

Unit 4: Research and Sources (Weeks 29-36)

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

UNIT RATIONALE

Information literacy is a valuable component to education. Children need to be able to understand how sources work, and also how to find and use them properly. Research is more than a Google search. In this unit, students will be introduced to basic research concepts, to help support them in their critical thinking and writing skills.

ESSENTIAL QUESTIONS

- What is nonfiction?
- How does a sequence work?
- What is a primary source?
- What is a folktale?
- How has my community changed over time?
- Who is Sonia Sotomayor?
- How can I stay safe on the internet?
- What are ways to obtain information when researching?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

6.1.2.HistoryCC.2:

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

6.1.2.HistoryUP.1:

Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

6.1.2.HistoryUP.3:

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

6.1.2.HistorySE.1:

Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.HistoryCA.1:

Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

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.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
SOC.6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

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

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.

PRE-ASSESSMENTS

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

INSTRUCTIONAL PLAN

MODULE 1

Lesson 1: What is nonfiction?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about nonfiction books.
Student Learning Strategies	So I can participate in discussions on the importance of nonfiction books and what we can use them for.
Success Criteria	I can tell you the difference between nonfiction and fiction books.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion, nonfiction sort activity
Activities and Resources	<p>Watch and Discuss: Watch the nonfiction video on Brainpop Jr. and discuss. What are some of the major differences between fiction and nonfiction? Explain that Social Studies time is a time where we will learn about real people, events, and places, so a lot of our reading will be nonfiction.</p> <p>Hands-On Activity: Start with the class in a</p>

whole group. Show actual book from the classroom and have them decide if they are fiction or nonfiction. Then, have students work in small groups to do the same activity with different books at their tables. Students should be able to say why the books are fiction or nonfiction.

Share: Students share again the major differences between fiction and nonfiction.

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

Suggested Modifications

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.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.

MODULE 2

Lesson 2: What are timelines?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about timelines.
Student Learning Strategies	So I can share events in order.
Success Criteria	I can sequence events.

Formative Assessment (drives instructional decisions)

Turn and talk, class discussion, sequence activity

Activities and Resources

Read and Discuss: Share a sample timeline. Explain how a timeline shows how events happen in order from beginning to end. You may want to make a timeline example from a school day to show them things like waking up and getting ready happen before eating lunch at school. Then, read the book, *Saturday*, by Oge Mora. Explain that this book has a lot of events that happen and let students know they will work on putting the events in order after the story.

Hands-On Activity: Review some of the main events of the story (getting ready in the morning, storytime at the library, the park visit, the puppet show, going home, etc...) Then, have students work independently or in small groups to sequence the events. You can present them on index cards, as a worksheet, or even as illustrations from the book.

Share: Students share their sequences. These can also be displayed in the hallway or classroom.

Suggested Modifications

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

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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.

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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Students at Risk of School Failure

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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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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.2

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

SOC.6.1.2.HistoryCC.1

Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

SOC.6.1.2.HistoryCC.2

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

MODULE 3

Lesson 3: What is a primary source?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about primary sources.
Student Learning Strategies	Whole group discussions, including partner turn and talks and sharing
Success Criteria	I can describe a primary source.
Formative Assessment (drives instructional decisions)	Turn and talk, Class discussion, completed class diary activity
Activities and Resources	Read and Discuss: Explain to students that when we are learning about history, we can get

our information in different ways. If we get our information from an original document or object created from the time, that is a primary source. Provide examples such as diaries, the Constitution, photographs, original artwork, and speeches. Read *Using Primary Sources* (Kristine Spanier) found on Epic [here](#). What primary sources did they see? Where do they think they can go to find primary sources?

Hands-On Activity: The class will work together to create a primary source about the classroom. Make a class diary by having students write and/or draw something they did at school this week. When it is complete, put all the pages together to form a book. Tell the students that the class diary can be used by future students and scholars to understand what school was like during this time period.

Share: Students share what they wrote in the class diary. The diary can be put on display in the classroom.

Suggested Modifications

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.HistoryCC.1

Use multiple sources to create a chronological sequence of events that describes how and

why your community has changed over time.

Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

MODULE 4

Lesson 4: What is a folktale? (NOTE: This lesson may need to be spread out over the course of 2 days.)

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>We are learning about folktales.</p>
<p>Student Learning Strategies</p>	<p>So I can participate in discussions about what folktales are and their characteristics.</p>
<p>Success Criteria</p>	<p>I can name an element of a folktale.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and talk, class discussion, Venn Diagram</p>
<p>Activities and Resources</p>	<p>Read and Discuss: Ask students if they are familiar with folktales. You can use this resource to help guide the discussion.</p> <p>Create an anchor chart with the class that shows the major folktale elements. Read the folktale, <i>The Making of Butterflies</i> (Zora Neale Hurston), and explain that this is an African folktale that was created about butterflies and their reasons for being on Earth. After, you can also read a nonfiction book about butterflies</p>

(there are MANY on Epic) to learn some butterfly facts and see how nonfiction is different than a folktale.

Hands-On Activity: The class will work together to create a Venn Diagram (option to make it look like a butterfly) that compares the folktale with the nonfiction text, and also show what is similar between both books. What elements are special only to folktales?

Share: Students review and share the chart responses with one another. The chart can be displayed in the classroom or the hallway.

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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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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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Gifted & Talented Strategies

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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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and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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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.HistoryCC.3

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

SOC.6.1.2.HistoryUP.2

Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

SOC.6.1.2.HistorySE.1

Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Lesson 5: How do communities change over time?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about how communities have changed over time.
Student Learning Strategies	So I can participate in whole group discussions about communities and the way in which they change over time.
Success Criteria	I can describe at least one way that our community has changed from the past.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion, writing/drawing activity
Activities and Resources	<p>Read and Discuss: Read the biography, <i>Just Like Beverly</i> (Vicki Conrad) with the class. Let them know that this is a true story about a famous author. Much of the story takes place in the past. Ask them to look for differences between the past and the present as they read the book. What are some things that they noticed? Why do they think things have changed?</p> <p>Hands-On Activity: Students will write and/or draw what they think our community will be like in</p>

100 years. What do they think will change by then? Could a dog become president? Can people live in space? Will school be taught by robots? They can use the differences they spotted from the book to today to help infer today and the future.

Share: Students can share their ideas. Their writing and drawing can be displayed in the classroom or in the hallway.

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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.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
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.EconNE.2	Describe examples of goods and services that governments provide.
SOC.6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
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.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

MODULE 6

Lesson 6: Biography Study- Sonia Sotomayor

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about Sonia Sotomayor.
Student Learning Strategies	So I can participate in discussions about Sonia Sotomayor and her contributions.
Success Criteria	I can name a fact about Sonia Sotomayor.
Formative Assessment (drives instructional decisions)	turn and talk, class discussion, completed activities
Activities and Resources	<p>Read the autobiography, <i>Turning Pages: My Life Story</i> (Sonia Sotomayor) with the class. Let them know that this is a true story about one of our Supreme Court justices. What struggles did she face when she was younger? How did a love of reading help her become successful? You can also use this Time for Kids resource and video for more information.</p> <p>Hands-On Activity: Students can do one of the activities from the Supreme Court website to learn more about Sonia Sotomayor’s job as a</p>

justice.

Share: Students can share something they find interesting about being a justice. Any completed work can be displayed in the classroom or hallway.

Suggested Modifications

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:

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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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.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.
SOC.6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
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

Lesson 7: Internet Safety

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about how to stay safe on the internet.
Student Learning Strategies	So I can demonstrate internet safety when online.
Success Criteria	I can name at least one way that I can stay safe online.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion, completed virtual field trip
Activities and Resources	<p>Read and Discuss: You will use this free lesson from Common Sense Media. You will need to create a free account. Watch the linked video and discuss. You can also read the <i>Be Safe on the Internet</i> book found free on Epic to support the idea of internet safety.</p> <p>Hands-On Activity: Students can do the internet field trip portion of the lesson as a class, in small groups, or individually.</p> <p>Share: Students use the share and reflect</p>

portion of the lesson to share ideas out loud with how they will stay safe on the internet.

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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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.CivicsCM.1

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

MODULE 8

Lesson 8: Finding Information

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about how to find information.
Student Learning Strategies	So I can locate information from multiple sources.
Success Criteria	I can name at least one way that I can locate important information.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion

Activities and Resources

Read and Discuss: Now that the class knows how to stay safe on the internet, it's time to learn about ways that we can find information for something that we need. Brainstorm a list of places students can go when they want to learn more about something, or need an answer to something. Possible answers can include asking a grown up, using the internet, looking in a book, visiting a library or museum, visiting the source directly, watching a video, etc...Use the [book](#), *Finding Information* (Kristin Spanier), found on Epic, as a resource to help guide the discussion on ways to properly find information.

Hands-On Activity: Students can take the quiz at the end of the book as a class to review what was learned. Have students work in small groups to take a look at a website such as the Philadelphia [Zoo](#), or the National [Aquarium](#) to have them find basic information. Can they locate an address and or telephone number? Do they see any good photos that show what the place is like? Are there livestreams of the animals? You can also do this activity by providing the students with nonfiction books to

identify similar information.

Share: Students share what information they found on the websites. Students can also share if they found the information useful or not. What do they now also know about how to find information?

English Language Learners Native language support:

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

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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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Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have

Suggested Modifications

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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Gifted & Talented Strategies

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to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

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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.CivicsPD.2

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

SOC.6.1.2.HistoryCC.3

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

REFLECTIONS

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

LA.K-12.NJSLSA.W2

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

LA.K-12.NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.K-12.NJSLSA.W6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.K-12.NJSLSA.W7

Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the

LA.K-12.NJSLSA.W9

subject under investigation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.