

# Unit 1: Leaders in a Community (Weeks 1-9)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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This unit builds upon previous knowledge of communities and citizenship by allowing students see how leadership in communities is created and shared. Students will see how leadership impacts all of us, and helps shape the rules and laws that we need to follow to flourish as a society.

## ESSENTIAL QUESTIONS

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- How are our communities diverse?
- What rights and responsibilities do citizens have in various communities?
- Why is it important to follow rules in our community?
- What does a president do?
- Who is Kamala Harris?
- What are memorials?
- What are some important American holidays?
- What are maps used for?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey (NJSL) - Grades K-2 - Social Studies (2020)

##### 6.1.2.CivicsPI.1:

Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

##### 6.1.2.CivicsPI.2:

Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

##### 6.1.2.CivicsPI.3:

Explain how individuals work with different levels of government to make rules

##### 6.1.2.CivicsPI.4:

Explain how all people, not just official leaders, play important roles in a community.

**6.1.2.CivicsPI.5:**

Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

**6.1.2.CivicsPI.6:**

Explain what government is and its function

**6.1.2.CivicsPD.1:**

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**6.1.2.CivicsPD.2:**

Establish a process for how individuals can effectively work together to make decisions.

**6.1.2.CivicsDP.2:**

Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

**6.1.2.CivicsPR.1:**

Determine what makes a good rule or law.

SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
SOC.6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPI.6	Explain what government is and its function.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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PFL.9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for

future academic and career success.

## NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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CS.K-2.8.1.2.AP.4

Break down a task into a sequence of steps.

### PRE-ASSESSMENTS

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Pre-assessments will include teacher observation, general discussion, and questioning.

### INSTRUCTIONAL PLAN

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#### MODULE 1

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AAP: [https://drive.google.com/drive/folders/1TCbM\\_2v-Ut4yEWfH-tZBJwYLgWMOGflv](https://drive.google.com/drive/folders/1TCbM_2v-Ut4yEWfH-tZBJwYLgWMOGflv)

LGBT/Disabled Americans Folder: <https://drive.google.com/drive/folders/10SYTqd0QHgAsi6BAT-w0HSfA5lOm-ye3>

Crosswalk Folder: <https://collsk12.oncoursesystems.com/#curriculum>

#### Lesson 1: Diversity in Communities

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning about diversity within our communities.
<b>Student Learning Strategies</b>	So I can participate in whole group discussions about diversity within our community.
<b>Success Criteria</b>	I can describe what makes communities diverse.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and talk, class discussion, chart

## Activities and Resources

**Read and Discuss:** *Look Where we Live: A First Book of Community Building* by Scot Ritchie

Discuss the community and the different people, buildings, and transportation seen in the book.

**Hands-On Activity:** The class will work together to make a chart comparing the book's community to Collingswood. What is the same? What is different? What are some things the students would like to see in their community that we do not have right now?

**Share:** Students share and discuss the chart. This can also be displayed in the hallway or on a bulletin board.

## Suggested Modifications

Option to make charts in small groups.

**English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught.

Including pictures to go with the vocabulary words is also very beneficial for the students

### **Special Education Students:**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans:**

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### **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify

the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPI.4

Explain how all people, not just official leaders, play important roles in a community.

SOC.6.1.2.CivicsPI.5

Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

SOC.6.1.2.CivicsPD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

### Lesson 3: Following Rules

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning the importance of following rules in our communities.
<b>Student Learning Strategies</b>	So I can participate in whole group discussions about rules and why they are an important part of all communities.
<b>Success Criteria</b>	I can provide an example of a rule and explain why it is important to follow.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and talk, class discussion
<b>Activities and Resources</b>	<p><b>Read and Discuss:</b> <i>Rules and Laws in the United States</i> by Charlotte Taylor</p> <p>Discuss how rules and laws are designed to keep us safe. What would happen if we stopped making rules and laws?</p> <p><b>Hands-On Activity:</b> Review classroom and/or school rules as a group. Discuss why each rule is important. What would happen if we did not have that rule?</p> <p><b>Share:</b> Students share and discuss what they decided with their rule conversation.</p>
<b>Suggested Modifications</b>	Option to work on rule conversation as a small group or whole group

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Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have

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## **Gifted & Talented Strategies**

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**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens.

Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

## MODULE 2

### Lesson 2: Rights and Responsibilities for Citizens

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning what rights and responsibilities we have as citizens in different communities.
<b>Student Learning Strategies</b>	So I can participate in discussions about the importance of rights and responsibilities.
<b>Success Criteria</b>	I can provide an example of a right and of a responsibility.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and talk, class discussion, chart
<b>Activities and Resources</b>	<b>Read and Discuss:</b> <i>What is Citizenship</i> by

Jessica Pegis (found on Epic)

Discuss citizenship, rights and responsibilities (pages 8-12). Pages 12 and 13 have checklists that can be reviewed with students. How are our rights and responsibilities different in our varying communities? How are they the same?

**Hands-On Activity:** Using the checklists from the book, have students work in partners or small groups to provide written or drawn examples for each item. For example, for obeying the laws, students could provide an example of stopping at a stop sign or not stealing. Each group can be assigned 2-3 items.

**Share:** Students share and discuss their examples. Examples can be displayed in the classroom or in the hallway.

Option to work on checklists individually or as a whole class.

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### Suggested Modifications

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught.

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easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

SOC.6.1.2.CivicsCM.1

Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

## MODULE 4

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### Lesson 4: Community Leaders

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning about the leaders in our communities.
<b>Student Learning Strategies</b>	So I can participate in whole group discussions about the leaders in our communities and the impact they have.
<b>Success Criteria</b>	I can explain who the leader in my school is, and who the leader of my community is.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and talk, class discussion, written letters
<b>Activities and Resources</b>	<b>Read and Discuss:</b> <i>The Principal from the Black Lagoon</i> by Mike Thaler, and/or <i>What Does the Mayor do All Day?</i> By Emily Mahoney (found on Epic). Discuss these leaders and their jobs. How do they get these jobs? What do they need to know to be able to do their jobs? How do they help lead us, and keep us safe?

**Hands-On Activity:** If possible, have the principal and/or the mayor come to speak with the students for a Q and A. Or, have students write letters to them, posing important questions. Students can brainstorm question ideas as a whole group.

**Share:** Students can read and share their letters out loud. They can also share and display any letters they receive in response to their questions.

Option to write one large group letter instead of individual ones.

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Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students

at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens.

Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may

need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be.

Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
SOC.6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPI.6	Explain what government is and its function.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

## Lesson 5: What are the President's responsibilities?

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning about our president (leader of our country) and the White House.
<b>Student Learning Strategies</b>	So I can participate in whole group discussions about leaders within our communities: town and country.
<b>Success Criteria</b>	I can explain the difference between a president and the mayor, and explain what the White House is.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and talk, class discussion, tour responses
<b>Activities and Resources</b>	<p><b>Watch and Discuss:</b> Brainpop Jr's <i>President</i> video, and <i>What's Inside of the White House</i> video (found on Epic) What did you learn about a president's job from this? What is the purpose of the White House?</p> <p><b>Hands-On Activity:</b> Students will take a virtual tour of the White House using this <a href="#">resource</a>. Skip the question and answer sections. While touring, students will work in small groups to record their:</p> <ul style="list-style-type: none"><li>• Favorite rooms</li></ul>

- Any questions about anything they see
- Any new words they learned
- After the tour, have them add a room they feel would be important to the White House and explain why. They can write about it and/or draw.

**Share:** Students can share their responses in a whole group. If any White House additions are made, they can be displayed.

Option to take the tour as a whole group.

**English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a

## Suggested Modifications

book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

### **Special Education Students:**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans:**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

### **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students

at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPI.3

Explain how individuals work with different levels of government to make rules.

SOC.6.1.2.CivicsPI.6

Explain what government is and its function.

SOC.6.1.2.CivicsPD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

SOC.6.1.2.CivicsPD.2

Establish a process for how individuals can effectively work together to make decisions.

SOC.6.1.2.CivicsDP.1

Explain how national symbols reflect on American values and principles.

SOC.6.1.2.CivicsDP.2

Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

SOC.6.1.2.CivicsPR.4

Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

SOC.6.1.2.GeoSV.4

Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

## MODULE 6

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### Lesson 6: All About Kamala Harris

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning about Kamala Harris, and how she is a leader to our country.
<b>Student Learning Strategies</b>	So I can participate in whole group discussions about how Kamala Harris leads our country.
<b>Success Criteria</b>	I can explain why Kamala Harris made history in her role as a vice president.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and talk, class discussion, Sentences
<b>Activities and Resources</b>	<b>Read and Discuss:</b> Option to share some of this <a href="#">information</a> about what the role of a Vice President is. Read <i>Kamala Harris: Rooted in Justice</i> , by Nikki Grimes (found in each school's literacy collection) and discuss her life. Why was it so historic that she became a vice president of our country? How is she a leader to our country?

Option to also use the book, *Kamala and Maya's Big Idea* by Meena Harris to add more information, or to compare and contrast texts.

**Hands-On Activity:** Students will turn and talk to discuss how they hope they can make history some day. What are their big ideas? Have them then write and/or draw their ideas with the sentence starter, "I hope to make history one day by..."

**Share:** Students can share their responses in a whole group. They can also be displayed in the classroom or the hallway.

Option described with the books.

**English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

## Suggested Modifications

### **Special Education Students:**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans:**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

### **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students

may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2.CivicsPI.6	Explain what government is and its function.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a

democratic society.

SOC.6.1.2.CivicsCM.2

Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

SOC.6.1.2.CivicsCM.3

Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

SOC.6.1.2.HistoryCC.3

Make inferences about how past events, individuals, and innovations affect our current lives.

SOC.6.1.2.HistoryUP.3

Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

## MODULE 7

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### Lesson 7: What are Memorials?

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning about famous American memorials.
<b>Student Learning Strategies</b>	So I can participate in whole group discussions about the importance of memorial buildings.
<b>Success Criteria</b>	I can explain what a memorial building is and why we have them in our country.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and talk, class discussion, memorial creation
<b>Activities and Resources</b>	<b>Read/Watch and Discuss:</b> Use the following resources to foster a discussion on memorials: <i>The Lincoln Memorial</i> by Frederic Gilmore (found on Epic), and <a href="#">information</a> on the

Jefferson Memorial. Discuss what a memorial is, and why we think they are important.

**Hands-On Activity:** Students will work individually or in small groups to create their own memorials. Is there someone or a group of people that they would like to honor? Brainstorm ideas as a class. These can either be built with 3D materials such as toothpicks, or drawn as posters.

**Share:** Students can share their memorials in the class as a whole group. They can also be displayed in the classroom or the hallway.

Option to work individually or in small groups.

**English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

## Suggested Modifications

### **Special Education Students:**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans:**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students

understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

### **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students

may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

SOC.6.1.2.CivicsDP.1

Explain how national symbols reflect on American values and principles.

SOC.6.1.2.CivicsDP.3

Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

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## MODULE 8

### Lesson 8: Important Public American Holidays

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>We are learning about important public American holidays and celebrations (Memorial Day, Independence Day, Presidents' Day, Juneteenth Veterans' Day, MLK Day)</p>
<p><b>Student Learning Strategies</b></p>	<p>So I can participate in whole group discussions about important holidays and celebrations.</p>
<p><b>Success Criteria</b></p>	<p>I can explain why we honor and celebrate certain public American holidays.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<p>Turn and talk, class discussion, trivia answers</p>
<p><b>Activities and Resources</b></p>	<p><b>Read/Watch and Discuss:</b> Use some or all of the following resources to foster a discussion on holidays: Ducksters holiday <a href="#">information</a>, <i>American Holidays: Memorial Day</i> by Conner Dayton (found on Epic) PBS Veterans' Day <a href="#">video</a>, <i>American Holidays: Independence Day</i> by Conner Dayton (found on Epic). Discuss how like memorials, these holidays are intended to honor a group of people or an important day in history .</p> <p><b>Hands-On Activity:</b> Students will work as a</p>

whole group to create and participate in a holiday trivia game. Students can create questions for the game based off of what they learned. The teacher can ask the class the questions, or put them into a slide or video format.

**Share:** Students can share what they learned from the game and other materials- something new, something surprising, or something they found really cool.

Option to focus on just one holiday.

**English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

**Special Education Students:**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working

## Suggested Modifications

memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans:**

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**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

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thoughts

### **Gifted & Talented Strategies**

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### **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

SOC.6.1.2.CivicsPI.4

Explain how all people, not just official leaders, play important roles in a community.

SOC.6.1.2.CivicsPI.6

Explain what government is and its function.

SOC.6.1.2.CivicsPD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

SOC.6.1.2.CivicsDP.2

Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

SOC.6.1.2.CivicsDP.3

Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

SOC.6.1.2.HistoryCC.2

Use a timeline of important events to make inferences about the "big picture" of history.

SOC.6.1.2.HistoryCC.3

Make inferences about how past events, individuals, and innovations affect our current lives.

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## MODULE 9

### Lesson 9: Introduction to Maps

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning about what maps are and what they are used for.
<b>Student Learning Strategies</b>	So I can use maps to directions and location.
<b>Success Criteria</b>	I can explain what a map is and why we use it.
<b>Formative Assessment (drives instructional decisions)</b>	Turn and talk, class discussion, map creation
<b>Activities and Resources</b>	<p><b>Read/Watch and Discuss:</b> Use the maps video from Brainpop Junior along with the <i>Map my School</i> by Harriet Brundle book (found on Epic) to explain what maps are. Discuss why they are important and how they can help us.</p> <p><b>Hands-On Activity:</b> Using the idea from the book, students can pick a place they would like to map (a room in the school, a park, their home, etc...). Students can work individually or in small groups to create their own maps.</p> <p><b>Share:</b> Students can share their maps with each other. If the maps take place at school, students can test them out. Maps can also be displayed in the classroom or hallway.</p>
<b>Suggested Modifications</b>	Option to try one map together at first.

### **English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

### **Special Education Students:**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans:**

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

#### **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

#### **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.


Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.



Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SOC.6.1.2.GeoSV.1 | Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).                                                                             |
| SOC.6.1.2.GeoSV.2 | Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).                          |
| SOC.6.1.2.GeoSV.4 | Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought). |

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## REFLECTIONS

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## INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

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|--------------------|-------------------------------------------------------------------------------------------------------------------------|
| LA.RL.1.1          | Ask and answer questions about key details in a text.                                                                   |
| LA.RL.1.2          | Retell stories, including key details, and demonstrate understanding of their central message or lesson.                |
| ELA.L.RF.1.2.C     | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.               |
| ELA.L.RF.1.2.D     | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).                      |
| ELA.L.RF.1.3       | Know and apply grade-level phonics and word analysis skills in decoding words.                                          |
| ELA.L.RF.1.3.B     | Decode regularly spelled one-syllable words.                                                                            |
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| LA.RF.1.3          | Know and apply grade-level phonics and word analysis skills in decoding words.                                          |