

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: Social Studies Fourth Grade

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Description:

The purpose of Social Studies education is to provide students with the knowledge, skills, and attitudes they need to be active, informed, self-directed, responsible citizens, and contributing members of their communities, state, nation, and world. Effective social studies education promotes the understanding of global relation and makes connections from the past, to the present, and into the future. It is our belief that social studies teaching and learning become powerful when they are meaningful, integrative, values-based, challenging, and active.

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BOE Approval: _____

Social Studies Education in the 21st Century

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

MAJOR UNITS OF STUDY

Course Title: Social Studies Fourth Grade

- I. **Geography Skills—Maps & Globes**
- II. **Early Development of the United States**
- III. **US Constitution and Government**
- IV. **Economics, Innovation and Technology**
- V. **(The Holocaust—Taught at teacher’s discretion; refer to Appendix)**

Social Studies Fourth Grade Pacing Guide

Social Studies will be taught 1st and 4th marking periods

First Marking Period

Unit 1 – Maps and Geographic Tools

Geography Skills (2 weeks)

Direct, explicit instruction of map & globe skills (teachers should begin this theme during the FIRST WEEK of school)

THEN...maintained throughout the year with either weekly *GeoSport* or *Geography of the Day* questions. This can be completed as independent work, a literacy center task or even a homework assignment. (Teachers have the option to pair up with Second Grade pals on a teacher-by-teacher basis). Teachers may need to review skills periodically, and should formally quiz geography skills 3 times a marking period, each marking period.

- Nystrom Junior Atlas & Activity Binder

Unit 2: Historical Events, Documents & Individuals that led to Development of the United States (4 weeks)

Review of Historical Documents and/or events, with emphasis on The Mayflower Compact, colonization of New Jersey (governed by William Livingston), brief discussion of events that led to colonial unrest, how Thomas Jefferson, Benjamin Franklin, and George Washington organized colonists to dispute British rule, declare independence, and eventually become a free country—emphasis on American Revolution will focus on New Jersey's role. Trans-Atlantic slavery will be discussed in terms of Triangular Trade, slavery in the colonies (with emphasis on New Jersey). Students need to understand that slavery was a long-standing policy that was used for economic purposes in the colonies and states, but was not an American invention.

- TCM American Revolution Primary Sources Kit
- New Jersey textbook

Unit 3: US Constitution and Government (5 weeks)

Brief review of historical events that led to development and ratification of the Constitution and the Bill of Rights. Remainder of unit will focus on guiding principles of the Constitution, plan for American government (including local, state and national), branches of government, representative democracy and active participation of United States citizens.

- We the People
- New Jersey textbook

Benchmark 1 will be administered at this time

4th Marking Period

Unit 4: Economics, Innovation & Technology (7 weeks*)

(*this timeline allows for 1 week of ASK prep and 1 week of testing)

Introduction of basic economic principles: consumer, producer, incentive, supply/demand, goods and services etc. Describe how an economic system functions (on both small scale and large scale basis). Discuss the ways in which money affects an individual and guides them to make financial decisions. Students will explore the impact of ideas, innovations, inventions and prominent figures throughout history and determine ways in which a region affects a local economy.

- National Geographic: Money and You and Inventions that Changed the World
- New Jersey textbook
- Problem Based Learning Units

Benchmark 2 will be administered at this time

UNIT OVERVIEW

Course Title: Social Studies Fourth Grade

Unit #: UNIT 1 OVERVIEW

Unit Title: Geography Skills-Maps and Globes

Unit Description and Objectives:

Direct, explicit instruction of map & globe skills (teachers should begin this theme during the FIRST WEEK of school)

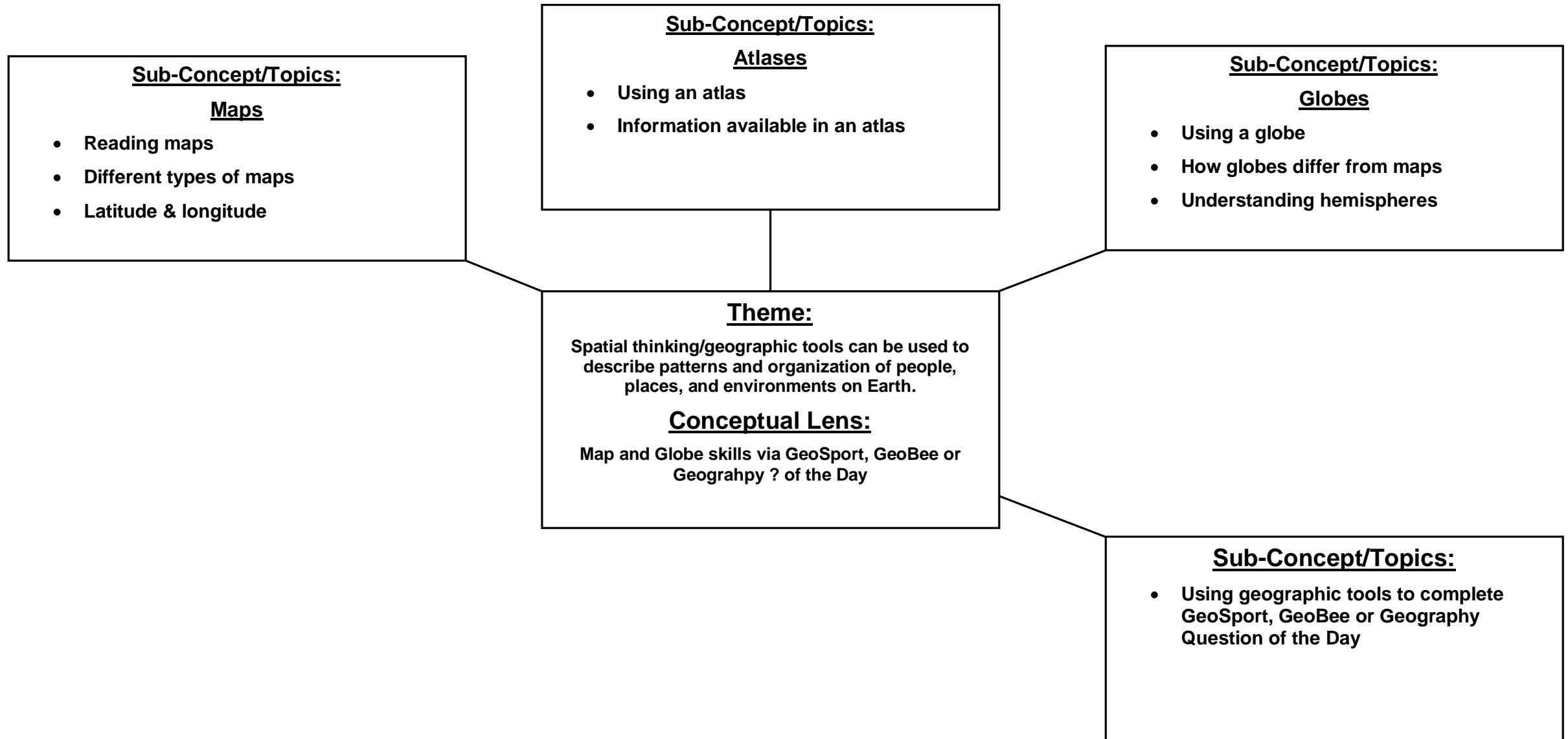
THEN...maintained throughout the year with either weekly *GeoSport* or *Geography of the Day* questions. This can be completed as independent work, a literacy center task or even a homework assignment. (Teachers have the option to pair up with Second Grade pals on a teacher-by-teacher basis). Teachers may need to review skills periodically, and should formally quiz geography skills 3 times a marking period, each marking period.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do physical geography, human geography and the human environment interact to influence or determine the development of cultures, societies and nations?	1. Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	<ul style="list-style-type: none"> • What is a map? • What are the different types of maps? • What kind of information can be useful on a map? • What are the characteristics of political & physical maps? • In what ways does New Jersey impact the United States economy and the world? • How does the world & other states impact the culture of New Jersey? • What is the difference between a map and a globe? • How do digital tools help us to navigate our earth?

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| | | <ul style="list-style-type: none">• How can people use latitude and longitude to locate places in the world?• What different time zones exist in the US? |
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UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies Fourth Grade
 Unit Number/Title: 1/Geography Skills
 Conceptual Lens: Maps and Globes; GeoSport/Geography of the Day
 Appropriate Time Allocation (# of Days): 2 weeks/10 months

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
<u>RI.4.7</u>	<u>RF.4.4a, c</u>	<u>W.4.9</u>	<u>L.4.6</u>
<u>RI.4.9</u>	<u>W.4.7</u>	<u>SL.4.1a, b, c, d</u>	
<u>RI.4.10</u>	<u>W.4.8</u>	<u>SL.4.2</u>	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Maps. Globes and Atlases</p> <p style="text-align: center;">2 weeks</p>	<p>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p>	<p>Compare and contrast information that can be found on different types of maps, and determine how the information may be useful.</p> <p>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.</p> <p>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.</p>	<p>Complete a “Picture Walk” through Junior Geographer Atlas and brainstorm a list of its uses.</p> <p>Create a class Venn Diagram that compares & contrasts maps and globes. <i>Have students draw an example of each.</i></p> <p>Have students list places they have been or have heard of in the US. Locate the time zone for several of the places given.</p> <p>Use NJ text reference section R1-R11 to locate New Jersey and its relative location in both the US and the world.</p> <p>Model & discuss different types of maps and what information can be found on each.</p>	<p>Nystrom Junior Atlas Grade 4</p> <p>Nystrom Student Activities Binder</p> <p>NJ Text R1-R11 (maps)</p> <p>Globes</p> <p>Classroom Maps http://maps.nationalgeographic.com/maps</p>	<p>Use data accessed on the Web to inform solutions to problems and the decision-making process.</p> <p>Apply critical thinking and problem-solving skills in classroom and family settings.</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p>	<p>6.1.4.B.1 6.1.4.B.2 6.1.4.B.3</p>	<p><u>Summative Assessments:</u> Geography skills are <i>not</i> assessed in Benchmark 1.</p> <p><u>Formative Assessment(s)</u> Please use Activity 1a, 1b, 2a, 2b as a Formative Assessment. Teachers may want to have students complete in 2 parts.</p> <p>Teacher selected activities from Teacher/Student binder as quizzes</p> <p>On-going GeoSport, GeoBee or Geography Question of the Day—these activities should be graded at least 2 times per month.</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
			<p>Choose a map/activity from National Geographic map page and allow students to explore interactive digital map of their choice http://maps.nationalgeographic.com/maps</p> <p>After explicit geography skills have been taught, introduce teacher choice of GeoSport, GeoBee or Geography Question of the Day. Establish procedures then model and practice completion of weekly geography activities to be assigned throughout the year. Please refer to Appendix for specific activities.</p>	<p>See Appendix for GeoSport or Geography of the Day activities</p>	<p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.</p> <p>Demonstrate effective communication using digital media during classroom activities.</p> <p>Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>Explain the importance of understanding and following rules in family, classroom, and community settings.</p>		

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview/pre-teach vocabulary • Preview passage • Complete picture walk to build background • When available, provide books-on-tape/CD • Offer one-on-one support by enlisting instructional assistants, student teachers and parents to read with students during IDR and at home 	<ul style="list-style-type: none"> • Encourage G/T students to further explore self-selected topics of interest that arise during instruction using the internet, classroom & school library and resources they have at home • Utilize Extension activities listed in teachers edition • Develop assignments and projects which require G/T students to apply concepts through multi-media • Allow G/T students to work as peer tutors, or work as a team to teach a lesson to the class 	<ul style="list-style-type: none"> • When available, refer to teacher's guide for ELL activities • Preview/pre-teach vocabulary • Establish peer-tutoring or partner learning activities • Use illustrations/visual aids to build background and foster understanding • Use exit cards to ensure understanding of new concepts taught • Provide graphic organizers and study guides 	<p>Always refer to a student's IEP for specific modifications in addition to:</p> <ul style="list-style-type: none"> • Repeat, reword or rephrase instructions • Modify theme tests • Highlight and/or modify graphic organizers to make them easier to read and use • Use visual aids, concrete examples, manipulatives and classroom re-enactments to convey new or challenging concepts • Have students draw pictures in addition to writing down ideas • Encourage students to make frequent stops during reading to self check understanding • Use exit cards to monitor comprehension • Use audio texts or CDs when available • Give students extra time to complete assignments or tests • Allow students to explain their thinking before or after completing essay assignments and test questions • Draw pictures for vocabulary words and important concepts.

UNIT OVERVIEW

Course

Title: Social Studies Fourth Grade

Unit #: UNIT 2 OVERVIEW

Unit Title: Early Development of the United States

Unit Description and Objectives:

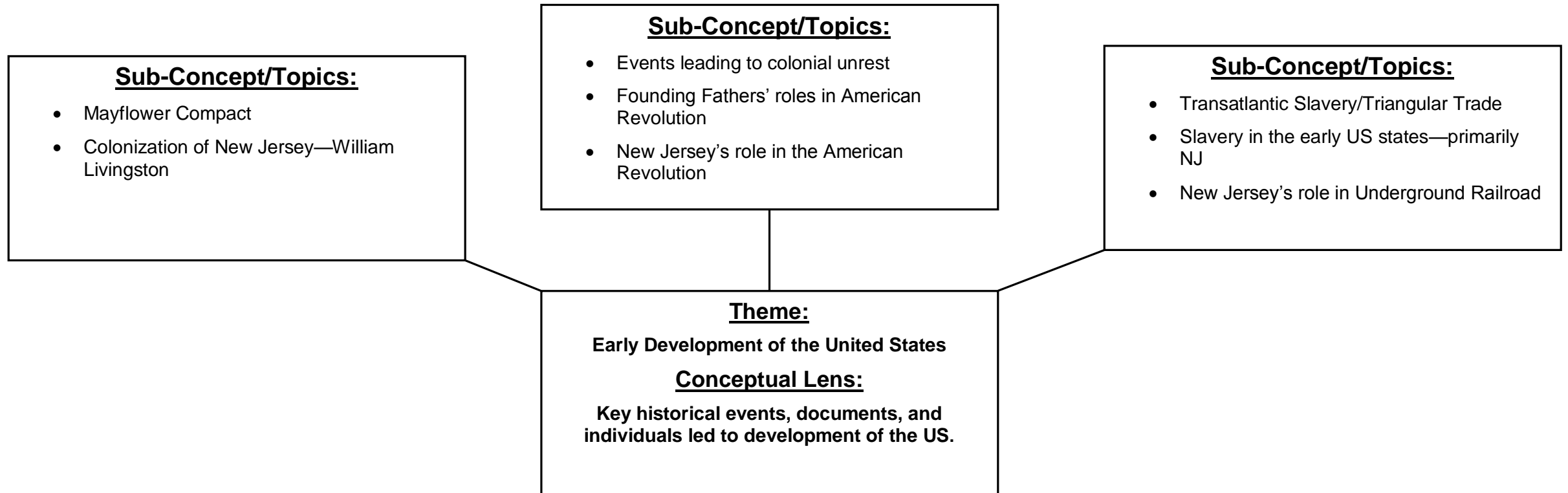
Review of Historical Documents and/or events, with emphasis on The Mayflower Compact, colonization of New Jersey (governed by William Livingston), brief discussion of events that led to colonial unrest, how Thomas Jefferson, Benjamin Franklin, and George Washington organized colonists to dispute British rule, declare independence, and eventually become a free country—emphasis on American Revolution will focus on New Jersey’s role. Trans-Atlantic slavery will be discussed in terms of Triangular Trade, slavery in the colonies (with emphasis on New Jersey). Students need to understand that slavery was a long-standing policy that was used for economic purposes in the colonies and states, but was not an American invention.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand <u>that</u>:	Guiding Questions
<p>1. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</p>	<p>1. Key historical events, documents, and individuals led to the development of our nation.</p>	<ul style="list-style-type: none"> • What key events led to the creation of the US? • What Key events led to the creation of NJ? • What makes a document historically significant? • What are The Mayflower Compact, The Declaration of Independence, Constitution, and Bill of Rights? • How is our present day government structured? • What is government? • What was the American Revolution?

		<ul style="list-style-type: none"> • What part did New Jersey and its citizens play in the Revolution? • What is (slavery) trans-Atlantic slavery?
<p>2. How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p>		<ul style="list-style-type: none"> • What is citizenship? • What is civic leadership? • Who was George Washington? Thomas Jefferson? Benjamin Franklin? • Who was William Livingston? • What was his job as governor? • What is state government?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies Fourth Grade
Unit Number/Title: 2/ Early Development of the United States
Conceptual Lens: Founding of the US (events, documents, individuals)
Appropriate Time Allocation (# of Days): 4 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators					
RI.4.1	RI.4.2	RI.4.10	W.4.9b	W.4.10	L.4.1f L.4.2d
RI.4.3	RI.4.4	RF.4.4.a, c	SL.4.1a,b, c, d		L.4.3c L.4.4a
RI.4.5	RI.4.6	W.4.4 W.4.6	SL.4.2 SL.4.4		L.4.6
RI.4.7	RI.4.9	W.4.7 W.4.8	SL.4.5		

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>Mayflower Compact Colonization and governance of New Jersey</p> <p style="text-align: center;">1 Week</p>	<p>Key Historical events, documents, and individuals led to the development of our nation.</p>	<p>Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>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.</p> <p>Explain the role Governor William Livingston played in the development of New Jersey government.</p>	<p>Discuss Pilgrim’s journey to New World and then view William Bradford’s copy of the Mayflower Compact at http://www.plimoth.org/sites/default/files/wysiwyg-images/Mayflower%20Compact%20in%20Bradford%27s%20Hand.pdf</p> <p>complete <i>Would You Sign?</i> activity with class (see Appendix)</p> <p>Have students examine copy of Declaration of Independence and discuss important ideas listed.</p> <p>Complete <i>Would You Sign?</i> Activity at http://www.education.com/files/60001_60100/60084/file_60084.pdf or see Appendix</p> <p>Read & discuss article on William Livingston at http://www.archives.gov/exhibits/charters/constitution_founding_fathers_new_jersey.html</p>	<p>Plimoth Plantation website http://www.plimoth.org/learn/just-kids/homework-help/mayflower-and-mayflower-compact</p> <p>Teacher Created Materials: American Revolution Primary Sources Kit</p> <p>New Jersey Textbook</p> <p><u>The American Revolution for Kids</u></p> <p>New Jersey text pgs 110, 145</p>	<p>Use data accessed on the Web to inform solutions to problems and the decision-making process.</p> <p>Apply critical thinking and problem-solving skills in classroom and family settings.</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p>	<p>6.1.4.D.4</p> <p>6.1.4.D.5</p> <p>6.1.4.D.6</p> <p>6.1.4.D.7</p> <p>6.1.4.D.8</p> <p>6.1.4.D.9</p>	<p>Summative Assessments: Content will be included in Benchmark 1 (<i>Journals From American Revolution</i>)</p> <p>Formative Assessment(s)</p> <p>Have students complete <i>Hear Ye, Hear Ye!</i> assessment to recall facts and events leading to American Revolution http://www.beaconlearningcenter.com/Documents/2956_08.pdf</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>Colonial unrest & American Revolution</p> <p>2 weeks</p>	<p>Key Historical events, documents, and individuals led to the development of our nation. (cont')</p>	<p>Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p>	<p>or see Appendix</p> <p>Have pairs work to complete one of the following: Dutch Step House/Dutch Windmill; Look-Inside Log Cabin; Spinning Wheel; Peek Inside Philadelphia; Candle Making Slider or Maryland Coin Code (See Appendix) Students can use projects to create a Mini Living History Museum of life in the Colonies.</p> <p>Complete Genre Units (Biography) in small groups during Literacy and discuss.</p> <p>Form Jigsaw groups and allow students to share information on their Founding Father with other group members.</p> <p>TCM Primary Source Kit Picture activities on Benjamin Franklin & George Washington</p> <p>Visit http://classroom.monticello.org/kids/gallery/ to learn more about Thomas Jefferson and allow students to select an activity to complete.</p>	<p>See Appendix for <u>Hands on History</u> activities</p> <p>This site has several categories of Primary Sources with links to document based questions.</p> <p>http://www.authentichistory.com/</p> <p>Use suggested activities from Genre binder</p>	<p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>Demonstrate effective communication using digital media during classroom activities.</p> <p>Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>Explain the importance of understanding and following rules in family, classroom, and community settings.</p>		<p>Have students write a paragraph detailing how/why their <i>Hands on History</i> project is a good representation of colonial life. Use holistic rubric to score.</p> <p>Create a poster or booklet "Who's Who in American History"; students select several founding fathers (and mothers), provide an illustration and a list or paragraph detailing their contributions to founding of America</p> <p>Work in pairs to create <i>Lift the Flap</i> American History timeline; pairs create quizzes for other partnerships to complete and provide an open ended question with an answer key. See Appendix for timeline</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Triangular Trade/Slavery</p> <p>1 week</p>	<p>Key Historical events, documents, and individuals led to the development of our nation. (cont')</p>	<p>Determine the significance of New Jersey's role in the American Revolution.</p> <p>Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</p>	<p>Read and discuss New Jersey text in Jigsaw/cooperative group structure. <i>Create a mural or illustrated handbook of NJ and the Revolution.</i> Read and discuss <i>Jersey Journeys</i> at http://www.jerseyhistory.org/assets/njhs_jjourneys_pdf/pdf_file/nov99.pdf</p> <p>Work as a class, or have students work in groups to view a Power Point presentation on Triangular Trade and complete paper and pencil or interactive maps; have students make inferences about New Jersey's possible benefits of Triangular Trade based on geographical location and regional resources</p>	<p>New Jersey text Chapters 5 and 6</p> <p>Use Maryland site on Triangular Trade & Slavery: contains several activities and copies of primary sources that can be used with students http://www.econed.org/userfiles/files/Triangular%20Trade%20ELEM.pdf</p>			<p>Have students complete activities of choice from Chapter 5 & 6 Reviews-pgs. 132-133 and 152-153</p> <p>Student maps may be graded</p>

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview/pre-teach vocabulary • Preview passage • Complete picture walk to build background • When available, provide books-on-tape/CD • Offer one-on-one support by enlisting instructional assistants, student teachers and parents to read with students during IDR and at home 	<ul style="list-style-type: none"> • Encourage G/T students to further explore self-selected topics of interest that arise during instruction using the internet, classroom & school library and resources they have at home • Utilize Extension activities listed in teachers edition • Develop assignments and projects which require G/T students to apply concepts through multi-media • Allow G/T students to work as peer tutors, or work as a team to teach a lesson to the class 	<ul style="list-style-type: none"> • When available, refer to teacher's guide for ELL activities • Preview/pre-teach vocabulary • Establish peer-tutoring or partner learning activities • Use illustrations/visual aids to build background and foster understanding • Use exit cards to ensure understanding of new concepts taught • Provide graphic organizers and study guides 	<p>Always refer to a student's IEP for specific modifications in addition to:</p> <ul style="list-style-type: none"> • Repeat, reword or rephrase instructions • Modify theme tests • Highlight and/or modify graphic organizers to make them easier to read and use • Use visual aids, concrete examples, manipulatives and classroom re-enactments to convey new or challenging concepts • Have students draw pictures in addition to writing down ideas • Encourage students to make frequent stops during reading to self check understanding • Use exit cards to monitor comprehension • Use audio texts or CDs when available • Give students extra time to complete assignments or tests • Allow students to explain their thinking before or after completing essay assignments and test questions • Draw pictures for vocabulary words and important concepts.

UNIT OVERVIEW

Course Title: Social Studies Fourth Grade

Unit #: UNIT 3 OVERVIEW

Unit Title: US Constitution and Government

Unit Description and Objectives:

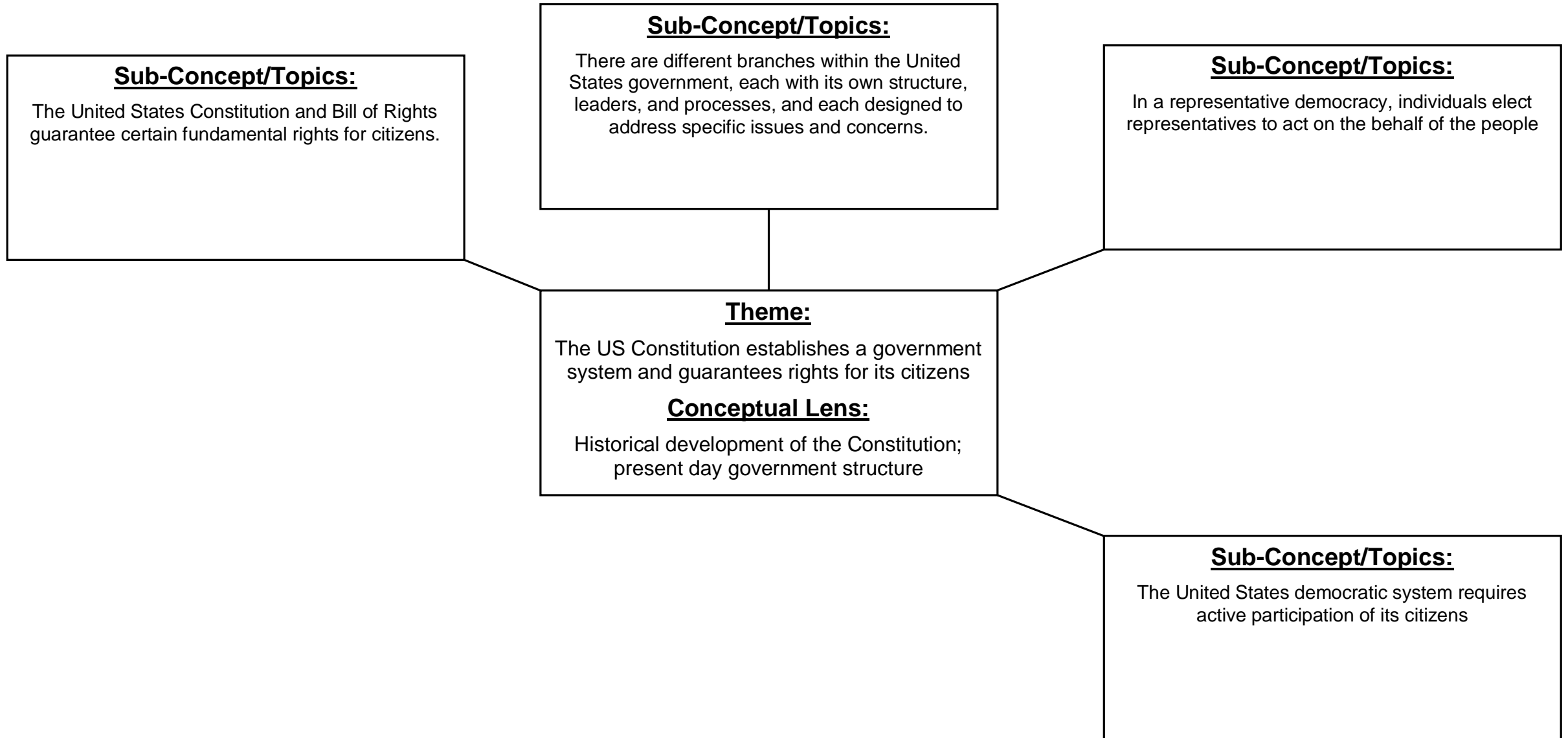
Brief review of historical events that led to development and ratification of the Constitution and the Bill of Rights. Remainder of unit will focus on guiding principles of the Constitution, plan for American government (including local, state and national), branches of government, representative democracy and active participation of United States citizens.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand <u>that</u> :	Guiding Questions
1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	1. The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	<ul style="list-style-type: none"> • What is a right? • What is a guarantee? • How did the Constitution and the Bill of Rights come to be? • What is a democracy? • What freedoms do Americans enjoy (expression, vote, religion)? • What is the importance of civic responsibility?
	2. There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	<ul style="list-style-type: none"> • What are the Branches of the U.S. Government? • How is the U.S. Government structured and organized? • What is the relationship between the Constitution and the U.S. Government? • What differences exist among the three Branches of the U.S. Government?

		<ul style="list-style-type: none"> • What are the roles and responsibilities of each branch of government? • What powers are given to State and Federal Governments? • How do State and Federal governments work together?
	3. In a representative democracy, individuals elect representatives to act on the behalf of the people.	<ul style="list-style-type: none"> • What is a Representative Democracy? • What are the roles of elected representatives? • How do elected representatives interact with citizens at local, state and national levels? • What rights and responsibilities do citizens in a democracy have? • What services do each of the different levels of government provide? • Who makes policy and the impact of the policy decisions made at each level of government? • How does government work and each level?
	4. The United States democratic system requires active participation of its citizens.	<ul style="list-style-type: none"> • How can citizens create change at any level of government?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies Fourth Grade
Unit Number/Title: 3/The US Constitution and Government
Conceptual Lens: Development of the Constitution; present day Government
Appropriate Time Allocation (# of Days): 5 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators							
RI.4.1	RI.4.2	RI.4.10	RF.4.4.a, c	W.4.9b	W.4.10	L.4.1f	L.4.2d
RI.4.3	RI.4.4	W.4.4	W.4.6	SL.4.1a,b, c, d		L.4.3c	L.4.4a
RI.4.5	RI.4.6	W.4.7	W.4.8	SL.4.2	SL.4.4	L.4.6	
RI.4.7	RI.4.9			SL.4.5			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>Constitution overview</p> <p style="text-align: center;">1 week</p>	<p>The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.</p> <p style="text-align: center;">American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</p>	<p>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.</p> <p>Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.</p>	<p>Have students watch <i>Ssh! We’re Writing the Constitution</i> on Safari Montage, or read a picture book from the library such as: <u>Here’s to You, America We the Kids</u> <u>A More Perfect Union (the story of Our Constitution)</u> <u>George vs. George</u></p> <p>Have students brainstorm a list of freedoms Americans enjoy. Access prior knowledge by discussing how we have such rights and how they are protected.</p> <p>Read and discuss <i>We the People</i></p>	<p>We the People:Unit 3 Lesson 16 NJ Text: Chap 11 Lesson 1</p> <p><u>The American Revolution for Kids</u> Chap 7, pgs 101-117</p> <p>Congress for Kids Constitution site http://www.congressforkids.net/Constitution_index.htm</p> <p>Ben’s Guide to Government http://bensguide.gpo.gov/3-5/documents/constitution/</p> <p>We the People:Unit 5: Lesson 24</p>	<p>Use data accessed on the Web to inform solutions to problems and the decision-making process.</p> <p>Apply critical thinking and problem-solving skills in classroom and family settings.</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p>	<p>6.1.4.A.2</p>	<p>Summative Assessments: Content will be evaluated in Benchmark 1 to be given at the end of this Unit (<i>Journals From American’s Revolution</i>)</p> <p>As a review for the Benchmark, students can work in groups of 2 or 3 to play the interactive game <i>Do I Have a Right?</i> http://www.icivics.org/games/do-i-have-right</p> <p>Formative Assessment(s) Teacher’s choice of activities from <u>We the People</u> (focus on activities listed at the end of each lesson)</p> <p>Students should complete interactive Bill of Rights Game and create poster, brochure or power point</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>	
<p>Guiding principles of the Constitution</p> <p>1 Week</p>	<p>There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.</p>	<p>Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</p> <p>Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>Explain how national and state governments share power in the federal system of government.</p>	<p>Hold a class meeting to discuss an issue which affects most students; discuss possible solutions and lead students to discover that the common good (vs. self interest) is most important in solving problems</p>	<p>We the People: Unit 3:Lesson 13-15 NJ Text: Chap 12 Lesson 2</p>	<p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p>	6.1.4.A.3	<p>showing rights guaranteed by the Constitution</p> <p>http://www.constitutioncenter.org/BillOfRightsGame/ Take online Constitution quiz</p> <p>http://www.constitutionfacts.com/?page=quiz.cfm</p>	
<p>Branches of the Government</p> <p>1 Week</p>	<p>In a representative democracy, individuals elect representatives to act on the behalf of the people.</p>	<p>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.</p>	<p>Read and discuss the branches of Government; <i>have students create diagrams listing each branch and the powers/responsibilities of each</i></p> <p>Work in small groups to role play or create skits that show what each branch of government does</p>	<p>We the People:Unit 3:Lesson 15 NJ Text: Chap</p>	<p>Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.</p>		6.1.4.A.4	<p>Student-selected activities from <i>We the People</i> pg.122</p>
		<p>Compare and contrast how government functions at the community, country, state, and national levels, the services provided, and</p>	<p>We the People: Unit 3 Lesson 16</p> <p>NJ Text: Chap 12, Lesson 2</p>	<p>Demonstrate effective communication using digital media during classroom activities.</p>	6.1.4.A.5			<p>Student-selected activities from <i>We the People</i> pg.130</p>
			<p>We the People: Unit 1 Lesson 3</p>	<p>Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>Explain the importance of understanding and following rules in family, classroom, and community settings.</p>		<p>Student-selected activities from <i>We the People</i> pg.28</p>		

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>republican government ideals & democratic principles</p> <p>1 Week</p>	<p>The United States democratic system requires active participation of its citizens</p>	<p>the impact of policy decisions made at each level.</p> <p>Explain the process of creating change at the local, state, or national level.</p>	<p>After reading, create a T-Chart that details powers of state and federal govt</p> <p>Complete <i>Our Homes, Our Town, Our Country</i> activity with class; discuss connections to federal government http://kidsvotingusa.org/wp-content/uploads/2011/04/sample-35-Democracy-OurHomes.pdf</p> <p>Create a brochure, mural, poster, or have students act out a commercial that shows how governments function at each level</p> <p>Allow students to work in expert groups to learn about one level of government and then jigsaw to teach other members of their group about the functions and services involved at each level</p>	<p>We the People: Unit 1: Lesson 6</p> <p>We the People: Unit 5: Lesson 23</p>		<p>6.1.4.A.6</p> <p>6.1.4.A.7</p> <p>6.1.4.A.8</p>	<p>Student-selected activities from <i>We the People</i> pg.52</p> <p>Student-selected activities from <i>We the People</i> pg.190</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Civic Responsibilities</p> <p>1 week</p>		<p>Explain the process of creating change at the local, state, or national level.</p>	<p>Brainstorm a list of actions that citizens can take to make a change; discuss examples from literature and current events that demonstrate good citizenship</p>			<p>6.1.4.A.12</p>	<p>Create a RAFTS assignment that allows students to choose an element of government or the Constitution to research http://www.vrml.k12.la.us/graphorgan/18strat/strat/raft/raft.htm OR http://www.writingfix.com/WAC/Writing_Across_Curriculum_RAFTS_Soc_Studies.htm</p> <p>See Appendix</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview/pre-teach vocabulary • Preview passage • Complete picture walk to build background • When available, provide books-on-tape/CD • Offer one-on-one support by enlisting instructional assistants, student teachers and parents to read with students during IDR and at home 	<ul style="list-style-type: none"> • Encourage G/T students to further explore self-selected topics of interest that arise during instruction using the internet, classroom & school library and resources they have at home • Utilize Extension activities listed in teachers edition • Develop assignments and projects which require G/T students to apply concepts through multi-media • Allow G/T students to work as peer tutors, or work as a team to teach a lesson to the class 	<ul style="list-style-type: none"> • When available, refer to teacher's guide for ELL activities • Preview/pre-teach vocabulary • Establish peer-tutoring or partner learning activities • Use illustrations/visual aids to build background and foster understanding • Use exit cards to ensure understanding of new concepts taught • Provide graphic organizers and study guides 	<p>Always refer to a student's IEP for specific modifications in addition to:</p> <ul style="list-style-type: none"> • Repeat, reword or rephrase instructions • Modify theme tests • Highlight and/or modify graphic organizers to make them easier to read and use • Use visual aids, concrete examples, manipulatives and classroom re-enactments to convey new or challenging concepts • Have students draw pictures in addition to writing down ideas • Encourage students to make frequent stops during reading to self check understanding • Use exit cards to monitor comprehension • Use audio texts or CDs when available • Give students extra time to complete assignments or tests • Allow students to explain their thinking before or after completing

			essay assignments and test questions <ul style="list-style-type: none">• Draw pictures for vocabulary words and important concepts.
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UNIT OVERVIEW

Course

Title: Social Studies Fourth Grade

Unit #: UNIT 4 OVERVIEW

Unit Title: Economics, Innovation and Technology

Unit Description and Objectives:

Introduction of basic economic principles: consumer, producer, incentive, supply/demand, goods and services etc. Describe how an economic system functions (on both small scale and large scale basis). Discuss the ways in which money affects an individual and guides them to make financial decisions. Students will explore the impact of ideas, innovations, inventions and prominent figures throughout history and determine ways in which a region affects a local economy.

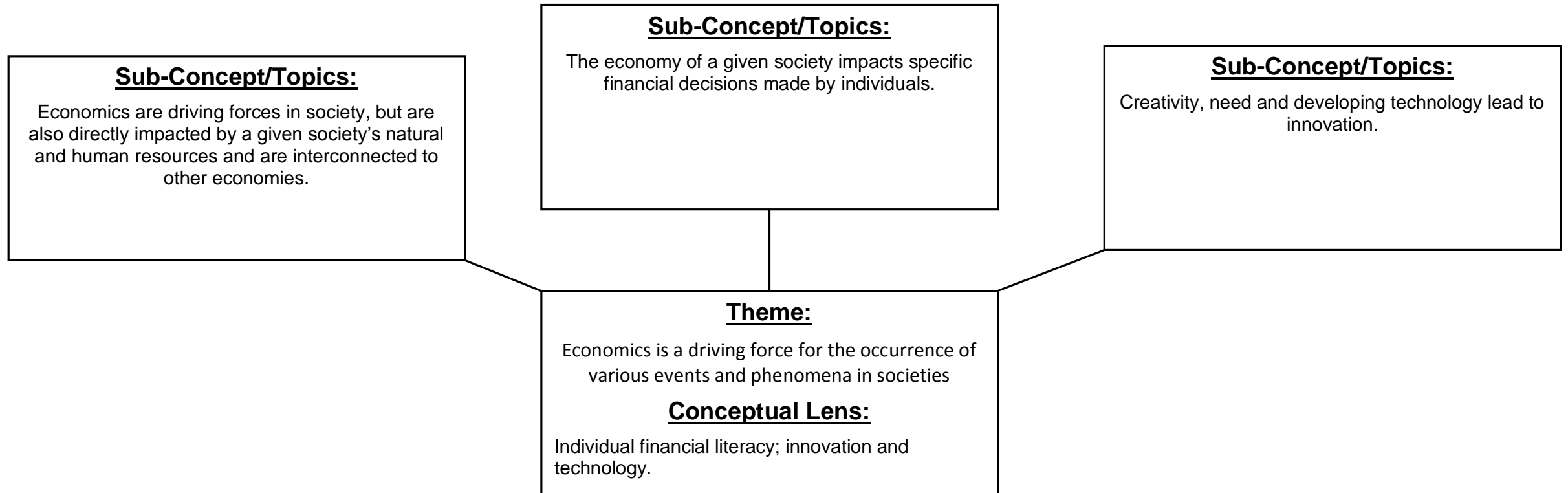
Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
<p>How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?</p> <p>What are the possible consequences of these decisions for individuals, groups and societies?</p>	<p>Economics is a driving force for the occurrence of various events and phenomena in societies.</p>	<ul style="list-style-type: none"> • What are incentives? • What are producers? • What are consumers? • Why do the incentives differ between producers and consumers? • What is supply and demand? • What is output? • How does this influence product prices and their output? • What is specialization? • What is a good? • What is an exchange of goods? • What are services? • What is production?

		<ul style="list-style-type: none"> • How does specialization play a role in the production and exchange of goods and services?
	Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.	<ul style="list-style-type: none"> • What is an economic system? • What are households? • What are businesses? • What are laborers? • What are governments? • How do these relate? • What is their role within the economic system?
	Availability of resources affects economic outcomes.	<ul style="list-style-type: none"> • What are resources? • What are the similarities and differences of how people obtain and use resources across the world?
	Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.	<ul style="list-style-type: none"> • What are savings, debt, and investment? • How does money affect people? • How do you make money? • How do you save it? • How do people get into and out of debt? • How do you invest your money? • How do these choices affect your life? • What is a long term goal? • Why is it important to set long term goals? • How do you go about setting a long term goal? • How do these goals influence our decisions within the community?
How have scientific and technological developments over the course of history changed the way people live and economies and governments function?	Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	<ul style="list-style-type: none"> • Who are/ were prominent New Jerseyans? • What impact did they have on the society of their times? • What is a society? • What is capitalism? • What is an entrepreneur?
	Economic opportunities in New Jersey and other states are related to the availability of resources and technology.	<ul style="list-style-type: none"> • What is a natural resource? • What is geography? • What is climate?

		<ul style="list-style-type: none"> ● What are the methods of transportation? ● What is technology? ● What is a labor force? What are economics? Identify economic opportunities in NJ. Ex. shore, farming, blueberries, silk industry, etc. ● What is transportation? ● What is a community of workers? ● How did transportation systems develop? Ex. steam engines to transport NJ workers to NY, trains Phila. to NJ, high speed lines ● How did these transportation systems affect the U.S.?
	<p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p>	<ul style="list-style-type: none"> ● What is creativity? ● What are innovations vs. inventions? ● What are examples of inventions during various historical period? Ex. Timelines ● What is agriculture? ● What is an agricultural society? ● What is industry? ● What is an industrial society? ● What is the information age?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies Fourth Grade
Unit Number/Title: 4/ Economics, Innovation and Technology
Conceptual Lens: Individual financial literacy; innovation and technology
Appropriate Time Allocation (# of Days): 7 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators							
RI.4.1	RI.4.2	RI.4.10	RF.4.4.a, c	W.4.9b	W.4.10	L.4.1f	L.4.2d
RI.4.3	RI.4.4	W.4.4	W.4.6	SL.4.1a,b, c, d		L.4.3c	L.4.4a
RI.4.5	RI.4.6	W.4.7	W.4.8	SL.4.2	SL.4.4	L.4.6	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>Economics are driving forces in society, but are also directly impacted by a given society's natural and human resources and are interconnected to other economies.</p> <p>2 Weeks</p>	<p>Economics is a driving force for the occurrence of various events and phenomena in societies.</p> <p>Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</p> <p>Availability of resources affects economic outcomes.</p>	<p>Explain the role of specialization in the production and exchange of goods and services.</p> <p>Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>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.</p> <p>Compare and contrast how access to and use of resources affects people across the world differently.</p>	<p>Have students brainstorm a list of products that specific groups of consumers might buy</p> <p>Read article “Backpack Buddies” in Appendix; have students create a classroom business of choice following guidelines in article; discuss application to global economy with emphasis on vocabulary terms;</p> <p>OR</p> <p>Students can play the digital Lemonade Stand in small groups to determine how outside influences can impact an economy http://ae4rv.com/games/lemonade.htm</p> <p>Work as a class to complete <i>The Color of Resources</i> activity http://www.econedlink.org/lessons/index.php?lid=711&type=educator</p>	<p>Council for Economic Education site <i>econedlink</i></p> <p>Refer to Safari Montage for clips and videos</p> <p>National Geographic: <u>Money and You</u></p> <p>NJ Text: Chap 11, Lesson 1</p> <p>Scholastic economics glossary http://www2.scholastic.com/browse/article.jsp?id=3750579</p> <p>Council for Economic Education site <i>econedlink</i></p> <p>Refer to Safari Montage for clips and videos</p>	<p>Use data accessed on the Web to inform solutions to problems and the decision-making process.</p> <p>Apply critical thinking and problem-solving skills in classroom and family settings.</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p>	<p>6.1.4.C.3</p> <p>6.1.4.C.4</p> <p>6.1.4.C.5</p> <p>6.1.4.C.6</p> <p>6.1.4.C.7</p>	<p>Summative Assessments: Benchmark 2 will be given at the end of this Unit. Students will complete PBL activity (Pennies for Poverty)</p> <p>Formative Assessment(s)</p> <p>As this unit progresses, students may have difficulty keeping track of key vocabulary and concepts—have students create an illustrated glossary of economics that includes definitions in students’ own words as well as examples of concepts as they apply to individuals; this glossary should be counted as a grade</p> <p>Students can work in groups to create a product desirable to other 4th graders and identify a “target audience” of consumers</p> <p>Allow students to choose one of the econedlink activities to include as a graded activity</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>The economy of a given society impacts specific financial decisions made by individuals.</p> <p>2 Weeks</p>	<p>Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.</p>	<p>Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p>Recognize the importance of setting long-term goals when making financial decisions within the community.</p>	<p>Choose any of the activities listed below; activities can be completed whole class and in small groups or centers during literacy block</p> <p><i>You Can BANK on This (Parts 1-4, listed in order)</i> http://www.econedlink.org/lessons/index.php?lid=578&type=educator http://www.econedlink.org/lessons/index.php?lid=584&type=educator http://www.econedlink.org/lessons/index.php?lid=585&type=educator http://www.econedlink.org/lessons/index.php?lid=591&type=educator <i>Do I Look Like I'm Made of Money?</i> http://www.econedlink.org/lessons/index.php?lid=556&type=educator</p>		<p>Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>Demonstrate effective communication using digital media during classroom activities.</p> <p>Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>Explain the importance of understanding and following rules in family, classroom, and community settings.</p>	<p>6.1.4.C.8</p> <p>6.1.4.C.9</p> <p>6.1.4.C.10</p>	
<p>Creativity, need and developing technology lead to innovation.</p> <p>2 Weeks</p>	<p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p>	<p>Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p>	<p>Complete the <i>Economic Spotter: Inventors and Entrepreneurs in the Industrial Age</i> activity http://www.econedlink.org/lessons/index.php?lid=330&type=educator</p>	<p>Council for Economic Education site <i>econedlink</i></p> <p>Refer to Safari Montage for clips and videos</p>	<p>See Above</p>	<p>6.1.4.C.11</p>	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
	<p>Economic opportunities in New Jersey and other states are related to the availability of resources and technology.</p> <p>Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.</p>	<p>Determine the qualities of entrepreneurs in a capitalistic society.</p> <p>Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.</p> <p>Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. Explain how the development of communications systems has led to increased collaboration and the</p>	<p>*this site contains several links to sites about inventors, with emphasis on Thomas Edison</p> <p>Brainstorm a list of products and resources from well known countries around the world; have students research on the internet and create an illustrated guide or a large map showing global resources</p> <p>Read and discuss <u>Inventions That Changed the World</u></p> <p>Watch and discuss <i>Bill Nye: Human Transportation</i></p> <p>View Safari Montage clip <i>Horrible Histories: Ingenious Industrialists</i> & discuss</p> <p>OR</p> <p>View Safari Montage clip <i>A History of Invention</i> & discuss</p> <p>Read & discuss NJ text Chapter 9, lessons 1& 2</p>	<p><u>National Geographic: Inventions that Changed the World</u></p> <p>Kid-friendly sites include information on inventors and inventions as well as games and interactive quizzes.</p> <p>http://edtech.kennesaw.edu/web/inventor.html</p> <p>http://library.thinkquest.org/5847/</p> <p>http://www.noogenesis.com/inventing/pencil/pencilpage.html</p> <p>Refer to Safari Montage for clips and videos</p>	<p>See Above</p>	<p>6.1.4.C.12</p> <p>6.1.4.C.13</p> <p>6.1.4.C.14</p> <p>6.1.4.C.15</p> <p>6.1.4.C.16</p>	<p>Work in pairs to create <i>Lift the Flap</i> Great Inventions timeline; pairs create quizzes for other partnerships to complete and provide an open ended question with an answer key. See Appendix for timeline</p> <p>Create a RAFTS assignment that allows students to choose an inventor or invention to research http://www.vrml.k12.la.us/graphorgan/18strat/strat/raft/raft.htm OR http://www.writingfix.com/WAC/Writing_Across_Curriculum_RAFTS_Soc_Studies.htm</p> <p>Have students complete PBL <i>A Day in the Life, Without...</i></p> <p>See Appendix for lesson</p>

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Benchmark PBL will be given in class and will take 1 week		spread of ideas throughout the United States and the world.		NJ text Chapter 9, lessons 1& 2		6.1.4.C.17 6.1.4.C.18	

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students	English Language Learners	Special Education Students
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<ul style="list-style-type: none"> • Preview/pre-teach vocabulary • Preview passage • Complete picture walk to build background • When available, provide books-on-tape/CD • Offer one-on-one support by enlisting instructional assistants, student teachers and parents to read with students during IDR and at home 	<p style="text-align: center;">(Challenge Activities)</p> <ul style="list-style-type: none"> • Encourage G/T students to further explore self-selected topics of interest that arise during instruction using the internet, classroom & school library and resources they have at home • Utilize Extension activities listed in teachers edition • Develop assignments and projects which require G/T students to apply concepts through multi-media • Allow G/T students to work as peer tutors, or work as a team to teach a lesson to the class 	<ul style="list-style-type: none"> • When available, refer to teacher's guide for ELL activities • Preview/pre-teach vocabulary • Establish peer-tutoring or partner learning activities • Use illustrations/visual aids to build background and foster understanding • Use exit cards to ensure understanding of new concepts taught • Provide graphic organizers and study guides 	<p>Always refer to a student's IEP for specific modifications in addition to:</p> <ul style="list-style-type: none"> • Repeat, reword or rephrase instructions • Modify theme tests • Highlight and/or modify graphic organizers to make them easier to read and use • Use visual aids, concrete examples, manipulatives and classroom re-enactments to convey new or challenging concepts • Have students draw pictures in addition to writing down ideas • Encourage students to make frequent stops during reading to self check understanding • Use exit cards to monitor comprehension • Use audio texts or CDs when available • Give students extra time to complete assignments or tests • Allow students to explain their thinking before or after completing essay assignments and test questions • Draw pictures for vocabulary words and important concepts.
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*All core content areas may not be applicable in a particular course.

Washington Township Public Schools
Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.