

**Califon Public School  
Social Studies Curriculum**



<b>Subject: Social Studies</b>	<b>Grade: 4</b>	<b>Unit #: 1</b>	<b>Pacing: 3-4 weeks</b>
<b>Unit Title: Civics, Government and Human Rights (Documents of Freedom, Branches of Government, Active Citizenship)</b>			

**OVERVIEW OF UNIT:**

**In this unit, students will read America’s documents of freedom and other informational texts in order to learn about how and why our government was formed, the function of each branch of government at both the federal and state levels, the rights and responsibilities of a citizen in a democracy, and our democratic nation’s role within the interconnected, global community.**

**U.S. History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

**Active Citizenship in the 21st Century**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● The United States government protects people’s fundamental rights.</li> <li>● It is our civic responsibility to actively participate in the community, state, national and global levels.</li> <li>● Rules and laws are developed to protect people’s rights and the security and welfare of society.</li> </ul>	<ul style="list-style-type: none"> <li>● How are the N.J. and U.S. governments organized and why?</li> <li>● How do national and state governments share power in a federal system of government?</li> <li>● How does the Constitution limit the power of the government?</li> <li>● What fundamental rights are protected in the Bill of Rights?</li> <li>● How do (can) governments promote the dignity and rights of all people? (AA)</li> </ul>

<ul style="list-style-type: none"> <li>● The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. <b>(AS)</b></li> <li>● American constitutional government is based on principles of limited government, shared authority, fairness, and equality. <b>(AS)</b></li> <li>● 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.</li> <li>● In a representative democracy, individuals elect representatives to act on behalf of the people.</li> <li>● The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. <b>(AS)</b></li> <li>● The United States democratic system requires active participation of its citizens.</li> <li>● Immigrants can become and obtain the rights of American citizens.</li> <li>● The world is comprised of nations that are similar to and different from the United States.</li> <li>● In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</li> <li>● In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.</li> </ul>	<ul style="list-style-type: none"> <li>● How do the rights contribute to the improvement of American democracy?</li> <li>● How are you a member/citizen of your town, state, country and world?</li> <li>● How have individuals or groups taken actions to promote the dignity and rights of people (M. L. King Jr.)? <b>(AA)</b></li> <li>● How can I influence others to make good decisions that will uphold the dignity and rights of others?</li> <li>● Why is it important to understand multiple perspectives (in history or today)? <b>(AA)</b></li> </ul>
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### Objectives

- Students will be able to detail how the N.J. and U.S. governments are organized.
- Students will be able to describe how the national and state governments share power in a federal system of government.
- Students will be able to explain how the Constitution limits the power of the government.
- Students will be able to list the fundamental rights that are protected in the Bill of Rights. **(AS)**
- Students will be able to evaluate how governments do (can) promote the dignity and rights of all people. **(AS)**
- Students will be able to justify how these rights contribute to the improvement of American democracy. **(AS)**

- Students will be able to describe how individuals are a member/citizen of your town, state, country and world.
- Students will be able to assess how individuals or groups have taken actions to promote the dignity and rights of people (M. L. King Jr.).
- Students will be able to describe how individuals influence others to make good decisions that will uphold the dignity and rights of others.
- Students will be able to evaluate important to understand multiple perspectives (in history or today).

### Assessment

#### **Formative Assessment:**

- Quizzes
- Class Discussion
- Notes

#### **Summative Assessment:**

- Projects
- Tests

#### **Benchmark:**

- Unit Tests

#### **Alternative:**

- Extended Projects
  - Short research project(s) to explore different aspects of a topic, with a culminating opinion, informative or explanatory piece of writing
  - Branches of Government WebQuest and project
  - State Rock of NJ persuasive essay
- Modified Test Independently Developed by Teacher
- Performance Task
  - Reader's Theatre
  - Literary analysis of patriotic poems and song lyrics

- Mural of state and national symbols

### Key Vocabulary

- Democracy
- Federal
- Government
- Branches
- “Checks and Balances”
- Executive
- Judicial
- Justice
- Legislative
- Legislature
- Bill
- Veto
- Congressional district
- Legislative district
- County seat
- Board of chosen freeholders
- Civics

### Resources & Materials

- *New Jersey Yesterday and Today* published by Silver Burdett & Ginn
- *Cobblestone Magazine*
- *Scholastic News*
- *Storyworks Magazine*
- *New Jersey Studies Weekly*
- *Searchlight Books: Documents of Freedom* by Gwyneth Swain
- *Searchlight Books: Checks and Balances* by Kathiann M. Kowalski
- *Searchlight Books: Getting Elected* by Robin Nelson and Sandy Sonovan
- *Searchlight Books: The President, Vice President, and Cabinet* by Elaine Landau
- *Searchlight Books: Judges and Courts* by Kathiann M. Kowalski

- *A True Book: The Declaration of Independence* by Elaine Landau
- *A True Book: The Constitution of the United States* by Chistine Taylor-Butler
- *A True Book: The Bill of Rights* by Christine Taylor-Butler
- *A True Book: The Presidency* by Chistine Taylor-Butler
- *A True Book: The Congress of the United States* by Chistine Taylor-Butler
- *A True Book: The Supreme Court* by Chistine Taylor-Butler
- *...If You Were There When They Signed the Constitution* by Elizabeth Levy
- *Shh! We're Writing the Constitution* by Jean Fritz
- *A More Perfect Union: The Story of Our Constitution* by Betsy Maestro and Giulio Maestro
- *This is America, Charlie Brown: The Birth of the Constitution*
- *School House Rock!: The Preamble to the Constitution*
- *School House Rock!: I'm Just a Bill*
- *School House Rock!: The Great American Melting Pot*
- *Immigrant Kids* by Russell Freedman
- *Coming to America: The Story of Immigration* by Betsy Maestro
- *O, Say Can You See?: America's Symbols, Landmarks, and Inspiring Words*
- Internet
- Maps
- Globes

### Technology Infusion

#### Teacher Technology:

- Chromebooks
- SMART Board Lessons
- Google Classroom

#### Student Technology:

- Chromebooks
- SMART Board Lessons

- Google Classroom
- Assorted websites
  - <http://www.state.nj.us/nj/about/facts/>
  - <http://www.state.nj.us/state/historykids/NJHistoryKids.htm>
  - <https://kids.usa.gov/three-branches-of-government/index.shtml>
  - <https://www.usa.gov/branches-of-government>
  - <http://www.nj.gov/njfacts/fruit.htm>
  - <http://www.njleg.state.nj.us/kids/1024njsym.asp>

**Activities:**

- Students will use Chromebooks to access Google Classroom and Google Docs, where they will complete assignments for classwork.
- Students will use Chromebooks to access digital research materials.
- Students will use assorted websites to activate prior knowledge and build schema.

Standard	Standard Description
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.

**Interdisciplinary Integration****Activities:**

- Students will read informational text for knowledge and understanding.
- Students will synthesize and present new learning in oral, written and/or visual projects and/or presentations.

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>

- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

<b>Standard</b>	<b>Standard Description</b>
RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### 21<sup>st</sup> Century Life Skills

**Activities:**

- Students will work both individually and in collaborative groups to research, collect and organize data, at times taking leadership roles to communicate project ideas and new learning to the whole class.

<b>Standard</b>	<b>Standard Description</b>
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.

### Careers

**Activities:**

- Students will work individually or in small groups to design and create an oral, written and/or visual presentation that teaches the class about the branches of government, its checks and balances and defends how this system has supported democracy for 250 years.

Standard	Standard Description
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.

Standards	
Standard #	Standard Description
6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time
6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment



<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>
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**Califon Public School**  
**Social Studies Curriculum**



<b>Subject: Social Studies</b>	<b>Grade: 4</b>	<b>Unit #: 2</b>	<b>Pacing: 4-6 weeks</b>
<b>Unit Title: Geography, People, and the Environment (NJ State Facts, Regions &amp; Geography of NJ)</b>			

**OVERVIEW OF UNIT:**

**In this unit, students will read a variety of informational texts and conduct research to learn about the history, geography, politics, economy, and culture of the regions of New Jersey and the United States.**

**6.1 U.S. History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.3 Active Citizenship in the 21st Century**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● The United States and New Jersey has diversity in its landscapes and its people.</li> <li>● Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</li> <li>● Places are jointly characterized by their physical and human properties.</li> </ul>	<ul style="list-style-type: none"> <li>● What impact do decisions at the local and state level on how to use land and resources have on the environment and on how people live?</li> <li>● How has the use of land and resources changed over time, and what has the impact been on the environment?</li> <li>● How can I affect or influence positive changes to the ways we interact with the environment?</li> </ul>

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| <ul style="list-style-type: none"> <li>● The physical environment can both accommodate and be endangered by human activities.</li> <li>● Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</li> <li>● Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.</li> <li>● Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</li> <li>● Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</li> </ul> | <ul style="list-style-type: none"> <li>● How can I use information from maps, globes and other sources of information to understand the past and to make better decisions about the present?</li> </ul> |
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### Objectives

- Students will be able to debate the impact decisions at the local and state level on how to use land and resources have on the environment and on how people live.
- Students will be able to describe how the use of land and resources changed over time, and what the impact of those changes have had on the environment.
- Students will be able to research and defend how an individual can affect or influence positive changes to the ways we interact with the environment.
- Students will be able to synthesize the information from maps, globes and other sources of information in order to understand the past and to make better decisions about the present.

### Assessment

#### **Formative Assessment:**

- Quizzes
- Class Discussion
- Notes

#### **Summative Assessment:**

- Projects
- Tests

#### **Benchmark:**

- Unit Tests

#### **Alternative:**

- Extended Projects
  - Endangered Species of NJ persuasive essays
  - State research reports
- Modified Test Independently Developed by Teacher
- Performance Task
  - Short research projects to explore different aspects of a topic, with a culminating opinion, informative or explanatory piece of writing
  - County Floats
  - Region Postcards
  - Endangered Species of NJ informative posters

### Key Vocabulary

- Continent
- Country
- State
- County
- Town/Borough/Municipality
- Capital
- “Liberty and Prosperity”
- Population density
- Natural resource
- Agriculture
- Region
- Conservation

### Resources & Materials

- *New Jersey Yesterday and Today* published by Silver Burdett & Ginn
- *Cobblestone Magazine*
- *Scholastic News*
- *Storyworks Magazine*
- *New Jersey Studies Weekly*
- *G is for Garden State* by Eileen Cameron
- *Hidden New Jersey* by Linda J. Barth
- *My First Book about New Jersey* by Carole Marsh
- *The Third Star: The Story of New Jersey* by Georganne Farrelll Sohmer
- *Hello U.S.A: New Jersey* by Charles Fredeen
- *America the Beautiful: New Jersey* by R. Conrad Stein

- *New Jersey Facts and Symbols* by Shelley Swanson Sateren
- *Portrait of America: New Jersey* by Kathleen Thompson
- *State Shapes: New Jersey* by Erin McHugh
- *From Sea to Shining Sea: New Jersey* by Elizabeth J. Scholl
- *Tales of New Jersey*
- *Skudera's Ultimate Guide to New Jersey*
- *Weird N.J.* by Mark Sceurman and Mark Moran
- *New Jersey Curiosities* by Peter Genovese
- *Nicky Fifth* series by Lisa Funari-Willever
- *The Story of New Jersey* by Adaline P. Hagman
- *On the Go in New Jersey* by John T. Cunningham
- Internet
- Maps
- Globes

### Technology Infusion

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- SMART Board Lessons
- Google Classroom

#### Student Technology:

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  - <http://www.state.nj.us/state/historykids/NJHistoryKids.htm>
  - <http://www.nj.gov/njfacts/fruit.htm>
  - <http://www.njleg.state.nj.us/kids/1024njsym.asp>
  - <http://www.nj.gov/dep/fgw/tandespp.htm>
  - <http://www.njaudubon.org/SectionNatureNotes/ThreatenedandEndangeredSpeciesofNewJersey.aspx>

- <http://www.njfishandwildlife.com/ensphome.htm>
- <http://www.conservewildlifenj.org/species/fieldguide/>
- <https://www.fws.gov/northeast/njfieldoffice/endangered/esfaq.html>
- <https://www.fws.gov/northeast/njfieldoffice/pdf/specieslist.pdf>
- <http://www.state.nj.us/dep/fgw/spclspp.htm>

**Activities:**

- Students will use Chromebooks to access Google Classroom and Google Docs, where they will complete assignments for classwork.
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**Interdisciplinary Integration****Activities:**

- Students will read informational text for knowledge and understanding.
- Students will synthesize and present new learning in oral, written and/or visual projects and/or presentations.

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

<b>Standard</b>	<b>Standard Description</b>
RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### 21<sup>st</sup> Century Life Skills

**Activities:**

- Students will work both individually and in collaborative groups to research, collect and organize data, at times taking leadership roles to communicate project ideas and new learning to the whole class.

<b>Standard</b>	<b>Standard Description</b>
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.

### Careers

**Activities:**

- Students will use research to create a county float of NJ.

Standard	Standard Description
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.



Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>

**Califon Public School**  
**Social Studies Curriculum**



<b>Subject: Social Studies</b>	<b>Grade: 4</b>	<b>Unit #: 3</b>	<b>Pacing: 2 weeks</b>
<b>Unit Title: Economics, Innovation, and Technology</b>			

**OVERVIEW OF UNIT:**

**Students will learn about entrepreneurship and product development from concept to completion.**

**6.1 U.S. History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.3 Active Citizenship in the 21st Century**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Regional and global interdependence and trade are essential components for a productive economy.</li> <li>● Economics is a driving force for the occurrence of various events and phenomena in societies.</li> <li>● Interaction among various institutions in the local, national, and global economies influences policy making and societal outcomes.</li> <li>● Availability of resources affects economic outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>● What is an economic system?</li> <li>● How do economic systems and decisions affect peoples' lives and communities (local/global)?</li> <li>● How do people in different places and times make decisions about how to utilize their resources?</li> <li>● How and why are the economies of places/times different?</li> <li>● What influences the development and change within economies (innovation, communication, transportation, entrepreneurship, etc.)? (AA)</li> </ul>

- Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.

### Objectives

- Students will be able to define what an economic system is.
- Students will be able to determine how economic systems and decisions affect peoples' lives and communities (local/global).
- Students will be able to examine how people in different places and times make decisions about how to utilize their resources.
- Students will be able to analyze how and why the economies of places/times are different.
- Students will be able to evaluate the influences that development and change within economies (innovation, communication, transportation, entrepreneurship, etc.).

### Assessment

#### **Formative Assessment:**

- Quizzes
- Class Discussion
- Notes

#### **Summative Assessment:**

- Projects
- Tests

#### **Benchmark:**

- Unit Tests

#### **Alternative:**

- Extended Projects
  - Short research project to explore different aspects of a topic, with a culminating opinion, informative or explanatory piece of writing
- Modified Test Independently Developed by Teacher
- Performance Task
  - TREP\$ Marketplace

### Key Vocabulary

- Entrepreneur
- Flea market
- Good
- Market opportunity
- Partnership agreement
- Product development
- Service
- TREP\$ Marketplace
- TREP\$ Workshops
- Revenue
- Expenses
- Profit
- Loss
- Break-even
- Start-up costs
- Loan agreement
- Marketing
- Consumers
- Target market
- Focus group
- Product
- Price
- Place
- Promotion
- Business plan
- Publicity
- Advertising
- Headline
- Copy

- Logo
- Graphics
- Call to action
- Slogan
- Jingle
- Feature
- Benefit
- Sales pitch
- Closing
- Inventory
- Inventory Tracking Sheet

#### Resources & Materials (\*Non-grey shaded standards are met in this unit.)

- *New Jersey Yesterday and Today* published by Silver Burdett & Ginn
- *Cobblestone Magazine Scholastic News*
- *Storyworks Magazine*
- *New Jersey Studies Weekly*
- TREP\$
- Library books
- Internet
- Maps
- Globes

#### Technology Infusion

##### Teacher Technology:

- Chromebooks
- SMART Board Lessons
- Google Classroom

##### Student Technology:

- Chromebooks
- SMART Board Lessons
- Google Classroom
- Assorted websites

- <http://www.state.nj.us/nj/about/facts/>
- <http://www.state.nj.us/state/historykids/NJHistoryKids.htm>

**Activities:**

- Students will use Chromebooks to access Google Classroom and Google Docs, where they will complete assignments for classwork.
- Students will use Chromebooks to access digital research materials.
- Students will use assorted websites to activate prior knowledge and build schema.

Standard	Standard Description
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.

**Interdisciplinary Integration****Activities:**

- Students will read informational text for knowledge and understanding.
- Students will synthesize and present new learning in oral, written and/or visual projects and/or presentations.

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
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RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### 21<sup>st</sup> Century Life Skills

**Activities:**

- Students will work both individually and in collaborative groups to research, collect and organize data, at times taking leadership roles to communicate project ideas and new learning to the whole class.

Standard	Standard Description
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.

### Careers

**Activities:**

- Students research the regions of NJ focusing on the geography and how that has impacted the economy of each region both historically and today.

Standard	Standard Description
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.

CRP11	Use technology to enhance productivity.
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Standards	
Standard #	Standard Description
6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities
6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.5.EconNM.1	Explain the ways in which the government pays for the goods and services it provides.
6.1.5.EconNM.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
6.1.5.EconNM.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.5.EconNM.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.5.EconNM.6	Examine the qualities of entrepreneurs in a capitalistic society.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.
6.3.5.EconET.1	Investigate an economic issue that impacts children and propose a solution.



Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>

**Califon Public School**  
**Social Studies Curriculum**



<b>Subject: Social Studies</b>	<b>Grade: 4</b>	<b>Unit #: 4</b>	<b>Pacing: 8 weeks</b>
<b>Unit Title: History, Culture, and Perspectives (Lenni Lenape, European Exploration &amp; Colonization, NJ in the American Revolution)</b>			

**OVERVIEW OF UNIT:**

**Students will investigate the cultural groups who played a part in developing the state of New Jersey including the Lenni Lenape, as well as European explorers from the Netherlands, Sweden, and England. Students will study the relationship between these groups of people and identify how they contributed to the development of the culture of the state and the evidence of these cultures that can still be seen in NJ today. Finally, students will analyze the role of New Jersey in America’s fight for independence from Great Britain and how NJ served as the “Crossroads of the American Revolution”.**

**6.1 U.S. History: America in the World**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.3 Active Citizenship in the 21st Century**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● American culture was influenced from a variety of cultural groups living in the U.S. It is important to understand that the perspectives of other cultures in an interconnected world are constantly evolving. <b>(HC)</b></li> <li>● Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.</li> </ul>	<ul style="list-style-type: none"> <li>● How have events from the past shaped the present?</li> <li>● How did the decisions of individuals and groups influence the creation of New Jersey and the United States?</li> <li>● How and why are American ideals such as equality, liberty and consent of the governed embodied in key historic documents</li> </ul>

- Key historical events, documents, and individuals led to the development of our nation and still have an impact on all of us today.
- There are people who played significant roles in the development of our government here in New Jersey and our nation.
- New Jersey played a significant role in the American Revolution.
- Trans-Atlantic slavery had an impact on NJ and our nation. **(AS)**
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures struggle to maintain traditions in a changing society.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- It is important to identify stereotyping, bias, prejudice, and discrimination in our lives and communities.
- We need to make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- We all need to develop strategies to reach consensus and resolve conflict.
- We must recognize that people have different perspectives based on their beliefs, values, traditions, culture and experiences.

(Mayflower Compact, the Declaration of Independence, U.S. Constitution and Bill of Rights)?

- How do we know what happened in the past?
- What are primary sources and how do we use them to learn about history?
- Why do people from diverse cultures have different perspectives? **(AA)**
- Why might people from diverse cultures experience conflict? **(AA)**
- How can people from diverse cultures cooperate and coexist? **(AA)**
- How does understanding multiple perspectives help us to make more informed decisions? **(AA)**

### Objectives

- Students will be able to cite examples of how the events of the past shaped the present. **(HC)**
- Students will be able to describe how the decisions of individuals and groups have influenced the creation of New Jersey and the United States.
- Students will be able to evaluate how and why American ideals such as equality, liberty and consent of the governed embodied in key historic documents (Mayflower Compact, the Declaration of Independence, U.S. Constitution and Bill of Rights). **(AS)**

- Students will be able to discuss how we know what happened in the past.
- Students will be able to identify what primary sources are and how we use them to learn about history.
- Students will be able to differentiate why do people from diverse cultures have different perspectives. **(HC)**
- Students will be able to debate how people from diverse cultures experience conflict. **(HC)**
- Students will be able to examine how people from diverse cultures cooperate and coexist. **(HC)**
- Students will be able to justify how understanding multiple perspectives help us to make more informed decisions.

### Assessment

#### **Formative Assessment:**

- Quizzes
- Class Discussion
- Notes

#### **Summative Assessment:**

- Projects
- Tests

#### **Benchmark:**

- Unit Tests

#### **Alternative:**

- Extended Projects
  - Short research projects to explore different aspects of a topic, with a culminating opinion, informative or explanatory piece of writing
  - Lenape Museum
  - Hanger Biography
- Modified Test Independently Developed by Teacher
- Performance Task
  - Reader's Theatre
  - Timeline of European Exploration of NJ
  - Slideshow of Colonial Life in America
  - Literary analysis of patriotic poetry and song lyrics

**Key Vocabulary**

- Native American
- Dialect
- Longhouse
- Celt
- Slash and burn
- Explorer
- Phratry
- Sachem
- Reservation **(HC)**
- Heritage
- New World
- Colony
- Trading post
- Patroon system
- Patroon
- Patroonship
- Fort
- Govern
- Surrender
- Proprietor
- Religious freedom
- Assembly
- Tax
- Merchant
- Royal colony
- Indentured servant
- Apprentice
- Slave **(AS)**
- Barrack
- Parliament
- Delegate
- Patriot
- Loyalist
- Redcoat
- Hessian

- Revolution
- Independence
- Ally
- Militia
- Currency
- Federal
- Compromise
- Ratify
- Legislature
- Bill
- Law
- Immigrant

#### Resources & Materials

- *New Jersey Yesterday and Today* published by Silver Burdett & Ginn
- *Cobblestone Magazine*
- *Scholastic News*
- *Storyworks Magazine*
- *New Jersey Studies Weekly*
- *The New Jersey Reader* by Trinka Hakes-Noble
- *Encounter* by Jane Yolen
- *Lenape Cooking* edited by Jim Rementer
- *Growing Up Indian* by Evelyn Wofson
- *Trouble's Daughter* by Katerherine Kirkpatrick
- *Turtle Island* by Jane Louise Curry
- *The Indians of New Jersey: Dickon Among the Lenapes* by M. R. Harrington
- *The Lenape or Delaware Indians* by Herbert C. Kraft
- *The Indians of Lenapehoking* by Herbert C. Kraft and John T. Kraft
- *The Lenape Indians* by Josh Wilker
- *The Story of New Jersey's Indians* published by the New Jersey State Museum
- *The People of 12,000 Winters* by Trinka Hakes-Noble
- *The Legend of the Cape May Diamond* by Trinka Hakes-Noble
- *The Legend of the Jersey Devil* by Trinka Hakes-Noble
- *Rainbow Crow* retold by Nancy Van Laan
- Dove Environmental Programs, Diana Dove, 82 Church Street, Washington, NJ 07882, 908-689-7771
- Liz Fulmer, Master Basket Weaver, Hunterdon County Parks

- *A Primary Source History of the Colony of New Jersey* by Tamra Orr
- *...If You Lived in Colonial Times* by Ann McGovern
- *Chronicle of America: Colonial Times* by Joy Masoff
- *Kids Discover: Colonial America*
- *American Kids in History: Colonial Days* by David C. King
- *George Washington's Socks* by Elvira Woodruff
- *18 Penny Goose* by Sally M. Walker
- *Revolutionary War on Wednesday* by Mary Pope Osborne
- *Time Warp Trio: Oh Say! I Can't See* by Jon Scieszka
- *Phoebe the Spy* by Judith Griffin
- *The Battlefield Ghost* by Margery Cuyler
- *Toliver's Secret* by Esther Wood Brady
- *The Fighting Ground* by Avi
- *Why Can't You Make Them Behave, King George?* by Jean Fritz
- *Colonial Voices* by Kay Winters
- *Sleds on Boston Common* by Louise Borden
- *The Scarlet Stockings Spy* by Trinka Hakes Noble
- *Katie's Trunk* by Ann Turner
- *The Scarlet Stockings Spy* by Trinka Hakes-Noble
- *"Felicity: An American Girl Adventure"* (dvd)
- *When Washington Crossed the Delaware* by Lynne Cheney
- *Crossing the Delaware* by Louise Peacock
- *If You Had Lived at the Time of the American Revolution* by Kay Moore
- *Heroes of the Revolution* by David A. Adler
- *School House Rock! No More Kings*
- *School House Rock! Shot Heard 'Round the World*
- *The Midnight Ride of Paul Revere* by Henry Wadsworth Longfellow
- *The Golden Rule* by Ilene Cooper
- Maps
- Globes

### Technology Infusion

#### Teacher Technology:

- Chromebooks

- SMART Board Lessons
- Google Classroom

**Student Technology:**

- Chromebooks
- SMART Board Lessons
- Google Classroom
- Assorted websites
  - <http://www.state.nj.us/nj/about/facts/>
  - <http://www.state.nj.us/state/historykids/NJHistoryKids.htm>
  - <http://www.lenapelifeways.org/>
  - <http://teacher.scholastic.com/activities/immigration/tour/>
  - <https://www.nps.gov/stli/learn/photosmultimedia/virtualtour.htm>

**Activities:**

- Students will use Chromebooks to access Google Classroom and Google Docs, where they will complete assignments for classwork.
- Students will use Chromebooks to access digital research materials.
- Students will use assorted websites to activate prior knowledge and build schema.

Standard	Standard Description
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about a problem or issue.

### Interdisciplinary Integration

**Activities:**

- Students will read informational text for knowledge and understanding.
- Students will synthesize and present new learning in oral, written and/or visual projects and/or presentations.

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>



- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

<b>Standard</b>	<b>Standard Description</b>
RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### 21<sup>st</sup> Century Life Skills

#### Activities:

- Students will work both individually and in collaborative groups to research, collect and organize data, at times taking leadership roles to communicate project ideas and new learning to the whole class.

<b>Standard</b>	<b>Standard Description</b>
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.

<b>Careers</b>	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>Students will design and create an interactive Lenape museum for students from pre-k to grade 8 including a simulated script as if they were a museum docent touring the visiting classes.</li> </ul>	
<b>Standard</b>	<b>Standard Description</b>
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11	Use technology to enhance productivity.

<b>Standards</b>	
<b>Standard #</b>	<b>Standard Description</b>
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture
6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students -</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> </ul>

<ul style="list-style-type: none"> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a>		<ul style="list-style-type: none"> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>
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