Lesson 16: New Jersey's People (U4, L4) - DAY 3</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook 	<p>Lesson 17: New Jersey's People (U4, L4) - DAY 4</p> <p>Materials:</p> <ul style="list-style-type: none"> -Textbook 	<p>(Lesson 17 continued)</p> <ul style="list-style-type: none"> -NJ games: 	<p>Optional Unit Assessment - 5 days</p>	

<p>-Textbook -HW and Practice Book</p> <p>Activities: -Read p. 176-177 -Possible Assessments: a. Review box p. 177 b. HW & Practice Book p. 39-40</p>	<p>-Websites (see below)</p> <p>Activities: -Read p. 178-179 (NJ's Cultural Ambassadors) -Additional bio for Aldrin & Robeson: -http://www.harcourtschool.com/ss1/biographies/aldrin/index.html -http://www.harcourtschool.com/ss1/biographies/robeson/index.html -http://www.nihalloffame.org/ -Eco for Senator Activity http://www.harcourtschool.com/ss1/nj/interactives/nj_u4_0a.html</p>	<p>http://www.nj.gov/hangout_nj -Assessment: HW and Practice Book p. 41-43</p>	
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**Differentiate Instruction of individual student needs (IEP, MLL/ELL; At-Risk; Gifted G&T) by:
Presentation Accommodations**

- Listen to audio recordings instead of reading text
- 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 a 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
- Display interactive pages on ActivBoard
- Display student-created anchor charts throughout the unit for reference
- Pre-teach vocabulary and post it around the room for reference

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
- 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 a small group setting
- Use sensory tools
- 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
- Lessons 1-9: During main idea/details ind. practice, the teacher provides the main idea and students complete details; the teacher provides details and the students complete the main idea
- Lessons 3-9:
 - During guided note-taking, the teacher records notes on the ActivBoard
 - Allow different modes of response to questions: bulleted response, oral response, written response, think-pair-share
- Lesson 10:
 - Refer to the "Reach All Learners" box on p. 32 of TG
 - Provide a graphic organizer to record ideas from point of view
- Lessons 11-13: During compare/contrast ind. practice, the teacher provides similarities and the student provides differences or vice versa

Curriculum Modifications

- Learn different material
- Enrichment activities for advanced learners
- Get graded or assessed using a different standard than the one for a classmate

Other Modifications

- Think-Pair-Share. Design partnerships advanced students can guide struggling students
- Bookmarks/reminder cards - participate in discussions ("Purposeful Talk," "Discussion Starters")
- Help students set individual goals that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Conference in small groups and individually to review concepts/skills as often as needed

Differentiate Instruction, depending on individual student needs (Students with a 504 Plan) by:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- 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 audio amplification device
- Be given a written list of instructions
- 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
- Pre-teach vocabulary and post it around the room for reference

Response Accommodations

- Dictate answers to a scribe
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class ”

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)
- Test in a small group setting
- Use sensory tools
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time/extra time to complete a task or a test
- 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 - time management
- Mark texts- 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

- Learn different material
- Get graded or assessed using a different standard than the one for a classmate

Other Modifications

- Think-Pair-Share
- Provide bookmarks/reminder cards for how to participate effectively in discussions
- Help students set individual goals that meet teacher expectations
- Conference with students in small groups and individually to review concepts and skills

Subject Area: Social Studies
Grade Level: 4

Unit 2: New Jersey: Early People, Exploration, and Colonization

***Textbook Unit 1, Lesson 4; Unit 2, Lessons 1 & 2**

Dates: December-February

Time Frame: 9 weeks

Overview

Students will learn about the culture & beliefs of the Lenape and discuss the exploration and settlement of New Jersey by the Europeans, focusing on how New Jersey went from a Dutch to an English colony.

Enduring Understandings

- Who were the Native American groups of New Jersey and how did they live?
- Why did Europeans explore and come to North America?
- How was the New Jersey colony divided and settled?
- What are primary sources and how do we use them to learn about history?
- Significant Events: Martin Luther King Day, Presidents' Day

Skill and Knowledge Objectives

SWBAT:

- Describe the cause and effect of New Jersey's early settlements
- Explain how the Lenape used legends to explain their world.
- Understand how traditional stories express beliefs about history, culture, and the natural world.
- Identify the culture and products of New Jersey's early people.
- Tell how changes, including climate, affected Native Americans in New Jersey.
- Describe Lenape culture and discuss how Lenape beliefs and values were handed down over time.
- Explain how Chief Ojatom is connected to New Jersey history.
- Discuss how preserving Lenape heritage connects present events to the past.
- Identify ways that language can be used to present aspects of culture and heritage.
- Explain the importance of understanding cause and effect in history and daily life.
- Explain why different European groups came to North America.
- Describe European settlements in New Jersey and how settlement affected the Lenape.
- Identify aspects of Dutch culture as shown in artifacts.
- Discuss the value of historical preservation of Dutch artifacts.
- Discuss reasons why various groups immigrated to New Jersey.
- Explain how religion was a factor in the settlement of New Jersey.

Assessments

Pre-Assessment:

- Native American preview (p. 1-3 Native American Timeline)
- Pre-assess knowledge of lesson vocabulary, important people, and important places

Formative Assessment:

- Teacher observation of student participation in class discussion
- Class notes - guided notes, graphic organizers, etc.

Self-Reflection/Self-Assessment:

- Student-created rubrics for self-evaluation of projects and presentations
- Individual and group reflection after small group activities

Summative Assessment:

- Lesson quizzes
- Lesson projects
- Homework and Practice Book pages
- Review questions
- Unit Test

Resources

- Harcourt Social Studies New Jersey: Grade 4
- Online Resources:
 - <http://www.harcourtschool.com/ss1/nj/content/grade4.html>
 - www.brainpop.com
 - www.lenapelifeways.org/lenape1.htm
- Grade 4 SS folder (Google Drive)

Standards

NJ Social Studies Learning Standards:

- 6.1.4.B.7 Explain why some locations in NJ and the US are more suited for settlement than others.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- 6.1.4.D.4 Explain how key events led to the creation of the United States & the state of New Jersey.
- 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 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.

2020 NJSL Computer Science and Design Thinking

- 3.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

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- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics or symbols.

Unit 2: New Jersey: Early People, Exploration, and Colonization

<p>Lesson 1: The Lenape (U1, L4) - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> Harcourt SS NJ Textbk Teacher's Guide (TG) U1, L4 Guided Notes The Discovery of the Americas by Betsy and Giulio Maestro <p>Activities:</p> <ul style="list-style-type: none"> -Review Native Am. Timeline on p. 1-3 -Discuss What to Know & Build Backgrnd (p.34 TG) -Preview vocabulary -Read p. 34-36, take notes -Read p. 1-9 from The Discovery of The Americas -Read <i>Rainbow Crow</i> p.8-9 	<p>Lesson 2: The Lenape (U1, L4) - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> Textbook U1, L4 Guided Notes Native American Flipbook directions & rubric <p>Activities:</p> <ul style="list-style-type: none"> -Continue reading p. 37-40 and taking notes -Possible Assessments <ol style="list-style-type: none"> Guided Notes Review box p. 40 HW & Practice Book p. 5-6 Native American Flipbook 	<p>Lesson 3: The Lenape (U1, L4) - DAY 3</p> <p>Materials:</p> <ul style="list-style-type: none"> Textbook Main Idea & Details graphic organizer <p>Activities:</p> <ul style="list-style-type: none"> -Read about Chief Oratam on p. 41 -Possible Assessment: S complete Main Idea & Details graphic organizer in pairs -Read and discuss Preserving Your Heritage p. 42-43 	<p>Lesson 4: The Lenape (U1, L4) - DAY 4</p> <p>Materials:</p> <p>www.lenapelifeways.org/lenape1.htm</p> <p>Activities:</p> <ul style="list-style-type: none"> -Display Lenape website on board -Read through information about Lenape and watch video clips independently, in pairs or groups, or as a class 	<p>Lesson 5: The Lenape (U1, L4) - DAY 5</p> <p>Materials:</p> <ul style="list-style-type: none"> Textbook HW and Practice Book Native American Flipbook directions & rubric <p>Activities:</p> <ul style="list-style-type: none"> -U1, L4 Interactive <p>Activities:</p> <p>http://www.harcourtschool.com/ss1/ni/interactives/ni_u1_oa.html</p> <ul style="list-style-type: none"> -Possible Assessments: <ol style="list-style-type: none"> Native American Flipbook HW & Practice Book p. 7-9
<p>Lesson 6: Introduce Unit 2 - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> Textbook TG <p>Activities:</p> <ul style="list-style-type: none"> -Discuss The Big Idea (laminated tab) -Discuss the photo and timeline (p. 48) -Discuss the map (p. 52-53) 	<p>Lesson 7: Introduce Unit 2 - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> Textbook TG Cause/Effect graphic organizer <p>Activities:</p> <ul style="list-style-type: none"> -Introduce the skill <i>Cause and Effect</i> (p. 54-55) -Distribute Cause/Effect graphic organizer -Read <i>NJ's Early Settlements</i> on p. 55 and complete graphic organizer 	<p>Lesson 8: Europeans Arrive (U2, L1) - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> Textbook U2, L1 Guided Notes TG www.brainpop.com <p>Activities:</p> <ul style="list-style-type: none"> -Discuss What to Know & Build Backgrnd (p. 58 TG) -Preview vocabulary -Read p. 58-59, take notes -Reading Check p. 59 -Closure: BrainPop (http://www.brainpop.com/socialstudies/famoushistoricalfigures/christophercolumbus/) 	<p>Lesson 9: Europeans Arrive (U2, L1) - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> Textbook U2, L1 Guided Notes TG <p>Activities:</p> <ul style="list-style-type: none"> -Continue reading p. 60-61 and taking notes -Reading Check p. 61 	<p>Lesson 10: Europeans Arrive (U2, L1) - DAY 3</p> <p>Materials:</p> <ul style="list-style-type: none"> Textbook U2, L1 Guided Notes TG <p>Activities:</p> <ul style="list-style-type: none"> -Finish reading p. 62-63 and taking notes -Reading Check p. 63 -Possible Assessments: <ol style="list-style-type: none"> Guided Notes Review Box p. 63 HW & Practice Book p. 10-11
<p>Lesson 11: Europeans Arrive (U2, L1) - DAY 4</p> <p>Materials:</p> <ul style="list-style-type: none"> Textbook TG <p>Activities:</p> <ul style="list-style-type: none"> -Document Based Question (DBQ): Dutch Artifacts p. 64-65 -Review the meaning of a primary source & explain that they can also include artifacts, photos, maps, charts, or eyewitness accounts -Explain meaning of secondary source -T models method of 	<p>Lesson 12: The New Jersey Colony (U2, L2) - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> Textbook TG <p>Activities:</p> <ul style="list-style-type: none"> -Discuss What to Know & Build Background (p. 66 TG) -Preview vocabulary -Read p. 66-69 	<p>Lesson 13: The New Jersey Colony (U2, L2) - DAYS 2-4</p> <p>Materials:</p> <ul style="list-style-type: none"> Textbook SS Readers' Theater <p>Activities:</p> <p>Readers' Theater (read through, choose roles, practice lines, make props, etc.)</p>	<p>Lesson 14: The New Jersey Colony (U2, L2) - DAY 5</p> <p>Materials:</p> <ul style="list-style-type: none"> Textbook SS Readers' Theater HW and Practice Book <p>Activities:</p> <ul style="list-style-type: none"> -Perform Readers' Theater -Possible Assessments: <ol style="list-style-type: none"> Review box p. 69 HW & Practice Book p. 12 	<p>Optional Unit Assessment - 2 days</p>

<p>answering a DBQ: Read spoon board caption and DBQ. Thinking out loud, observe picture & clues from text, caption, primary source to form a relevant opinion/draw a conclusion - refer to suggested DBQ answers on p. 65 TG</p>				
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Differentiate Instruction, depending on individual student need by: IEP, MLL/ELL; At-Risk; Gifted G&T
Presentation Accommodations

- Listen to audio recordings instead of reading text
- 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 a 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
- Display interactive pages on ActivBoard
- Display student-created anchor charts throughout the unit for reference
- Pre-teach vocabulary and post it around the room for reference

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
- 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 a small group setting
- Use sensory tools
- 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
- Lessons 1-9: During main idea/details ind. practice, the teacher provides the main idea and students complete details; the teacher provides details and the students complete the main idea
- Lessons 3-9:
 - During guided note-taking, the teacher records notes on the ActivBoard
 - Allow different modes of response to questions: bulleted response, oral response, written response, think-pair-share
- Lesson 10:
 - Refer to the "Reach All Learners" box on p. 32 of TG
 - Provide a graphic organizer to record ideas from point of view
- Lessons 11-13: During compare/contrast ind. practice, the teacher provides similarities and the student provides differences or vice versa

Curriculum Modifications

- Learn different material
- Enrichment activities for advanced learners
- Get graded or assessed using a different standard than the one for a classmate

Other Modifications

- Think-Pair-Share. Design partnerships advanced students can guide struggling students
- Bookmarks/reminder cards - participate in discussions ("Purposeful Talk," "Discussion Starters")
- Help students set individual goals that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Conference in small groups and individually to review concepts/skills

Differentiate Instruction, depending on individual student 504 needs by:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- 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 audio amplification device
- Be given a written list of instructions
- 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
- Pre-teach vocabulary and post it around the room for reference

Response Accommodations

- Dictate answers to a scribe
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class ”

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)
- Test in a small group setting
- Use sensory tools
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time/extra time to complete a task or a test
- 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 - time management
- Mark texts- 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

- Learn different material
- Get graded or assessed using a different standard than the one for a classmate

Other Modifications

- Think-Pair-Share
- Provide bookmarks/reminder cards for how to participate effectively in discussions
- Help students set individual goals that meet teacher expectations
- Conference with students in small groups and individually to review concepts and skills

Subject Area: Social Studies
Grade Level: 4

Unit 3: American Revolution and Government

*Textbook Unit 2, Lessons 3, 4, 5; Unit 4, Lessons 1, 2, 3, 4

Dates: March-May

Time Frame: 9 weeks

Overview

Students will investigate the connections between the American Revolution, the U.S. Constitution, and the nation and New Jersey state governments. Students will explore the United States as a federal system of government.

Enduring Understandings

- Why did the colonies want independence from Britain?
- Why/how was the new Constitution written?
- How did new forms of transportation change New Jersey?
- What are the roles of the three branches of the United States government?
- How are New Jersey's state and local governments organized?
- Significant Events: June 14, Flag Day

Skill and Knowledge Objectives

SWBAT:

- Describe the events leading up to the Battle of Trenton.
- Describe events leading to the American Revolution.
- Discuss New Jersey's role during the American Revolution.
- Explain how Annis Boudinot Stockton's patriotism influenced her writing.
- Identify the importance of the Constitution as a governing document.
- Explain how the Constitution and the Bill of Rights express democratic values.
- Examine differing points of view about the representation of Congress.
- Explain how people can work together to solve a problem.
- Locate Princeton on a map of NJ.
- Describe the contribution of an institution in helping the government provide for its citizens.
- Identify & discuss inventions in transportation and communication in New Jersey in the early 1800s.
- Explain the growth of cities in New Jersey, as a shift from rural areas.
- Read and interpret a timeline of New Jersey.
- Organize events in a timeline.
- Compare and contrast New Jersey's three state constitutions.
- Discuss American and New Jersey history and values celebrated in song.
- Recognize that government exists at state and federal levels.
- Identify the fundamental values of American democracy in the Bill of Rights.

- Describe how rights guaranteed by the Constitution and Bill of Rights contribute to the continuation of democracy.
- Locate time zones.
- Use a physical map to identify locations and determine their time zones.
- Recognize that government exists at federal, state, county, and municipal levels.
- Describe how volunteering helps government meet the needs of its citizens.
- Identify fundamental values and principles of American democracy.
- Recognize that the Statue of Liberty, the Statue of Justice, & 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.

Assessments

Pre-Assessment:

- Photograph and Timeline discussion (p. 48 in textbook)
- Pre-assess knowledge of lesson vocabulary, important people, and important places

Formative Assessment:

- Teacher observation of student participation in class discussion
- Class notes - guided notes, graphic organizers, etc.

Self-Reflection/Self-Assessment:

- Student-created rubrics for self-evaluation of projects and presentations
- Individual and group reflection after small group activities

Summative Assessment:

- Lesson quizzes
- Lesson projects
- Homework and Practice Book pages
- Review questions
- Unit Test

Resources

- Harcourt Social Studies New Jersey: Grade 4
- Online Resources:
 - <http://www.harcourtschool.com/ss1/nj/content/grade4.html>
 - www.brainpop.com
 - www.njleg.state.nj.us
 - www.archives.gov
 - www.youtube.com
- Grade 4 SS folder (Google Drive)

Standards

NJ Social Studies Learning Standards:

- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.4 Explain how the United States government is organized and how the United States

Constitution defines and checks the power of government.

- 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, & global levels.
- 6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present-day government and citizenship.
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.7 Explain the role Governor William Livingston played in the development of the New Jersey government.
- 6.1.4.D.8 Determine the significance of New Jersey's role in the American Revolution.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current-day issues.
- 6.3.2.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

NJSLS: Technology

- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

NJSLS: 21st Century Life and Careers Standards:

- 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."
- 9.1.5.EG.2: Describe how tax monies are spent.

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics or symbols.

Unit 3: American Revolution and Government

<p>Lesson 1: The American Revolution (U2, L3)-DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Harcourt SS NJ Textbook ● Teacher’s Guide (TG) ● U2, L3 Guided Notes ● www.brainpop.com <p>Activities:</p> <ul style="list-style-type: none"> -Discuss the photograph and timeline on p. 48 -Discuss people p. 50-51 -Read <i>Crossing the Delaware</i> on p. 56-57 	<p>(continued)</p> <ul style="list-style-type: none"> -Discuss What to Know & Build Background (p. 70 TG) -Preview vocabulary -Read p. 70-73, take notes -Reading Check p. 71 -DBQ p. 73 -Closure: BrainPop (www.brainpop.com/socialstudies/ushistory/declarationofindependence/) 	<p>Lesson 2: The American Revolution (U2, L3)-DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● U2, L3 Guided Notes ● HW and Practice Book <p>Activities:</p> <ul style="list-style-type: none"> -Read p. 74-76, take notes -Reading Check p. 74 -Possible Assessments: <ul style="list-style-type: none"> a. Guided Notes b. Review Box p. 74 c. HW & Practice Book p. 13-14 	<p>Lesson 3: The American Revolution (U2, L3)-DAY 3</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● harcourtschool.com ● www.brainpop.com <p>Activities:</p> <ul style="list-style-type: none"> -BrainPop www.brainpop.com/socialstudies/ushistory/causesofheamericanrevolution/ and www.brainpop.com/socialstudies/ushistory/americanrevolution/ -Read p.77 about Stockton -Additional Stockton info: www.harcourtschool.com/ss1/biographies/stockton/index.html 	<p>Lesson 4:The Constitution (U2, L4) - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● U2, L4 Guided Notes <p>Activities:</p> <ul style="list-style-type: none"> -Discuss What to Know and Build Background (p. 78 TG) -Preview vocabulary -Read p. 78-81 and take notes
<p>Lesson 5:The Constitution (U2, L4) - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● U2, L4 Guided Notes ● HW and Practice Book <p>Activities:</p> <ul style="list-style-type: none"> -Finish reading p. 78-81 and taking notes -Possible Assessments: <ul style="list-style-type: none"> a. Guided Notes b. Review Box p. 81 c. HW & Pract. Book p.15 	<p>Lesson 6:The Constitution (U2, L4) - DAY 3</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG <p>Activities:</p> <ul style="list-style-type: none"> -Read p. 82-83 and review skill of “Points of View” -Discuss, compare, and contrast different POV -S form opinions on 3 POV -<i>It’s Your Turn</i> box p. 83 -Princeton Univ. trip p. 84 -Closure: BrainPop (www.brainpop.com/socialstudies/ushistory/usconstitution/) 	<p>Lesson 7: New Inventions & Growth (U2, L5) -DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● U2, L5 Questions <p>Activities:</p> <ul style="list-style-type: none"> -Discuss What to Know and Build Background (p. 86 TG) -Preview vocabulary -Read p. 86-89 and answer U2, L5 Questions 	<p>Lesson 8: New Inventions & Growth (U2, L5) - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● U2, L5 Questions ● HW and Practice Book <p>Activities:</p> <ul style="list-style-type: none"> -Finish reading p. 86-89 and answering U2, L5 Questions -Possible Assessments: <ul style="list-style-type: none"> a. U2, L5 Questions b. Review Box p. 89 c. HW & Pract. Book p.16 	<p>Lesson 9: New Inventions & Growth (U2, L5) - DAY 3</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● www.harcourtschool.com ● HW and Practice Book <p>Activities:</p> <ul style="list-style-type: none"> -Introduce Chart & Graph Skills (Read Timeline) p.90-91 -Read a Timeline online activity(http://www.harcourtschool.com/ss1/nj/interactives/ReadaTimeline/nig4_u2p91.html) -HW & Pract. Book p. 17
<p>Lesson 10: New Inventions & Growth (U2, L5) - DAY 4</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● www.harcourtschool.com <p>Activities:</p> <ul style="list-style-type: none"> -Online Harcourt Activities (www.harcourtschool.com/ss1/nj/interactives/nj_u2_oa.html) -Assessment: HW and Practice Book p. 18-20 	<p>Lesson 11: Introduce Unit 4 - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG <p>Activities:</p> <ul style="list-style-type: none"> -Discuss the “Big Idea” -Discuss photo/timeline on p. 137 -Discuss people p.138-139 -Discuss map p. 140-141 -Mini-lesson on Civics, Government, and Human Rights on p. 137A-137B (SS Alive) 	<p>Lesson 12: Introduce Unit 4 - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● Comp/Cont graphic org. <p>Activities:</p> <ul style="list-style-type: none"> -Review skill <i>Comp/Cont</i> -Read p.143(<i>Christine Todd Whitman</i>) & complete graphic organizer -Read p. 144-145 (<i>In New Jersey</i> song) 	<p>Lesson 13: National Gov. (U4, L1) - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG <p>Activities:</p> <ul style="list-style-type: none"> -Discuss What to Know & Build Backgrnd (p. 146TG) -Preview vocabulary -Read p. 146-147 -Reading Check p. 147 	<p>Lesson 14: National Gov. (U4, L1) - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> ● See websites below <p>Activities: Explore BrainPop & Primary Sources</p> <p>Democracy:www.brainpop.com/socialstudies/worldhistory/democracy/</p> <p>Constitution:www.brainpop.com/socialstudies/ushistory/usconstitution/ and www.archives.gov/exhibits/charters-constitution.html</p> <p>Bil_of_Rights:www.archives.gov/exhibits/charters/bill_of_rights.html and www.brainpop.com/socialstudies/usgovernment/billofrights/</p>

<p>Lesson 15: National Gov. (U4, L1) - DAY 3</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● HW and Practice Book ● www.brainpop.com <p>Activities:</p> <p>-Read p. 148-149</p> <p>-Possible Assessments:</p> <ol style="list-style-type: none"> Review Box p. 149 HW & Pract. Book p.31 Reading Check p. 149 <p>-Closure: BrainPop(www.brainpop.com/socialstudies/usgovernment/branchesofgovernment/ and www.brainpop.com/games/branchesofgovernmentgame/)</p>	<p>Lesson 16: National Gov. (U4, L1) - DAY 4</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● www.harcourtschool.com <p>Activities:</p> <p>-Read <i>Map and Globe Skills</i> on p. 150-151</p> <p>-Assess prior knowledge of different time zones</p> <p>-Discuss p. 150 in TG</p> <p>-Complete #1-3 on p. 151</p> <p>-Additional Online Resource(http://www.harcourtschool.com/ss1/nj/interactives/TJmezone/njg4_u4p151.html)</p> <p>-HW & Pract Book p.32-33</p>	<p>Lesson 17: State & Local Gov. (U4, L2) - DAY 1</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● www.njleg.state.nj.us <p>Activities:</p> <p>-Discuss What to Know & Build Backgrnd (p. 152TG)</p> <p>-Read p. 152-153</p> <p>-Reading Check p. 153</p> <p>-NJ Constitution online (http://www.njleg.state.nj.us/lawsconstitution/constitution.asp)</p> <p>-Virtual Field Trip: The New Jersey State House (www.njleg.state.nj.us/legislativepub/statehousetour.asp)</p>	<p>Lesson 18: State & Local Gov. (U4, L2) - DAY 2</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● www.youtube.com <p>Activities:</p> <p>-Read p. 154-155</p> <p>-Watch Video: Three Branches of Government (https://www.youtube.com/watch?v=mt5K4ZK0ILY)</p>	<p>Lesson 19: State & Local Gov. (U4, L2) - DAY 3</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Textbook & TG ● www.brainpop.com <p>Activities:</p> <p>-Read p. 156-157</p> <p>-Possible Assessments:</p> <p>-Closure: BrainPop (https://www.brainpop.com/socialstudies/usgovernment/citizenship/)</p> <p>-Read p. 158-159: <i>Citizenship: Patriotism</i></p>
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Optional Unit Assessment - 3 days

Differentiate Instruction, depending on individual student need by: IEP, MLL/ELL; At-Risk; Gifted G&T Presentation Accommodations

- Listen to audio recordings instead of reading text
- 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 a 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
- Display interactive pages on ActivBoard
- Display student-created anchor charts throughout the unit for reference
- Pre-teach vocabulary and post it around the room for reference

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
- 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 a small group setting
- Use sensory tools
- 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
- Lesson 6: For Points of View activity:
 - Refer to Reach All Learners box on p. 83 in TG
 - Use graphic organizer for students to organize thoughts.
- Lesson 12:
 - During compare/contrast ind. practice, teacher provides similarities and student provides differences or vice versa
 - Use alternate graphic organizer (T-Chart): Student lists job descriptions of governor vs. EPA
 - Answer questions 1-2 on p. 143 in bulleted list, oral form, or written form

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Enrichment activities for advanced learners
- Get graded or assessed using a different standard than the one for classmate

Other Modifications

- Think-Pair-Share: Design partnerships so that more advanced students can guide struggling students
- Provide bookmarks/reminder cards for how to participate effectively in discussions (“Purposeful Talk,” “Discussion Starters”)
- Help students set individual goals that meet teacher expectations (classwork and homework differentiated according to goals/expectations)
- Conference with students in small groups and individually to review concepts and skills as often as needed

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- Work with fewer items per page or line and/or materials in a larger print size
- Use audio amplification device
- Be given a written list of instructions
- 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
- Pre-teach vocabulary and post it around the room for reference

Response Accommodations

- Dictate answers to a scribe
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class "

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)
- Test in a small group setting
- Use sensory tools
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time/extra time to complete a task or a test
- 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 - time management
- Mark texts- 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

- Learn different material
- Get graded or assessed using a different standard than the one for a classmate

Other Modifications

- Think-Pair-Share
- Provide bookmarks/reminder cards for how to participate effectively in discussions
- Help students set individual goals that meet teacher expectations
- Conference with students in small groups and individually to review concepts and skills

