

Unit 2: Geography (Weeks 10-19)

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

UNIT RATIONALE

This unit introduces students to the concept of geography, with a focus on items specific to New Jersey. Students need to understand that there is diversity in living spaces, along with skills that can help them move from place to place.

ESSENTIAL QUESTIONS

- What is geography?
- What is a state and what is a country?
- Where do I live?
- Where can I find the important places in my community?
- How can I describe my community?
- What is a farm?
- What is a city?
- What are NJ's state symbols?
- What are some famous places located in NJ?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

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.CivicsDP.1:

Explain how national symbols reflect on American values and principles.

6.1.2.CivicsDP.3

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

American identity.

6.1.2.GeoPP.1:

Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

6.1.2.Geo.SV.1:

Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.Geo.SV.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).

6.1.2.Geo.HE.1:

Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.Geo.HE.2:

Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

6.1.2.Geo.HE.3:

Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

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.
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
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.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

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

PFL.9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
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NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

PRE-ASSESSMENTS

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

INSTRUCTIONAL PLAN

MODULE 1

Lesson 1: What is Geography?

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>We are learning what geography is.</p>
<p>Student Learning Strategies</p>	<div style="border: 1px solid black; padding: 10px;"> <p>So I can participate in whole group discussions and turn and talks discussing geography.</p> </div>
<p>Success Criteria</p>	<p>I can explain what geography is and why it is important.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and talk, class discussion</p>
<p>Activities and Resources</p>	<p>Watch and Discuss: Geography Vocabulary video (found on Epic). Discuss words from the video. What do they have in common?</p>

What types of geography does the class notice we have where we live? Why is it important that we learn about geography?

Hands-On Activity: Students draw themselves in a geography setting (using words from the video and others that can be brainstormed), labeling the geographical area.

Share: Students share and discuss their drawings. These can also be displayed in the hallway or on a bulletin board.

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.

Suggested Modifications

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.GeoPP.1

Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

SOC.6.1.2.GeoHE.3

Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

SOC.6.1.2.GeoGI.2

Use technology to understand the culture and physical characteristics of regions.

MODULE 2

Lesson 2: What is the difference between a country and a state?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning the difference between a country and a state.
Student Learning Strategies	So I can participate in whole group discussions and turn and talks about the differences between a country and a state.
Success Criteria	I can explain the difference between a country and a state.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion
Activities and Resources	<p>Discuss: Share this map of the United States, or one that is similar. Discuss the map with students, showing them the amount of states, as well as NJ. Possible discussion questions include:</p> <ul style="list-style-type: none">• What states have you heard of before?• Do you know anyone who lives in any of these states?• What do you notice about the size and shape of the states?

After the country discussion, click on NJ to show them just our state. Explain how we are just one state in the entire country. Share and discuss the different counties and roads seen on the NJ map.

Hands-On Activity: Students can color this NJ [map](#). Students can add a star on the map to where Collingswood/Oaklyn is located.

Share: These can also be displayed in the hallway or on a bulletin board.

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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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

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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.

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.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.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.

MODULE 3

Lesson 3: Where do I live?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about our addresses.
Student Learning Strategies	So I can participate in whole group discussions to state my address.
Success Criteria	I can write and/or state my address.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion
Activities and Resources	<p>Discuss: Remind students that the other day we learned that the country we live in is the USA, and that the state we live in is New Jersey. Refer to the NJ maps the students made and show them the star for Collingswood/Oaklyn. Let students know that within the state, we all have an address for the town we live in. Poll students to see if they know their addresses. Using Google Maps, show the students the town map of either Collingswood or Oaklyn. Are they surprised at what it looks like? Can they see their homes or other landmarks on the map? Next, ask the class why it is important to know our addresses and where they live. Also, discuss if they should ever share their addresses with</p>

anyone outside of teachers and family members.

Hands-On Activity: Try to pull students one-on-one to review their addresses. Have students practice saying their addresses to the teacher.

While students are being pulled, the class can watch these read to me books found on

Epic: [Where Do I Live? Town](#) by Alicia Rodriguez and/or [Regions of the United States: Explore the Mid-Atlantic](#) by Kristine Spanier.

Share: Students can share their addresses with their teacher only. Encourage them to go home and share their addresses with their family members.

Option to watch the books as a class and discuss before working on addresses.

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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

Suggested Modifications

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.

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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.

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Gifted & Talented Strategies

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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.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.3

Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).

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 4

Lesson 4: Where are the Important Places in My Community?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about locations of important community places.
Student Learning Strategies	So I can participate in whole group discussions and turn and talks describing important locations in my community.
Success Criteria	I can describe where important locations in our community are found.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion
Activities and Resources	Discuss: Remind students that we are learning about locations and maps. Ask students about other important places in the community that we might need to know how to find, other than our homes. Have students brainstorm a list (teacher can record answers on chart paper) of important places. Sample answers can include: school, library, hospital, police station, fire department, friend or relative's home, etc...discuss with students why it is important to know about these places. For example, the police station may be important in case there is an emergency. A friend's home may be important when meeting

for a playdate.

Hands-On Activity: Try to pull up some of these locations on Google Maps for the entire class. Take turns with students coming up to find the locations on the map. Discuss as a class possible ways to get there. For example, someone might notice that the library is right in the middle of town, and easy to walk to from several schools.

Share: Students can share a place that they will try to locate outside of school on the weekend when they are with their families.

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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.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
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 5

Lesson 5: Characteristics of my Community

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>We are learning about various characteristics (weather, geography, names) that make my community unique.</p>
<p>Student Learning Strategies</p>	<p>So I can participate in whole group discussions and turn and talks to discuss the characteristics that make my community unique.</p>
<p>Success Criteria</p>	<p>I can describe the weather and geographical features of my community.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and talk, class discussion</p>
<p>Activities and Resources</p>	<p>Read and Discuss: <i>Geographic Features</i> (Elise Wallace). Take note of the various geographic features in the country. After reading, ask students what they saw in the book that we have in our area.</p> <p>Hands-On Activity: Play a game with geographic and weather features. The teacher will pull an index card with the name of a feature (ex. mountains) on it. On the board, a graphic for Collingswood, NJ can be displayed. The student will be called on to take the cards one at a time</p>

and place it on the graphic if they feel it is something we have. Discuss the outcomes with the class.

Share: Students can turn and talk or share as a large group a geographic or weather feature that we do not have here, but that they would like to see in person some day.

Option to work 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

Suggested Modifications

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.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
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.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
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).
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

MODULE 6

Lesson 6: What is a Farm?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning what characteristics make a farm.
Student Learning Strategies	So I can participate in whole group discussions and turn and talks to discuss the characteristics of a farm.
Success Criteria	I can describe something unique about a farm.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion
Activities and Resources	<p>Read and Discuss: <i>Construction Site: Farming Strong, All Year Long</i> (Sherri Duskey Rinker).</p> <p>Take note of the various features that make a farm and discuss with the class. Prior to reading, survey students to see who knows what a farm is, and who has been to a farm before. Ask students if they would prefer to live in a farm area, or live in an area like we are now, and why. What geographic characteristics do they notice about a farm? Let students know that we live in a suburban area, in between a farm and a city.</p> <p>Hands-On Activity: Make a venn diagram with the class, comparing farm communities to</p>

our community, but also noting what is similar.

Share: Students can take turns sharing responses from the Venn Diagram with the class
Option to display the diagram in the classroom or hallway.

Option for a different book that also covers farms well.

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

Suggested Modifications

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.

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.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).
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.

MODULE 7

Lesson 7: What is a City?

Student Learning Intentions (SLI) WALT:
(We are learning to...)

We are learning what characteristics make a city.

Student Learning Strategies

So I can participate in whole group discussions

	<p>and turn and talks about the characteristics of a city.</p>
<p>Success Criteria</p>	<p>I can describe something unique about a city.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>Turn and talk, class discussion</p>
<p>Activities and Resources</p>	<p>Read and Discuss: <i>Nana in the City</i> (Lauren Castillo). Take note of the various features that make a city and discuss with the class. Prior to reading, survey students to see who knows what a city is, and who has been to one before.</p> <p>Remind them that one of the most well-known cities, Philadelphia, is right next door. Ask students if they would prefer to live in a city area, or live in an area like we are now, and why. What geographic characteristics do they notice about a city?</p> <p>Hands-On Activity: Make a venn diagram with the class, comparing city communities to our community, but also noting what is similar. This can be added on to yesterday's venn diagram, or kept separate. If there is time, compare all three areas.</p> <p>Share: Students can take turns sharing</p>

responses from the Venn Diagram with the class
Option to display the diagram in the classroom or hallway.

Option for a different book that also covers cities well.

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.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.

MODULE 8

Lesson 8: What are New Jersey's State Symbols?

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about the state symbols for New Jersey.
Student Learning Strategies	So I can participate in whole group discussions describing our state symbols.
Success Criteria	I can describe one of our state's symbols.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion

Activities and Resources

Discuss: Using the State House tour [website](#), share information about the state symbols with the class. Explain to the class that every state has its own set of symbols that are unique to the state. Each symbol has a local connection to the state.

Hands-On Activity: Let's make our own symbols for our class. Students can brainstorm as a class ideas for a class dog and flower. For fun, add in the categories of ice cream, cat, and game. Students can take a vote, and then draw the winners.

Share: Symbol drawings can be displayed in the classroom or in the hallway.

Suggested Modifications

Option for other ideas for symbols.

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.

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.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.

SOC.6.1.2.GeoHE.3

Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

SOC.6.1.2.GeoGI.2

Use technology to understand the culture and physical characteristics of regions.

MODULE 9

Lesson 9: New Jersey State Landmarks

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning about famous landmarks in New Jersey.
Student Learning Strategies	So I can participate in whole group discussions and turn and talks discussing famous landmarks in New Jersey.
Success Criteria	I can describe one of our state's landmarks.
Formative Assessment (drives instructional decisions)	Turn and talk, class discussion
Activities and Resources	Discuss: Explain to the class that a landmark is a place or building that is well-known. They can be fun to visit and share local pride. For example the bridges that take us into Philadelphia are landmarks. See if any students can share any ideas of what they think are landmarks. Use these websites (Smithsonian , Visit NJ , NJ MOM) as tools to share a few more famous ones from the state. Ask students what they think about them. Do they have a favorite or one they would like to visit? Why is it important to take pride in

the state that we live in?

Hands-On Activity: Students can work together to complete a STEAM activity. Have them work in small groups with simple objects such as paper clips, tooth picks, legos, popsicle sticks or something similar to recreate one of the famous landmarks that was discussed.

Share: Landmarks can be displayed in the classroom or in the hallway.

Option for other ideas for symbols.

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:

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.2

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

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.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).

SOC.6.1.2.GeoHE.3

Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

SOC.6.3.2.GeoGI.2

Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

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.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.