



# Lindenwold Public School

<b>Course Name:</b> English Language Arts/Social Studies	<b>Grade Level(s):</b> 4th Grade
<b>Department:</b> n/a	<b>Credits:</b> n/a
<b>BOE Adoption:</b> September 2025	<b>Revision(s):</b>

## Course Description

This cross-curricular course combines English Language Arts and Social Studies to provide students with a rich, connected learning experience. The curriculum is designed to build strong background knowledge in key social studies concepts while developing essential literacy skills. Students will explore topics in history, civics, geography, and economics through engaging texts, discussions, and hands-on activities that foster critical thinking and meaningful connections across subjects.

Writing is embedded throughout the lessons, allowing students to respond to content, develop arguments, and share their ideas using evidence and academic vocabulary. In addition to comprehension and writing instruction, the curriculum includes a focused phonics and phonemic awareness component to support foundational reading skills. This instruction is guided by a structured phonics program, Benchmark Phonics, and phonemic awareness program, Heggerty, both detailed in a separate document.

Vocabulary development is a core part of each unit, helping students grow their language skills and better understand complex concepts. By integrating reading, writing, listening, speaking, and content knowledge, this curriculum supports a well-rounded approach to literacy and social understanding, preparing students to think deeply and communicate effectively.

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Board Of Education Members	LPS Central Administration	Curriculum Writing Team
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## **Lindenwold School District Mission Statement:**

### **The Lindenwold School Community is committed to preparing all students to meet the New Jersey**

Student Learning Standards and providing a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.

## **Curriculum and Instruction:**

Lindenwold School District offers a rich, challenging, and comprehensive curriculum, from pre-kindergarten through 12th grade.

The curriculum is designed to provide students with many learning experiences that will enable them to succeed and attain fulfillment. The curriculum of Lindenwold School District is reviewed and revised on a regular basis. The cycle includes 5 stages: Review, Development, Implementation, and Evaluation.

To ensure the district continues to work towards its mission, the following curriculum and instruction goals direct our conversation:

- To ensure students are college, career, and/or military ready upon graduation.
- To provide career pathway opportunities to students.
- To vertically and horizontally align curriculum K-12 to ensure the successful transition of students at each grade level.
- To identify individual students strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable NJSLs.
- To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and benchmarking.

## **How to read this document:**

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of

each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as to how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and

components of this curriculum document.

### **Terms to Know:**

1. **Accommodation(s)**: Accommodations are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Common Assessment**: When an assessment is used by many teachers rather than each teacher making their own assessment to measure student success. For example, all grade 6 ELA teachers may use the same summative assessment to measure student success on standards as opposed to each teacher making their own exam to measure those same standards.
3. **Differentiated Instruction**: Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them to make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. Teachers can differentiate content, process, product, or environment. Differentiated instruction can be done according to students' readiness, interest, or learning profile.
4. **Enduring Understandings**: Enduring understandings ("Big Ideas") are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted alongside essential questions within each unit in this document.
5. **Essential Questions**: These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
6. **Formative Assessment(s)**: Formative assessments monitor student learning to provide ongoing feedback that can be used by instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
7. **Learning Activity(s)**: Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate to ensure active engagement in the learning process.
8. **Learning Assignment(s)**: Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
9. **Learning Goal(s)**: Learning goals are broad statements that note what students should know and/or be able to do as they progress through the unit. Learning goals correlate specifically to the NJSL (New Jersey Student Learning Standards) are noted within each unit.
10. **Learning Objective(s)**: Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

- 11. Standards:** NJ Department of Education explains, “Building on a robust body of research, the New Jersey Student Learning Standards (NJSLS) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and bands, so that every parent and teacher can understand and support student learning.” The curriculum is designed around these standards for each grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for students' learning.
- **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teacher and Learning Standards as well as K-12 Standards for Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Language; Technology; 21st-Century Life and Careers; Language Arts Literacy; and Mathematics.
- 12. Summative Assessment(s):** Summative Assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from the summative assessment can be used formatively when students or faculty use it to guide their efforts and activities in subsequent lessons and/or courses.
- 13. Vocabulary:**
- Tier I:** Everyday vocabulary terms. Examples: house, car, big, happy
  - Tier II:** Terms with multiple meanings across content areas. Examples: analyze, cite, observe, evaluate, harmony
  - Tier III:** Domain-specific terms with specific meanings. Example: metaphor, atom, photosynthesis

## **New Jersey Student Learning Standards (NJSLS)**

The New Jersey Student Learning Standards (NJSLS) provide clear and consistent learning goals across nine distinct content areas to help prepare students for postsecondary success. The standards clearly demonstrate what students are expected to learn at specific grade levels and bands, so that every parent and teacher can understand and support student learning. For a full overview of all nine content areas, click [HERE](#).

### **Integration of Financial Literacy**

New Jersey's Technology Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Strand A: Income and Careers
- Strand B: Money Management
- Strand C: Credit and Debt Management
- Strand D: Planning, Saving, and Investing

- Strand E: Becoming a Critical Consumer
- Strand F: Civic Financial Responsibility 28
- Strand G: Insuring and Protecting

### **Interdisciplinary Standards/Connections**

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.

### **21st Century Skills: Career Readiness, Life Literacies, and Key Skills:**

These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

### **Computer Science & Design Thinking:**

New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computers.

### **Climate Change**

With the adoption of the [2020 New Jersey Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. Please click [HERE](#) for additional information regarding Climate Change.

## **State of New Jersey Mandates**

### **History and Contributions of Individuals with Disabilities and LGBT Persons - 18A:35-4.35**

In each curricular area, the district has adopted inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

- This standard is addressed via read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

#### **Diversity, Equity, and Inclusion - N.J.S.A. 18A:35-4.36a**

Instruction on the contributions of a diverse population of people, that may include, LGBTQ+, Asian American & Pacific Islanders, persons with disabilities, to the growth of science knowledge and practices over the years is discussed throughout the curriculum and are included in lessons and the variety of resources used.

#### **Contributions, History, and Heritage of Asian-American and Pacific Islander Legislation (AAPI) - P.L. 2021, c.416**

In each curricular area, the district will adopt inclusive instructional materials that portray the contributions of members of the Asian American and Pacific Islander communities . This will include books about and created by Asian American and Pacific Islanders.

#### **Holocaust Law: N.J.S.A. 18A:35-28**

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

#### **History and Contributions of African-Americans (Amistad Law) - N.J.S.A. 18A:35-4.43**

Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

### **Lindenwold Elementary Grading Guidelines**

#### **Elementary - Standards-Based Report Cards**



Unit#1: Geography of the United States	Pacing (Weeks): 4 weeks
<p>Unit Description:</p> <p><b>ELA:</b> In this unit, students strengthen literacy skills through reading and discussing texts connected to U.S. geography. They identify explicit details, explain main ideas, and draw inferences supported by textual evidence from both literary and informational sources.</p> <p>Students engage in collaborative discussions, using prior knowledge and previously read materials to explore and explain ideas. Reading fluency is developed through purposeful reading with accuracy, expression, and self-correction strategies.</p> <p>Vocabulary instruction focuses on acquiring and applying academic and domain-specific words. Students use definitions, examples, and restatements within the text to determine word meanings, supporting deeper comprehension and effective communication across subjects.</p> <p><b>Social Studies:</b> In this unit, students explore the physical and human geography of the United States. They learn about major landforms, climate regions, and natural resources, and how these features influence where and how people live. Through maps, charts, and texts, students build geographic knowledge and develop skills in analyzing how the environment affects communities and daily life.</p>	

Essential Questions	Enduring Understandings
<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>How does geography affect the way we live?</li> </ul>	<ul style="list-style-type: none"> <li>Landforms and bodies of water influence how people live.</li> <li>Climate is the average temperature and rainfall in a place.</li> <li>People adapt to their environment.</li> <li>People change the environment and use its resources to help them live.</li> </ul>

<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• How can I use what I already know and what I have read to better understand and explore new ideas in a discussion? <i>SL.PE.4.1: A</i></li> <li>• How do I find and use specific evidence from a literary text to explain its meaning and support my interpretations? <i>RL.CR.4.1</i></li> <li>• How can I identify key facts in informational text and use them to explain the main ideas and draw conclusions beyond what is directly stated? <i>RI.CR.4.1</i></li> <li>• What strategies can I use to figure out the meaning of unfamiliar words using definitions, examples, or restatements in the text? <i>L.VL.4.2: A</i></li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to connect prior knowledge and previously read material enriches discussions and deepens comprehension of new ideas.</li> <li>• Literary texts convey meaning that can be understood and interpreted by identifying and analyzing specific textual evidence.</li> <li>• Informational texts present key facts and ideas that, when examined carefully, allow readers to make inferences and deepen their understanding beyond the explicit content.</li> <li>• Fluent and expressive reading, combined with strategies for self-correction, enhances comprehension and engagement with grade-level texts.</li> <li>• Building a strong vocabulary of academic and domain-specific words empowers effective communication and understanding across subjects.</li> <li>• Using context clues such as definitions, examples, and restatements helps readers independently determine the meaning of unfamiliar words.</li> </ul>
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NJSL Standards	Learning Targets
<b>SL.PE.4.1: A</b>	<ul style="list-style-type: none"> <li>• I can use what I already know and what I've read to explore ideas in discussions.</li> <li>• I can connect my background knowledge to new information during conversations.</li> </ul>
<b>RL.CR.4.1</b>	<ul style="list-style-type: none"> <li>• I can find and use details from a story to explain what it means.</li> </ul>

<p><b>RI.CR.4.1</b></p> <p><b>L.RF.4.4: A-C</b></p> <p><b>L.KL.4.1: A</b></p> <p><b>L.VL.4.2: A</b></p> <p><b>Social Studies</b>  <b>6.1.5.GeoPP.1-2</b>  <b>6.1.5.GeoSV.1-2, 4</b>  <b>6.1.5.GeoHE.1</b>  <b>6.1.5.GeoGI.4</b>  <b>6.1.5.EconNM.2</b></p>	<ul style="list-style-type: none"> <li>• I can make inferences by using evidence from the text.</li> <li>• I can identify important facts and explain the main ideas in informational texts.</li> <li>• I can draw conclusions by connecting information beyond what is directly stated.</li> <li>• I can read grade-level text accurately with expression.</li> <li>• I can use context clues and rereading to understand unfamiliar words.</li> <li>• I can learn and use new academic and subject-specific words correctly.</li> <li>• I can use definitions and examples in the text to understand new words.</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• <b>6.1.5.GeoPP.1-2</b> I can use maps and other geographic tools to understand the physical and human features of places.</li> <li>• <b>6.1.5.GeoSV.1-2, 4</b> I can describe how people interact with their environment to meet their needs and live their lives.</li> <li>• <b>6.1.5.GeoHE.1</b> I can explain how natural features affect where communities are built and how they grow.</li> <li>• <b>6.1.5.GeoGI.4</b> I can use tools like maps and technology to find information and solve problems about</li> </ul>
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	<p>places.</p> <ul style="list-style-type: none"> <li>● <b>6.1.5.EconNM.2</b> I can describe how individuals and communities make choices about using limited resources.</li> </ul>
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Instructional Strategies	Instructional Resources
<p><b>Whole Group</b></p> <ul style="list-style-type: none"> <li>● Collaborative Reading</li> <li>● Think-Pair-Share</li> <li>● Turn and Talk</li> <li>● Active Classroom <ul style="list-style-type: none"> <li>○ Using Student Activity Mat</li> <li>○ Create a Collage</li> <li>○ Where Am I?</li> <li>○ Illustrate It</li> <li>○ Thumbs up, Thumbs Down</li> <li>○ Team Challenge</li> <li>○ Venn Diagram</li> <li>○ Draw a Map</li> <li>○ Make and Play a Game</li> <li>○ Travel Back in Time</li> <li>○ Clue Me in</li> <li>○ Compare and Contrast Chart</li> <li>○ Debate it</li> </ul> </li> <li>● Sing about It</li> <li>● Blooket, Kahoot!</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>● Direct Instruction</li> </ul> <p><b>Additional Strategies/Center Time</b> Project-based learning/Culminating Task</p>	<ul style="list-style-type: none"> <li>● Teacher's Manual</li> <li>● Geography Skills Handbook - SSH1-SSH11</li> <li>● Discussion Lesson T30</li> <li>● <a href="#">Engagement Ideas for Achievement</a></li> <li>● LEAR Lessons - <a href="#">Developing Literacy Classrooms</a></li> <li>● <a href="#">Retell Ring</a></li> <li>● <a href="#">Just the Facts</a></li> <li>● <a href="#">Incredible Inference</a></li> <li>● Trade Books (more ideas on page 1b) <ul style="list-style-type: none"> <li>○ <b>"Last Stop on Market Street"</b> by Matt de la Peña — Explores community, diversity, and seeing the value in everyday life and people.</li> <li>○ <b>"The Hello, Goodbye Window"</b> by Norton Juster — Focuses on family and community connections.</li> <li>○ <b>"The Great Kapok Tree"</b> by Lynne Cherry — Shows how people's actions affect the environment, highlighting the relationship between people and nature.</li> <li>○ <b>"Island of the Blue Dolphins"</b> by Scott O'Dell — A story about survival and human interaction with nature.</li> <li>○ <b>"The Name Jar"</b> by Yangsook Choi — Talks about identity and belonging within a community.</li> <li>○ <b>"Stone Fox"</b> by John Reynolds Gardiner — Deals with determination and connections to the land.</li> </ul> </li> </ul>

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<b>Tier II Vocabulary</b>	<b>Tier III Vocabulary</b>
Feature, varied, contribute, factor, weather, climate, temperature, produce, process, depend, monitor, adapt	Landforms, regions, natural resources, boundaries, deserts, mesa, plateau, canyon, flood plain, region, desert, boundary, precipitation, humidity, elevation, natural resource, economy, product, capital resource, human resource, nonrenewable, conserve, renewable, technology, irrigation, aquifer

<b>Formative Assessment(s)</b>	<b>Summative Assessment(s)</b>	<b>Alternative Assessment(s)</b>
Lesson Check Exit Tickets Reading Check Collaborative Reading assignment	At the end of each unit: <ul style="list-style-type: none"> <li>• Social Studies chapter assessment</li> <li>• Unit ELA assessment</li> </ul>	Projects Portfolios Presentations

<b>Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and Gifted and Talented</b>				
<b>Students with IEPs</b>	<b>Students with 504</b>	<b>At Risk Students</b>	<b>Multilingual Learners</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• Allow oral responses</li> <li>• Allow verbalization before writing</li> </ul>	<ul style="list-style-type: none"> <li>• Read tests aloud</li> <li>• Restate, reword, clarify directions</li> <li>• Use audio materials</li> </ul>	<ul style="list-style-type: none"> <li>• Restate, reword, clarify directions</li> <li>• Re-teach concepts using small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Tabletop Mini Lessons</li> <li>• Restate, reword, clarify directions</li> </ul>	<ul style="list-style-type: none"> <li>• Expanding time for free reading</li> </ul>

<ul style="list-style-type: none"> <li>• Use audio materials when necessary</li> <li>• Modify homework assignments</li> <li>• Read tests aloud</li> <li>• Restate, reword, clarify directions</li> <li>• Re-teach concepts using small groups</li> <li>• Provide educational “breaks” as necessary</li> <li>• Chunking Content</li> <li>• Use mnemonic devices</li> <li>• Untimed and/or extended test taking time</li> <li>• Shorten assignments to focus on mastery concept</li> <li>• Utilize preferential seating</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach concepts using small groups</li> <li>• Extended time</li> <li>• Provide notes</li> <li>• Chunking Content</li> <li>• Utilize preferential seating</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Provide notes</li> <li>• Chunking Content</li> <li>• Utilize preferential seating</li> <li>• Pre-teach vocabulary prior to reading complex text.</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Use audio materials</li> <li>• Re-teach concepts using small groups</li> <li>• Provide notes and images</li> <li>• Chunking Content</li> <li>• Shorten assignments to focus on mastery concept</li> <li>• Utilize preferential seating</li> <li>• Sentence starters</li> <li>• Student choice for project or approach to assignment</li> <li>• Use video to demonstrate understanding of content.</li> <li>• Provide additional options to demonstrate knowledge.</li> <li>• SIOP model strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Additional student-driven opportunities</li> <li>• Student choice for project or approach to assignment</li> <li>• Inquiry-based instruction</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>
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Related State Mandates	
<input checked="" type="checkbox"/> <b>Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a</b> <b>Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.</b>	<input type="checkbox"/> <b>Amistad Law N.J.S.A. 18A:35-4.43</b> <b>Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.</b>
<input type="checkbox"/> <b>LGBT and Disabilities Law N.J.S.A. 18A:35-4.35</b> <b>Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.</b>	<input type="checkbox"/> <b>Asian Americans and Pacific Islanders P.L. 2021, c.416</b> <b>Incorporate Asian American and Pacific Islander history and contributions.</b>
<input type="checkbox"/> <b>Other:</b>	<input type="checkbox"/> <b>Holocaust Law N.J.S.A. 18A:35-28</b> <b>Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..</b>

Interdisciplinary Connections: The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found <a href="#">HERE</a> .
<input checked="" type="checkbox"/> <b>Climate Change</b> <input checked="" type="checkbox"/> <b>Other Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>ELA:</b></li> <li><input type="checkbox"/> <b>Math:</b></li> <li><input checked="" type="checkbox"/> <b>Social Studies:</b></li> <li><input checked="" type="checkbox"/> <b>Science:</b></li> </ul>

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
  - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
  - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
  - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☒ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
  - ☒ **Creativity and Innovation**
  - ☐ **Critical Thinking and Problem Solving**
  - ☒ **Global and Cultural Awareness**

**Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)**

- ☐ **8.1 Computer Science**
- ☐ **8.2 Design Thinking**
- ☐ **9.4 Life Literacies and Key Skills**
  - ☒ **Digital Citizenship**
  - ☐ **Information and Media Literacy**
  - ☐ **Technology Literacy**

**Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)**

- ☒ **1.2 Media Arts**
  - ☐ **Creating - Conceive, Develop, and/or Construct**
  - ☐ **Performing - Integrate, Practice, and/or Present**
  - ☐ **Responding - Perceive, Evaluate, and/or Interpret**
  - ☒ **Connecting - Synthesize and/or Relate**



Unit #2: Americans and Their History	Pacing (Weeks): 5 weeks
<p>Unit Description:</p> <p><b>Social Studies:</b> In this unit, students will explore the major events, people, and ideas that have shaped the history of the United States from its earliest beginnings to the present day. Students will begin by learning about the rich and diverse cultures of American Indians who lived in North America long before European colonization. They will investigate how Great Britain and Spain established colonies and how tensions between the colonies and Britain led to the American Revolution and the founding of a new nation.</p> <p>As the United States expanded, students will examine how industrialization transformed the economy and way of life, setting the stage for conflict over slavery that resulted in the Civil War and the end of slavery in America. Students will then explore how innovation, immigration, and economic challenges like the Great Depression reshaped the nation in the early twentieth century.</p> <p>Finally, students will analyze how the United States has been affected by major events since World War I, including the fight for civil rights, global conflicts, and terrorism. By the end of the unit, students will understand how the nation's past continues to influence its present and future.</p> <p>ELA:</p> <p>In this unit focusing on Americans and their History, students will develop skills to read, understand, and discuss both literary and informational texts. They will learn how to participate effectively in collaborative discussions by following agreed-upon rules and fulfilling their assigned roles. As they engage with a variety of texts, students will practice summarizing key ideas and analyzing key details.</p> <p>In literary texts, students will identify important story details and identify themes, using text evidence to support their interpretations. In informational texts, they will summarize main points and examine the author’s purpose, backing up their thinking with specific examples and details.</p> <p>To support comprehension and clear communication, students will work on reading fluently and using academic vocabulary accurately. They will also use tools such as dictionaries, glossaries, and thesauruses—both print and digital—to determine word meanings and expand their vocabulary by exploring synonyms and antonyms.</p>	

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Essential Questions	Enduring Understandings
<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• How can we work together to have meaningful and respectful discussions?</li> <li>• What strategies help readers understand and explain the most important ideas in a text?</li> <li>• Why is it important to have tools and strategies to understand academic and grade level vocabulary?</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• How have we changed and how have we stayed the same during our history?</li> <li>• What happens when different cultures meet and interact?</li> <li>• How can divisions within and between nations lead to conflict?</li> </ul>	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Effective discussions depend on listening, following rules, and participating responsibly.</li> <li>• Summarizing and identifying main ideas help readers understand and explain the most important points in a text.</li> <li>• Understanding literary elements like theme, deepens comprehension and interpretation.</li> <li>• Fluent reading, an understanding of vocabulary, and how to use reference tools enhances comprehension and supports deeper understanding of texts.</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• American Indians lived in North America before Europeans colonized the continent.</li> <li>• Great Britain and Spain colonized what would later become the United States</li> <li>• The colonies fought for their independence and formed the United States of America</li> <li>• The United States grew and its economy industrialized</li> <li>• The United States fought a Civil War that ended slavery</li> <li>• New inventions, immigration, and an economic depression changed the United States in the early twentieth century</li> <li>• Civil rights, war, and terrorism have affected the United States since World War II</li> </ul>

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NJSL Standards	Learning Targets
<p><b>ELA Standards</b></p> <p>SL.PE.4.1B  RL.CI.4.2  RI.CI.4.2  L.RF.4.4: A-C  L.KL.4.1: A  L.VL.4.2:C  L.VI.4.3 D</p> <p><b>Social Studies:</b></p> <p>6.1.5.CivicsPI.1  6.1.5.CivicsDP.2,3  6.1.5.CivicsHR.2  6.1.5.CivicsCM.1,3,5  6.1.5.GeoPP.5  6.1.5.GeoSV.5  6.1.5.GeoHE.2  6.1.5.GeoGI.1-4  6.1.5.EconNE.4  6.1.5.HistoryCC.1-4, 6-7, 9, 11-13  6.1.5.HistoryUP.1-4  6.1.5.HistorySE.1  6.1.5.HistoryCA.1  6.3.5.CivicsPD.2</p>	<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• (SL.PE.4.1B) I can follow agreed-upon rules for discussions and carry out assigned roles</li> <li>• (RL.CI.4.2) I can summarize a literary text focusing on the most important details.</li> <li>• (RL.CI.4.2) I can analyze a literary text to identify the author’s theme and use text evidence to support my interpretation of the theme.</li> <li>• (RI.CI.4.2) I can summarize an informational text.</li> <li>• (RI.CI.4.2) I can explain the author’s purpose using specific details and evidence from the text.</li> <li>• (L.RF.4.4:A-C) I can read grade-level text with accuracy, appropriate rate, and expression</li> <li>• (L.KL.4.1:A) I can acquire and use grade appropriate and domain-specific academic words and phrases.</li> <li>• (L.VL.4.2:C) I can use print and digital dictionaries, glossaries, and thesauruses to determine and clarify the meaning of key words.</li> <li>• (L.VI.4.3: D) I can demonstrate understanding of words by relating them to their synonyms and antonyms.</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• (6.1.5.CivicsDP.2) I can identify actions and events that contributed to the Revolutionary War, Civil War.</li> <li>• (6.1.5.CivicsDP.3 &amp; CivicsPI.1) I can describe the role of religious freedom and participatory government found in the colonies.</li> <li>• (6.3.5.CivicsPD.2 &amp; HR.2) I can research, cite evidence, and explain how individuals can initiate change for our country.</li> <li>• (6.1.5.CivicsCM.1,3,5) I can describe the characteristics of individuals who contributed to the health of American democracy.</li> <li>• (6.1.5.GeoPP.5) I can describe how the migration and settlement patterns of Native Americans impacted the United States.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>(6.1.5.GeoSV.5) I can use geographic data to examine how the search for natural resources resulted in conflict and cooperation among the European colonists and Native Americans.</b></li> <li>• <b>(6.1.5.GeoHE.2) I can discuss the causes and effects of the Industrial Revolution.</b></li> <li>• <b>(6.1.5.GeoGL.1-4) I can use multiple sources to determine factors that impact emigration, settlement patterns, and regional identities of the US colonies.</b></li> <li>• <b>(6.1.5.EconNE.4) I can explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</b></li> <li>• <b>6.1.5.HistoryCC.1-4, 6-7, 9, 11-13 I can analyze key historical events from the past to explain how the American identity has evolved over time.</b></li> <li>• <b>6.1.5.HistoryUP.1-4 I can evaluate events from American history through different perspectives.</b></li> <li>• <b>6.1.5.HistorySE.1 I can examine multiple accounts of early European explorations of North America.</b></li> <li>• <b>6.1.5.HistoryCA.1 I can craft an argument supported with historical evidence, for how factors such as demographics affected social, economic, and political opportunities during the Colonial era.</b></li> </ul>
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<b>Instructional Strategies</b>	<b>Instructional Resources</b>
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### Whole Group

- Collaborative Reading
- Think-Pair-Share
- Turn and Talk
- Interactivities
- Active Classroom
  - Student Activity Mats (3B, 5B)
  - Write a Headline
  - Write a Journal Entry
  - Create a Timeline
  - Map It!
  - Act It Out!
  - Create a Class Book on the Civil Rights Movement
  - Make a Billboard
  - 3-2-1 Chart
  - Cause and Effect Matching
- Sing about It
- Jumpstart Activities
- Blooket, Kahoot!

### Small Group

- Direct Instruction

### Additional Strategies/Center Time

Project-based learning (Quest)/Culminating Task

- Teacher's Manual
- Geography Skills Handbook - SSH1-SSH11
- myWorld Activity Guide (P. 24- 44)
- Discussion Lesson T30
- [Engagement Ideas for Achievement](#)
- Reader Resources for Chapter 2 (p. 42b)
- [Keys to the Main Idea](#)
- [Main Idea Highlights](#)
- [Sum-Summary!](#)
- [Simple Summary](#)
- [Summary Step Up](#)
- [Main Idea Mania](#)
- [Author's Purpose - What's the Purpose](#)
- [Synonym Bingo!](#)
- [Antonym Concentration](#)
- [Theme Graphic Organizers](#)
- Trade Books (more ideas on page 42b)
  - ["Paul Revere's Ride" \(Excerpt\) – Henry Wadsworth Longfellow](#)
  - ["I, Too" – Langston Hughes](#)
  - ["Harriet Tubman" – Eloise Greenfield](#)
  - *"My America: A Poetry Atlas of the United States" – Selected by Lee Bennett Hopkins*
  - *Night Stories: Folktales from Latin America by: Liniers*
  - *How Women Won the Vote: Alice Paul, Lucy Burns, and Their Big Idea*
  - *Blancaflor, The Hero with Secret Powers: A Folktale from Latin America by: Nadja Spiegelman*
  - *The Sea-Ringed World: Sacred Stories of the Americas by Maria Garcia Esperon (Connection to Native Americans History mentioned in the chapter along with finding the theme of a text)*
  - *Encounter by Jane Yolen (Connection to Native Americans History mentioned in the chapter along with finding the theme of a text)*
  - *La Mariposa by Francisco Jimenez (Connection to*

	<p><i>Immigrant topic mentioned in this chapter with themes of tolerance and acceptance )</i></p> <ul style="list-style-type: none"> <li>○ <i>My Name is Sangoel by Karen Williams and Khadra Mohammed (Connection to Immigrant topic mentioned in this chapter with themes of tolerance and acceptance )</i></li> </ul>
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Tier II Vocabulary	Tier III Vocabulary
Culture, tradition, claim, create, organize, compromise, productive, pursue, limit, influence, rivalry, cooperate	Tradition, independence, constitution, territories, immigrants, industry, secede, archeologist, artifact, hunter-gather, agriculture, colony, enslaved, confederation, congress, delegate, ratify, amendment, states' rights, abolitionist, Reconstruction, segregation, reservation, transcontinental, manufacturing, entrepreneur, diverse, depression, fascism, Cold- War, communism, high-tech, civil rights, boycott, terrorist, interdependent

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
Lesson Check Exit Tickets Reading Check Collaborative Reading assignment	At the end of each unit: <ul style="list-style-type: none"> <li>• Social Studies chapter assessment</li> <li>• Unit ELA assessment</li> </ul>	Projects Portfolios Presentations

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> <li>• Allow oral responses</li> </ul>	<ul style="list-style-type: none"> <li>• Read tests aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Restate, reword, clarify directions</li> </ul>	<ul style="list-style-type: none"> <li>• Tabletop Mini Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Expanding time for free reading</li> </ul>

<ul style="list-style-type: none"> <li>• Allow verbalization before writing</li> <li>• Use audio materials when necessary</li> <li>• Modify homework assignments</li> <li>• Read tests aloud</li> <li>• Restate, reword, clarify directions</li> <li>• Re-teach concepts using small groups</li> <li>• Provide educational “breaks” as necessary</li> <li>• Chunking Content</li> <li>• Use mnemonic devices</li> <li>• Untimed and/or extended test taking time</li> <li>• Shorten assignments to focus on mastery concept</li> <li>• Utilize preferential seating</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Restate, reword, clarify directions</li> <li>• Use audio materials</li> <li>• Re-teach concepts using small groups</li> <li>• Extended time</li> <li>• Provide notes</li> <li>• Chunking Content</li> <li>• Utilize preferential seating</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach concepts using small groups</li> <li>• Extended time</li> <li>• Provide notes</li> <li>• Chunking Content</li> <li>• Utilize preferential seating</li> <li>• Pre-teach vocabulary prior to reading complex text.</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Restate, reword, clarify directions</li> <li>• Use audio materials</li> <li>• Re-teach concepts using small groups</li> <li>• Provide notes and images</li> <li>• Chunking Content</li> <li>• Shorten assignments to focus on mastery concept</li> <li>• Utilize preferential seating</li> <li>• Student choice for project or approach to assignment</li> <li>• Use video to demonstrate understanding of content.</li> <li>• Provide additional options to demonstrate knowledge.</li> <li>• SIOP model strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Additional student-driven opportunities</li> <li>• Student choice for project or approach to assignment</li> <li>• Inquiry-based instruction</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>
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### Related State Mandates

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| <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> <b>Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a</b><br/>Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>Rap a Tap Tap</i>)</li><li><input type="checkbox"/> <b>LGBT and Disabilities Law N.J.S.A. 18A:35-4.35</b><br/>Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.</li><li><input type="checkbox"/> <b>Other:</b></li></ul> | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> <b>Amistad Law N.J.S.A. 18A:35-4.43</b><br/>Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.</li><li><input type="checkbox"/> <b>Asian Americans and Pacific Islanders P.L. 2021, c.416</b><br/>Incorporate Asian American and Pacific Islander history and contributions.</li><li><input checked="" type="checkbox"/> <b>Holocaust Law N.J.S.A. 18A:35-28</b><br/>Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..</li></ul> |
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**Interdisciplinary Connections:** The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ **Climate Change**
- ☐ **Other Interdisciplinary Connections:**
  - ☒ **ELA:**
  - ☐ **Math:**
  - ☒ **Social Studies**
  - ☒ **Science**

**Integration of 21st Century Skills:** [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
  - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*



- ☐ Financial Landscape: *Financial Institutions, Economic & Government Influences*
- ☐ Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

☒ 9.2 Career Awareness and Planning

☒ 9.4 Life Literacies and Key Skills

- ☒ Creativity and Innovation
- ☒ Critical Thinking and Problem Solving
- ☒ Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☒ 8.1 Computer Science
- ☒ 8.2 Design Thinking
- ☒ 9.4 Life Literacies and Key Skills
  - ☒ Digital Citizenship
  - ☒ Information and Media Literacy
  - ☒ Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- ☒ 1.2 Media Arts
  - ☒ Creating - Conceive, Develop, and/or Construct
  - ☒ Performing - Integrate, Practice, and/or Present
  - ☒ Responding - Perceive, Evaluate, and/or Interpret
  - ☒ Connecting - Synthesize and/or Relate

Unit #3: Government in the United States

Pacing (Weeks): 5 weeks

Unit Description:

**Social Studies:**

In this unit, students will explore the foundations and functions of government in the United States and around the world. They will learn that the United States is a democracy, where citizens play a vital role in shaping how the government works. Students will examine the purpose of government, including how it creates laws and provides essential services to its people.

Through comparisons of different types of government structures, students will discover that not all governments function the same way. They will study how constitutions serve as guiding documents that explain how governments are organized and how power is distributed. Students will also investigate the various powers held by governments and how those powers affect the daily lives of citizens.

By the end of the unit, students will understand their role in a democracy and how active participation and informed citizenship help shape the government and protect freedoms.

**ELA:**

In this unit focusing on the Government of the United States, students will build essential skills for reading, discussing, and analyzing texts with a focus on understanding how perspective and point of view shape meaning. Students will actively engage in collaborative discussions by posing thoughtful questions, responding to others' ideas, and making meaningful connections that move conversations forward.

Through reading a variety of texts, students will learn to identify whether a story is told from a first- or third-person point of view and analyze how the narrator's perspective influences the reader's understanding of characters, events, and themes. They will also examine how different authors report on the same topic or event and compare how each author's point of view affects the way information is presented.

To support comprehension and vocabulary growth, students will use strategies to determine the meaning of unfamiliar words, including analyzing Greek and Latin roots and affixes, and using academic vocabulary in context. They will also continue to develop reading fluency, reading grade-level texts with accuracy, appropriate rate, and expression.

Essential Questions	Enduring Understandings
<p><b>ELA:</b></p> <ul style="list-style-type: none"><li>• How do we communicate clearly and respectfully in discussions to build understanding?</li><li>• Why might different people describe the same event in different ways?</li></ul>	<p><b>ELA:</b></p> <ul style="list-style-type: none"><li>• Effective communication involves asking and answering questions, building on others' ideas, and contributing meaningfully to discussions.</li><li>• The narrator's point of view influences how a story is told</li></ul>

<ul style="list-style-type: none"> <li>How can understanding vocabulary and word parts help us make sense of what we read?</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>What is special about the American government?</li> <li>What principles for our government are written in the Declaration of Independence?</li> <li>How can you practice being a good citizen at school and in your community?</li> </ul>	<p>and how readers interpret characters, events, and meaning.</p> <ul style="list-style-type: none"> <li>Different authors may present the same event or topic in unique ways depending on their perspectives and purposes.</li> <li>Vocabulary knowledge helps readers understand complex texts and communicate precisely.</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>The United States government is a democracy.</li> <li>Governments make laws and supply services.</li> <li>In a democracy, citizens are responsible for how their governments work.</li> <li>Governments have different structures.</li> <li>Constitutions tell how governments work.</li> <li>Governments have different powers.</li> </ul>
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NJSL Standards	Learning Objectives
<p><b>ELA:</b>  SL.PE.4.1:C  RL.PP.4.5  RI.PP.4.5  L.RF.4.4: A-C  L.KL.4.1: A  L.VL.4.2:B</p> <p><b>Social Studies:</b>  6.1.5.CivicsPI.1-8  6.1.5.CivicsPD.1 &amp; 3  6.1.5.CivicsDP.1  6.1.5.CivicsPR.2 &amp; 4  6.1.5.CivicsHR.1 &amp; 4  6.1.5.CivicsCM.1, 3, 4, 6  6.1.5.EconNM.1  6.1.5.HistoryCC.1, 3, 15</p>	<p><b>ELA:</b></p> <p>(SL.PE.4.1:C) I can pose and respond to specific questions to clarify or follow up on information.  (SL.PE.4.1:C) I can make comments that contribute to the discussion and link to the remarks of others.  (RL.PP.4.5) I can recognize the perspective from which a story is narrated differentiating between first person and third person narration.  (RL.PP.4.5) I can compare and contrast how the narrator's point of view affects the story and explain how this impacts the reader's understanding of the characters, events, and overall story.  (RI.PP.4.5) I can analyze multiple accounts of the same event or topic identifying key similarities and differences in the information presented  (RL.PP.4.5) I can explain how the point of view of each author shapes the information they present in their account.  (L.RF.4.4:A-C) I can read grade-level text with accuracy, appropriate rate, and expression</p>

<p>6.1.5.HistoryUP.7 6.1.5.HistorySE.2</p>	<p>(L.KL.4.1:A) I can acquire and use grade appropriate and domain-specific academic words and phrases. (L.VL.4.2:B) I can use my knowledge of Greek and Latin roots and affixes to break down unfamiliar words and understand their meaning.</p> <p><b>Social Studies:</b></p> <p>(6.1.5.CivicsPI.1-8) I can understand the functions and responsibilities of the legislative, executive, and judicial branches of the federal government. (6.1.5.CivicsPD.1 &amp; 3) I can describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them. (6.1.5.CivicsDP.1) I can identify ideas and principles from documents such as the Declaration of Independence, US Constitution, and Bill of Rights and understand their importance. (6.1.5.CivicsPR.2 &amp; 4) I can describe and explain how policies are developed to address public problems. (6.1.5.CivicsHR.1 &amp; 4) I can identify important rights of citizens in the United States. (6.1.5.CivicsCM.1, 3, 4, 6) I can identify how citizens can participate in their government and community by fulfilling their responsibilities and exercising their rights. (6.1.5.HistoryCC.1, 3, 15) I can use multiple sources and historical documents to describe how George Washington, Thomas Jefferson, and Benjamin Franklin have impacts governments over time. (6.1.5.HistoryUP.7) I can describe why it is important to understand the perspectives of other cultures in an interconnected world. (6.1.5.HistorySE.2) I can construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.</p>
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Instructional Strategies	Instructional Resources
<p><b>Whole Group</b></p> <ul style="list-style-type: none"> <li>• Collaborative Reading</li> <li>• Think-Pair-Share</li> <li>• Turn and Talk</li> <li>• Interactivities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s Manual</li> <li>• myWorld Activity Guide (P. 45-64)</li> <li>• Geography Skills Handbook - SSH1-SSH11</li> <li>• Discussion Lesson T30</li> <li>• <a href="#">Point of View Powerpoint</a></li> </ul>

<ul style="list-style-type: none"> <li>● Active Classroom <ul style="list-style-type: none"> <li>○ KWL chart</li> <li>○ Student Activities Mat</li> <li>○ Act It Out!</li> <li>○ Four-Column Chart</li> <li>○ What Symbol Is It?</li> <li>○ Compare &amp; Share</li> <li>○ Clue Me In</li> </ul> </li> <li>● Sing about It</li> <li>● Jump Start Activities</li> <li>● Blooket, Kahoot!</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>● Direct Instruction</li> </ul> <p><b>Additional Strategies/Center Time</b> Project-based learning/Culminating Task</p>	<ul style="list-style-type: none"> <li>● <a href="#">Meaningful Affixes</a></li> <li>● <a href="#">Word Dissect</a></li> <li>● <a href="#">Rooting for Meaning!</a></li> <li>● <a href="#">Engagement Ideas for Achievement</a></li> <li>● Trade Books (for more check page 90b) <ul style="list-style-type: none"> <li>○ Grace For President by Kelly DiPucchio</li> <li>○ Vote! By: Eileen Christelow</li> <li>○ Rebels, Robbers, and Radicals: The Story of the Bill of Rights by Teri Kanefield</li> <li>○ The Kid Who Ran for President by Dan Gutman</li> <li>○ If I Ran for President by Catherine Stier</li> <li>○ We the Kids: The Preamble to the Constitution of the United States by David Catrow</li> <li>○ Shh! We're Writing the Constitution by Jean Fritz</li> <li>○ The Next President: The Unexpected Beginnings and Unwritten Future of America's Presidents by: Kate Messner</li> <li>○ The President of the Jungle by Andre Rodrigues</li> <li>○ Shirley Chisholm is a Verb by Veronica Chambers</li> </ul> </li> <li>● Primary Source p.102-103 A Letter From John Adams to Abigail Adams.</li> <li>● Literacy Skills p.110-111 Categorize</li> <li>● Critical Thinking Skills: Compare Points of View p. 118-119</li> </ul>
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Tier II Vocabulary	Tier III Vocabulary
Purpose, require, establish, define, control, enforce, ensure, participate, convince	Democracy, liberty, legislative branch, executive branch, judicial branch, checks and balances, republic, citizen, sovereignty, self-evident, unalienable, jury, candidate, patriotism, symbol, petition

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
● Lesson Check		Projects

<ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• Reading Check</li> <li>• Collaborative Reading Assignment</li> </ul>	<p>At the end of each unit:</p> <ul style="list-style-type: none"> <li>• Social Studies chapter assessment</li> <li>• Unit ELA assessment</li> </ul>	<p>Portfolios Presentations</p>
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Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> <li>• Allow oral responses</li> <li>• Allow verbalization before writing</li> <li>• Use audio materials when necessary</li> <li>• Modify homework assignments</li> <li>• Read tests aloud</li> <li>• Restate, reword, clarify directions</li> <li>• Re-teach concepts using small groups</li> <li>• Provide educational “breaks” as necessary</li> <li>• Chunking Content</li> </ul>	<ul style="list-style-type: none"> <li>• Read tests aloud</li> <li>• Restate, reword, clarify directions</li> <li>• Use audio materials</li> <li>• Re-teach concepts using small groups</li> <li>• Extended time</li> <li>• Provide notes</li> <li>• Chunking Content</li> <li>• Utilize preferential seating</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Restate, reword, clarify directions</li> <li>• Re-teach concepts using small groups</li> <li>• Extended time</li> <li>• Provide notes</li> <li>• Chunking Content</li> <li>• Utilize preferential seating</li> <li>• Pre-teach vocabulary prior to reading complex text.</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Tabletop Mini Lessons</li> <li>• Restate, reword, clarify directions</li> <li>• Use audio materials</li> <li>• Re-teach concepts using small groups</li> <li>• Provide notes and images</li> <li>• Chunking Content</li> <li>• Shorten assignments to focus on mastery concept</li> <li>• Utilize preferential seating</li> <li>• Student choice for project or approach to assignment</li> <li>• Use video to demonstrate understanding of content.</li> <li>• Provide additional options to</li> </ul>	<ul style="list-style-type: none"> <li>• Expanding time for free reading</li> <li>• Additional student-driven opportunities</li> <li>• Student choice for project or approach to assignment</li> <li>• Inquiry-based instruction</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>

<ul style="list-style-type: none"> <li>• Use mnemonic devices</li> <li>• Untimed and/or extended test taking time</li> <li>• Shorten assignments to focus on mastery concept</li> <li>• Utilize preferential seating</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>			<p>demonstrate knowledge.</p> <ul style="list-style-type: none"> <li>• SIOP model strategies</li> </ul>	
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Related State Mandates	
<p><input checked="" type="checkbox"/> <b>Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a</b> Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The Snowy Day, Wind Flyers</i>)</p> <p><input checked="" type="checkbox"/> <b>LGBT and Disabilities Law N.J.S.A. 18A:35-4.35</b> Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.</p> <p><input type="checkbox"/> <b>Other:</b></p>	<p><input type="checkbox"/> <b>Amistad Law N.J.S.A. 18A:35-4.43</b> Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country.</p> <p><input type="checkbox"/> <b>Asian Americans and Pacific Islanders P.L. 2021, c.416</b> Incorporate Asian American and Pacific Islander history and contributions.</p> <p><input type="checkbox"/> <b>Holocaust Law N.J.S.A. 18A:35-28</b> Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..</p>

**Interdisciplinary Connections:** The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

- ☐ Climate Change
- ☒ Other Interdisciplinary Connections:
  - ☒ ELA:
  - ☐ Math:
  - ☒ Social Studies:
  - ☐ Science:

**Integration of 21st Century Skills:** [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ 9.1 Personal Financial Literacy
  - ☐ Financial Health: *Financial Psychology, Civic Financial Responsibility*
  - ☐ Financial Landscape: *Financial Institutions, Economic & Government Influences*
  - ☐ Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☒ 9.2 Career Awareness and Planning
- ☒ 9.4 Life Literacies and Key Skills
  - ☒ Creativity and Innovation
  - ☒ Critical Thinking and Problem Solving
  - ☒ Global and Cultural Awareness

**Effective Integration of Technology:** [Computer Science and Design Thinking & Life Literacies and Key Skills](#)

- ☒ 8.1 Computer Science
- ☒ 8.2 Design Thinking
- ☐ 9.4 Life Literacies and Key Skills
  - ☒ Digital Citizenship



- ☒ Information and Media Literacy
- ☒ Technology Literacy

**Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)**

- ☒ **1.2 Media Arts**
  - ☒ Creating - Conceive, Develop, and/or Construct
  - ☒ Performing - Integrate, Practice, and/or Present
  - ☒ Responding - Perceive, Evaluate, and/or Interpret
  - ☒ Connecting - Synthesize and/or Relate

**Unit #4: The Nation's Economy**

**Pacing (Weeks): 5 weeks**

**Unit Description:**

**Social Studies:**

In this unit, students will explore how economies function and the important roles that people, resources, and machines play in producing goods and services. Students will learn that every economy is made up of producers—those who create goods and offer services—and consumers—those who buy and use them. They will investigate how supply and demand affect the prices we pay and why businesses work to earn income and make a profit.

Students will also discover how economies are connected around the world. They will explore how countries trade with one another and how nations often specialize in producing certain goods or services based on their resources and skills. By learning how economies work locally and globally, students will gain a deeper understanding of how choices about spending, producing, and trading impact individuals, communities, and nations. By the end of the unit, students will understand the key principles of economics and how they relate to their everyday lives.

**ELA:**

In this unit focusing on our Nation's economy, students will examine how authors use organizational patterns such as chronological order, cause and effect, or problem and solution—to help readers make sense of complex ideas. Students will find and evaluate the facts,

details, and reasoning used to support key points the author makes using grade level text.

In this unit, students will explore a variety of text types—including poems, drama, and prose. Students will learn to identify and explain the key differences between poetry, plays, and prose, as well as recognize the unique structural elements of each form, such as verse and rhythm in poetry or stage directions and dialogue in drama. They will expand their understanding of figurative language by interpreting similes and metaphors in context and will practice choosing precise words and phrases to clearly express their ideas in speaking and writing.

Essential Questions	Enduring Understandings
<p><b>ELA:</b></p> <ul style="list-style-type: none"><li>• How do authors and speakers support their ideas?</li><li>• How do the structural elements of fiction and non-fiction text help us understand its meaning and purpose?</li><li>• How does an author’s use of language shape how we experience a story or text?</li></ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"><li>• How does the economy meet our needs and wants?</li><li>• How do producers affect consumers?</li><li>• How do consumers affect producers?</li></ul>	<p><b>ELA:</b></p> <ul style="list-style-type: none"><li>• Authors and speakers use specific evidence, reasons, and details to support their ideas and influence the audience.</li><li>• Poems, dramas, and prose have unique features that affect how they are read and understood.</li><li>• Authors choose specific structures to organize their writing and make their ideas clear to the reader.</li><li>• Effective reading and writing depend on fluency, precision, and the thoughtful use of language.</li></ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"><li>• An economy uses resources, people, and machines to produce goods and services.</li><li>• Economics are made up of producers and consumers.</li><li>• The price for goods and services.</li><li>• The price for goods and services depends on supply and demand.</li><li>• Businesses work to earn income and profit.</li><li>• Nations trade with each other and specialize in producing different goods and services.</li></ul>

NJSL Standards	Learning Targets
<p><b>ELA:</b></p> <p><b>SL.ES.4.3</b>  <b>RL.TS.4.4</b>  <b>RI.TS.4.4</b>  <b>RI.AA.4.7</b>  <b>L.RF.4.4: A-C</b>  <b>L.VI.4.3: A</b>  <b>L.KL.4.1:B</b></p> <p><b>Social Studies:</b></p> <p><b>6.1.5.CivicsPI.9</b>  <b>6.1.5.CivicsCM.1</b>  <b>6.1.5.EconET.1-3</b>  <b>6.1.5.EconEM.1, 3, 5</b>  <b>6.1.5.EconNE.1, 5-7</b>  <b>6.1.5.EconGE.1-4</b></p>	<p><b>ELA:</b></p> <p>(SL.ES.4.3) I can identify reasons and evidence a speaker provides to support particular points.  (RL.TS.4.4) I can explain the major differences between poems, drama (plays), and prose (written text like stories and articles).  (RL.TS.4.4) I can identify and describe the structural elements of poems (verse, rhythm, meter) and drama (casts, settings, dialogue, stage directions) when writing or speaking about a text.  (RI.TS.4.4) I can identify different organizational patterns used in texts, such as chronology (time order), comparison, cause/effect, and problem/solution.  (RI.TS.4.4) I can explain how the author's chosen structure helps them present information clearly and effectively.  (RI.AA.4.7) I can find facts, details, and explanations an author uses in an informational text and explain how they help develop the author's main ideas.  (RI.AA.4.7) I can analyze how the author uses evidence to support their reasoning or point of view.  (L.RF.4.4:A-C) I can read grade-level text with accuracy, appropriate rate, and expression.  (L.VI.4.3:A) I can explain the meaning of similes and metaphors in context.  (L.KL.4.1: B) I can choose words and phrases to convey ideas precisely.</p> <p><b>Social Studies:</b></p> <p>(6.1.5.CivicsPI.9) I can differentiate between a free enterprise system and other economic systems.  (6.1.5.CivicsCM.1) I can use a variety of sources to describe the characteristics exhibited by people that contribute to the well-being of their community and country.  (6.1.5.EconET.1) I can identify positive and negative incentives that influence the decisions people make.  (6.1.5.EconET.2-3) I can explain that an economy accounts for the benefits and costs of individual choices in dealing with the scarcity of resources.  (6.1.5.EconEM.1) I can explain why individuals and businesses specialize and trade.  (6.1.5.EconEM.3) I can describe how supply and demand influence price and output of products.  (6.1.5.EconEM.5) I can explain why individuals and societies trade.</p>

	<p>(6.1.5.EconNE.1 &amp; 5) I can explain the ways in which the government pays for the goods and services it provides.</p> <p>(6.1.5.EconNE.6) I can examine the qualities of entrepreneurs in a capitalistic society.</p> <p>(6.1.5.EconNE.7) I can describe the role and relationship among members of our society within the economic system.</p> <p>(6.1.5.EconGE.1-4) I can identify examples of globalization and how it has led to interdependence between countries.</p>
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Instructional Strategies	Instructional Resources
<p><b>Whole Group</b></p> <ul style="list-style-type: none"> <li>● Collaborative Reading</li> <li>● Think-Pair-Share</li> <li>● Turn and Talk</li> <li>● Active Classroom <ul style="list-style-type: none"> <li>○ Three Minute Pause</li> <li>○ 3-2-1 Chart</li> <li>○ What Am I?</li> <li>○ Word Web</li> <li>○ Make and Play a Prediction Game</li> <li>○ Student Activity Mats (2A, 2B, 1B, 5B)</li> <li>○ Act It Out!</li> <li>○ Vote for It!</li> <li>○ Numbered Heads Together</li> <li>○ Thumbs Up Thumbs Down</li> <li>○ Three- Step Interview</li> <li>○ Make and Play a Game</li> <li>○ Create a Collage</li> <li>○ A Big Book of Careers</li> <li>○ A Big Book of Inventions</li> </ul> </li> <li>● Rap about It</li> <li>● Blooket, Kahoot!</li> <li>● Interactivity</li> <li>● Jumpstart Activities</li> </ul> <p><b>Small Group</b></p>	<ul style="list-style-type: none"> <li>● Teacher’s Manual</li> <li>● myWorld Activity Guide (P. 65-85)</li> <li>● Geography Skills Handbook - SSH1-SSH11</li> <li>● Discussion Lesson T30</li> <li>● <a href="#">Engagement Ideas for Achievement</a></li> <li>● LEAR Lessons - <a href="#">Developing Literacy Classrooms</a></li> <li>● <a href="#">Write Cause or Effect</a></li> <li>● <a href="#">Text Structure Sort</a></li> <li>● <a href="#">Text Structure Reflection</a></li> <li>● <a href="#">Text Structure Powerpoint</a></li> <li>● Trade Books/ Poetry and Drama Resources (more ideas on page 126b) <ul style="list-style-type: none"> <li>○ The Wanting Monster by Martine Murry (Fiction Text with the theme of greed)</li> <li>○ The One Thing You’d Save by: Linda Sue Park (Linked Book of poems connects to the idea of wants vs. needs presented in this unit)</li> <li>○ Poems Aloud by: Joseph Coelho</li> <li>○ Construction People by: Lee Bennett Hopkins (14 poems that describe people who collaborate to create a building, address RL.4.4 along with addressing the social studies standard of why individuals and businesses specialize and trade)</li> <li>○ Woke: A Young Poet’s Call To Justice by Mahogany Brown</li> <li>○ What Are You Glad About What Are You Mad</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Direct Instruction</li> </ul> <p><b>Additional Strategies/Center Time</b> Project-based learning/Culminating Task (Quest)</p>	<p>About? (Collection of Poem from 4th grade F&amp;P kit)</p> <ul style="list-style-type: none"> <li>○ <a href="#">Economic Reader's Theater Set (Ant and the Grasshopper, The Emperor's New Clothes, The Little Red Hen, Stone Soup)</a></li> <li>○ <a href="#">Reader's Theater - Old Mother Hubbard (A lesson in scarcity)</a></li> <li>○ <a href="#">Reader's Theater: 3 Social Studies Reader's Theaters about Economics</a></li> <li>○ A Place to Start a Family, Shape Me a Rhyme: Nature's Forms in Poetry, Insectlopedia, Mammalabilia, On the Wing, In the Swim (All collection of poem from 4th grade F&amp;P kit if needed to teach RL.4.4)</li> </ul>
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Tier II Vocabulary	Tier III Vocabulary
Borrow, available, involve, individual, promote, prefer, task, benefit,	economy, producers, consumers, currency, opportunity cost, supply, demand, entrepreneurs, barter, inflation, profit, income, scarcity, opportunity cost, incentive, incentive, advertising, interest, innovation, import, export, division of labor, specialization, productivity, outsourcing,

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
<ul style="list-style-type: none"> <li>● Lesson Check</li> <li>● Exit Tickets</li> <li>● Reading Check</li> <li>● Collaborative Reading Assignment</li> </ul>	<p>At the end of each unit:</p> <ul style="list-style-type: none"> <li>● Social Studies chapter assessment</li> <li>● Unit ELA assessment</li> </ul>	<p>Projects Portfolios Presentations</p>

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual	LEAP

			Learners	
<ul style="list-style-type: none"> <li>● Allow oral responses</li> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Modify homework assignments</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking Content</li> <li>● Use mnemonic devices</li> <li>● Untimed and/or extended test taking time</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Utilize preferential seating</li> </ul>	<ul style="list-style-type: none"> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Use audio materials</li> <li>● Re-teach concepts using small groups</li> <li>● Extended time</li> <li>● Provide notes</li> <li>● Chunking Content</li> <li>● Utilize preferential seating</li> <li>● Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Extended time</li> <li>● Provide notes</li> <li>● Chunking Content</li> <li>● Utilize preferential seating</li> <li>● Pre-teach vocabulary prior to reading complex text.</li> <li>● Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● Tabletop Mini Lessons</li> <li>● Restate, reword, clarify directions</li> <li>● Use audio materials</li> <li>● Re-teach concepts using small groups</li> <li>● Provide notes and images</li> <li>● Chunking Content</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Utilize preferential seating</li> <li>● Student choice for project or approach to assignment</li> <li>● Use video to demonstrate understanding of content.</li> <li>● Provide additional options to demonstrate knowledge.</li> <li>● SIOP model strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Expanding time for free reading</li> <li>● Additional student-driven opportunities</li> <li>● Student choice for project or approach to assignment</li> <li>● Inquiry-based instruction</li> <li>● Provide additional options to demonstrate knowledge.</li> </ul>

<ul style="list-style-type: none"> <li>• Provide additional options to demonstrate knowledge.</li> </ul>				
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#### Related State Mandates

☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**  
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (*The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin*)

☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**  
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

☐ **Other:**

☐ **Amistad Law N.J.S.A. 18A:35-4.43**  
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (*Harriet Tubman*)

☒ **Asian Americans and Pacific Islanders P.L. 2021, c.416**  
Incorporate Asian American and Pacific Islander history and contributions.

☐ **Holocaust Law N.J.S.A. 18A:35-28**  
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

**Interdisciplinary Connections:** The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

☐ **Climate Change:**

☒ **Other Interdisciplinary Connections:**

☒ **ELA:**

☒ **Math:**

☒ **Social Studies:**

☒ **Science:**

**Integration of 21st Century Skills:** [Career Readiness, Life Literacy, and Key Skills](#)

- ☒ **9.1 Personal Financial Literacy**
  - ☒ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
  - ☒ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
  - ☒ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☒ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
  - ☒ **Creativity and Innovation**
  - ☒ **Critical Thinking and Problem Solving**
  - ☒ **Global and Cultural Awareness**

**Effective Integration of Technology:** [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☒ **8.2 Design Thinking**
- ☒ **9.4 Life Literacies and Key Skills**
  - ☒ **Digital Citizenship**
  - ☒ **Information and Media Literacy**
  - ☒ **Technology Literacy**

**Effective Integration of Media Arts:** [Visual and Performing Arts Performance Standards](#)

- ☒ **1.2 Media Arts**
  - ☒ **Creating - Conceive, Develop, and/or Construct**



- ☒ **Performing - Integrate, Practice, and/or Present**
- ☒ **Responding - Perceive, Evaluate, and/or Interpret**
- ☒ **Connecting - Synthesize and/or Relate**

Unit #5: The Northeast Region	Pacing (Weeks): 5 weeks
<p><b>Unit Description:</b>  <b>Social Studies:</b></p> <p>By the end of the unit, students will understand how geography, history, and human activity have combined to make the Northeast a vital part of the United States. In this unit, students will explore the unique features of the Northeast region of the United States, including its landforms, bodies of water, natural resources, and weather patterns. They will learn how these physical features have influenced settlement, industry, and daily life in the region.</p> <p>Students will examine the Northeast’s important role in the early history of the United States, from the founding of the first colonies to major events in the nation’s path to independence. Students will also learn about the immigrants who came to the Northeast, shaping its culture, building communities, and contributing to its economic development. Additionally, students will investigate how the region’s many urban areas and centers of commerce have grown and changed over time.</p> <p><b>ELA:</b></p> <p>By the end of this unit of the Northeast, students will be able to read a wide range of texts with accuracy and insight, explain key ideas clearly, and express their understanding through thoughtful discussion and writing. In this unit, students will strengthen their ability to understand and analyze both literary and informational texts. They will learn to paraphrase complex ideas and events. Through the reading of historical, scientific, and technical texts, students will explore how events unfold, how individuals and their actions impact outcomes and shape the world around us.</p> <p>Students will also dive into literary texts, analyzing how characters grow and change, how settings influence events, and how specific events move the plot forward. They will use text evidence to support their interpretations and gain a deeper appreciation for how stories are constructed. In addition to developing analytical reading skills, students will build fluency and expression in oral reading, learn to distinguish between formal and informal language depending on context, and explore the meanings of words and phrases related to important literary characters and ideas.</p>	

Essential Questions	Enduring Understandings
<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• How do events and individuals influence each other in historical, scientific, or technical texts?</li> <li>• How does analyzing characters, settings, and events help us understand a story's deeper meaning?</li> <li>• How can language and word choice affect the way we understand and communicate ideas?</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• How does where we live affect who we are?</li> <li>• How do the physical features of the Northeast shape life in the region?</li> <li>• How was the Northeast an important region in the history of the United States?</li> </ul>	<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• Paraphrasing helps readers clarify and communicate key ideas from complex texts in their own words.</li> <li>• Historical, scientific, and technical texts can describe individuals, events, concepts, and ideas.</li> <li>• Characters, settings, and events are essential to plot development and understanding the deeper meaning of a story.</li> <li>• Fluent reading and appropriate use of formal or informal English help readers and writers communicate ideas effectively and understand literary language.</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• The Northeast has unique landforms, bodies of water, resources, and weather.</li> <li>• The Northeast has played an important role in the early history of the United States.</li> <li>• Immigrants helped shape the culture and the economy of the Northeast and were instrumental in its growth.</li> <li>• The Northeast has many urban areas and centers of commerce.</li> </ul>

NJSL Standards	Learning Targets
<p><b>ELA:</b></p> <p>SL.II.4.2 RI.IT.4.3 RL.IT.4.3 L.RF.4.4: A-C L.KL.4.1: D</p>	<p><b>ELA:</b></p> <p>(SL.II.4.2) I can paraphrase portions of a text. (RI.IT.4.3) I can explain how individuals and events throughout a historical, scientific, or technical text influence each other and use evidence from the text to identify the causes of events and the effects of individuals' actions. (RI.IT.4.3) I can clearly explain events, procedures, ideas, or concepts presented in a</p>

<p><b>L.VI.4.3:B</b></p> <p><b>Social Studies:</b></p> <p>6.1.5.CivicsPI.1  6.1.5.CivicsPD.2 &amp; 3  6.1.5.CivicsDP.2 &amp; 3  6.1.5.CivicsCM.1 &amp; 5  6.1.5.GeoPP.3 -5  6.1.5.GeoSV.5  6.1.5.GeoHE.1 &amp; 2  6.1.5.GeoGI.1 &amp; 4  6.1.5.EconEM.4  6.1.5.EconNE.2  6.1.5.HistoryCC.1-4, 6, 9, 11, 13  6.1.5.HistoryCC.13  6.1.5.HistoryUP.1, 2, &amp; 4</p>	<p>historical, scientific, or technical text and use textual evidence to support your understanding of what happened, why it happened, and the significance of the information.</p> <p>(RL.IT.4.3) I can analyze the development of a character, the details of a setting, or the significance of an event in a text.</p> <p>(RL.IT.4.3) I can explain how the character, event, or setting shapes the plot of the text and use textual evidence to support your analysis</p> <p>(L.RF.4.4:A-C) I can read grade-level text with accuracy, appropriate rate, and expression.</p> <p>(L.KL.4.1: D) I can differentiate between contexts that call for formal and informal English.</p> <p>(L.VI.4.3:B) I can determine the meaning of words and phrases that refer to significant characters found in literature.</p> <p><b>Social Studies:</b></p> <p>(6.1.5.CivicsPI.1) I can describe ways people benefit and are challenged by working together.</p> <p>(6.1.5.CivicsPD.2 &amp; 3) I can explain the importance of people from diverse cultures collaborating to find solutions to challenges.</p> <p>(6.1.5.CivicsDP.2 &amp; 3) I can describe the fundamental rights that allow democratic societies to function.</p> <p>(6.1.5.CivicsCM.1 &amp; 5) I can describe certain characteristics that help individuals contribute to the health of American democracy.</p> <p>(6.1.5.GeoPP.3 -5) I can investigate the different physical and human characteristics of urban communities and identify the factors that might attract individuals to that space.</p> <p>(6.1.5.GeoSV.5) I can use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in change.</p> <p>(6.1.5.GeoHE.1 &amp; 2) I can describe the positive and negative impact of human activities and how they affect the environment of the Northeast.</p> <p>(6.1.5.GeoGI.1 &amp; 4) I can use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>(6.1.5.EconEM.4) I can identify the physical characteristics of the Northeast to determine the specialization of trade in the region.</p> <p>(6.1.5.EconNE.2) I can use data to describe how the availability of resources in the Northeast have impacted economic opportunities.</p>
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	<p><b>(6.1.5.HistoryCC.1-4, 6, 9, 11, 13) I can use a variety of sources to illustrate how American identity has evolved over time.</b></p> <p><b>(6.1.5.HistoryUP.1, 2, &amp; 4) I can describe the reasons various groups, voluntarily and involuntarily, immigrated to America, and cite evidence from multiple perspectives to describe the challenges they encountered.</b></p>
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Instructional Strategies	Instructional Resources
<p><b>Whole Group</b></p> <ul style="list-style-type: none"> <li>• Collaborative Reading</li> <li>• Think-Pair-Share</li> <li>• Turn and Talk</li> <li>• Jump Start Activities</li> <li>• Interactivities</li> <li>• Active Classroom <ul style="list-style-type: none"> <li>○ Student Activity Mats 1A, 1B, 3B</li> <li>○ Write a postcard</li> <li>○ Where am I?</li> <li>○ Make a Flag</li> <li>○ Create a Brochure</li> <li>○ KWL chart</li> <li>○ Make a Speech</li> <li>○ Write about it</li> <li>○ Vote on it</li> <li>○ Write a book of immigrant ideas and inventions</li> <li>○ Scavenger Hunt</li> <li>○ Slide Show</li> </ul> </li> <li>• Rap about It</li> <li>• Blooket, Kahoot!</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>• Direct Instruction</li> </ul> <p><b>Additional Strategies/Center Time</b> Project-based learning/Culminating Task (Quest)</p>	<ul style="list-style-type: none"> <li>• Teacher’s Manual</li> <li>• myWorld Activity Guide (P. 86-105)</li> <li>• Geography Skills Handbook - SSH1-SSH11</li> <li>• Discussion Lesson T30</li> <li>• <a href="#">Engagement Ideas for Achievement</a></li> <li>• LEAR Lessons - <a href="#">Developing Literacy Classrooms</a></li> <li>• <a href="#">Character Consideration</a></li> <li>• <a href="#">Story Pieces</a></li> <li>• <a href="#">Character Connections</a></li> <li>• <a href="#">Story Element Ease</a></li> <li>• <a href="#">In My Own Words</a></li> <li>• Trade Books (more ideas on page 168b) <ul style="list-style-type: none"> <li>○ Frances in the Country by Liz Garton Scanlon (This title relates to the urban centers of the northeast, an enduring understanding of this chapter.)</li> <li>○ Dream Street by: Tricia Elam Walker (This title relates to the urban centers of the northeast, an enduring understanding of this chapter.)</li> <li>○ Harlem Grown: How One Big Idea Transformed a Neighborhood (This title relates to the urban centers of the northeast, an enduring understanding of this chapter.)</li> <li>○ Fight of the Century: Alice Paul Battles Woodrow Wilson for the Vote by: Barb Rosenstock (Connects to the Women’s Rights touched on in this chapter and ELA standard 4.3)</li> <li>○ Finish the Fight! The Brace and Revolutionary Women Who Fought for the Right to Vote by:</li> </ul> </li> </ul>

	<p>Veronica Chambers (Connects to the Women's Rights touched on in this chapter and ELA standard 4.3)</p> <ul style="list-style-type: none"> <li>○ Dreamers by Yuyi Morales (Connection to immigrants mentioned in the Northeast chapter)</li> <li>○ A Green Place to be: The Creation of Central Park</li> <li>○ A Boy and a Jaguar by Alan Rabinowitz (Bronx Zoo Setting and Describes the impact of an individual on society)</li> <li>○ The Gold Threaded Dress by Carolyn Marsden (A recently immigrated girl's struggle for acceptance &amp; for ELA character traits and motivations)</li> <li>○ Radiant Child: The Story of Young Artist Jean-Michel Basquiat (New York City Setting and describes the impact of an individual on society)</li> </ul>
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<b>Tier II Vocabulary</b>	<b>Tier III Vocabulary</b>
Surround, attract, allow, provide, survive, oppose, advance, protect, pollution,	Lighthouses, peninsula, minerals, overfishing, steamboats, sound, glacier, quarry, bog, tourist, sachem, wetu, suffrage, patent, sweatshop, labor union, commerce, rural, urban, population density,

<b>Formative Assessment(s)</b>	<b>Summative Assessment(s)</b>	<b>Alternative Assessment(s)</b>
<ul style="list-style-type: none"> <li>● Lesson Check</li> <li>● Exit Tickets</li> <li>● Reading Check</li> <li>● Collaborative Reading Assignment</li> </ul>	<p>At the end of each unit:</p> <ul style="list-style-type: none"> <li>● Social Studies chapter assessment</li> <li>● Unit ELA assessment</li> </ul>	<p><b>Projects</b> <b>Portfolios</b> <b>Presentations</b></p>

<b>Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP</b>				
<b>Students with IEPs</b>	<b>Students with 504</b>	<b>At Risk Students</b>	<b>Multilingual</b>	<b>LEAP</b>

			Learners	
<ul style="list-style-type: none"> <li>• Allow oral responses</li> <li>• Allow verbalization before writing</li> <li>• Use audio materials when necessary</li> <li>• Modify homework assignments</li> <li>• Read tests aloud</li> <li>• Restate, reword, clarify directions</li> <li>• Re-teach concepts using small groups</li> <li>• Provide educational “breaks” as necessary</li> <li>• Chunking Content</li> <li>• Use mnemonic devices</li> <li>• Untimed and/or extended test taking time</li> <li>• Shorten assignments to focus on mastery concept</li> <li>• Utilize preferential seating</li> </ul>	<ul style="list-style-type: none"> <li>• Read tests aloud</li> <li>• Restate, reword, clarify directions</li> <li>• Use audio materials</li> <li>• Re-teach concepts using small groups</li> <li>• Extended time</li> <li>• Provide notes</li> <li>• Chunking Content</li> <li>• Utilize preferential seating</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Restate, reword, clarify directions</li> <li>• Re-teach concepts using small groups</li> <li>• Extended time</li> <li>• Provide notes</li> <li>• Chunking Content</li> <li>• Utilize preferential seating</li> <li>• Pre-teach vocabulary prior to reading complex text.</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Tabletop Mini Lessons</li> <li>• Restate, reword, clarify directions</li> <li>• Use audio materials</li> <li>• Re-teach concepts using small groups</li> <li>• Provide notes and images</li> <li>• Chunking Content</li> <li>• Shorten assignments to focus on mastery concept</li> <li>• Utilize preferential seating</li> <li>• Student choice for project or approach to assignment</li> <li>• Use video to demonstrate understanding of content.</li> <li>• Provide additional options to demonstrate knowledge.</li> <li>• SIOP model strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Expanding time for free reading</li> <li>• Additional student-driven opportunities</li> <li>• Student choice for project or approach to assignment</li> <li>• Inquiry-based instruction</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>

<ul style="list-style-type: none"> <li>• Provide additional options to demonstrate knowledge.</li> </ul>				
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#### Related State Mandates

☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**  
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (*The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin*)

☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**  
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

☐ **Other:**

☐ **Amistad Law N.J.S.A. 18A:35-4.43**  
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (*Harriet Tubman*)

☒ **Asian Americans and Pacific Islanders P.L. 2021, c.416**  
Incorporate Asian American and Pacific Islander history and contributions.

☐ **Holocaust Law N.J.S.A. 18A:35-28**  
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

**Interdisciplinary Connections:** The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

☒ **Climate Change:**

☒ **Other Interdisciplinary Connections:**

☒ **ELA:**

☐ **Math:**

☒ **Social Studies:**

☒ Science:

**Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)**

- ☐ 9.1 Personal Financial Literacy
  - ☐ Financial Health: *Financial Psychology, Civic Financial Responsibility*
  - ☐ Financial Landscape: *Financial Institutions, Economic & Government Influences*
  - ☐ Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☒ 9.2 Career Awareness and Planning
- ☒ 9.4 Life Literacies and Key Skills
  - ☒ Creativity and Innovation
  - ☒ Critical Thinking and Problem Solving
  - ☒ Global and Cultural Awareness

**Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)**

- ☐ 8.1 Computer Science
- ☒ 8.2 Design Thinking
- ☒ 9.4 Life Literacies and Key Skills
  - ☒ Digital Citizenship
  - ☒ Information and Media Literacy
  - ☒ Technology Literacy

**Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)**

- ☒ 1.2 Media Arts
  - ☒ Creating - Conceive, Develop, and/or Construct



- ☒ **Performing - Integrate, Practice, and/or Present**
- ☒ **Responding - Perceive, Evaluate, and/or Interpret**
- ☒ **Connecting - Synthesize and/or Relate**

Unit #6: The Southeast Region	Pacing (Weeks): 5 weeks
<p><b>Unit Description:</b></p> <p><b>Social Studies:</b></p> <p><b>In this unit, students will explore the Southeast region of the United States, focusing on its distinctive geography, climate, and natural resources. They will examine the region’s unique landforms, bodies of water, wildlife, and weather—including how people have adapted to its often extreme climate conditions.</b></p> <p><b>Students will investigate the Southeast’s significant role in the early development of the United States, including its contributions to the founding of the nation and its importance in agricultural and economic growth. They will also explore how the region has changed socially and economically over time, particularly since the Civil War.</b></p> <p><b>ELA:</b></p> <p><b>By the end of the unit, students will be able to analyze the connection between words and visuals, use precise language to communicate effectively, and understand how authors and illustrators work together to shape meaning for the reader. In this unit, students will explore how authors use descriptive language, structure, and literary elements to bring stories to life—and how those elements can be reflected or interpreted through visual and oral representations. Students will closely examine literary texts to analyze how specific descriptions of characters, settings, and events, as well as stage directions or author’s instructions, shape a reader’s understanding and mental imagery.</b></p> <p><b>They will also analyze visual elements such as illustrations, diagrams, graphs, timelines, and animations, identifying the information they present and explaining how they support the central ideas of a text. Students will compare these visuals to the original text to determine how faithfully or creatively they interpret the author’s intent.</b></p> <p><b>Throughout the unit, students will build fluency by reading with accuracy, appropriate rate, and expression. They will enhance their language skills by acquiring and using academic and domain-specific vocabulary, recognizing idioms and proverbs, choosing words and</b></p>	

punctuation for effect, and adjusting their language depending on the context—whether formal or informal.

Essential Questions	Enduring Understandings
<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• How do authors use language and description to create vivid characters, settings, and events?</li> <li>• How do graphics and visuals in informational text help us better understand and interpret a text?</li> <li>• How can word choice, punctuation, and language style affect how ideas are communicated?</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• How does where we live affect who we are?</li> <li>• How do the physical features of the Southeast shape life in the region?</li> <li>• How was the Southeast an important region in the history of the United States?</li> </ul>	<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• Authors use specific descriptions and structural elements to help readers visualize and understand a story.</li> <li>• Visual and oral representations can enhance or change how a literary text is interpreted.</li> <li>• Graphics and visuals are tools that support and clarify the central ideas of a text.</li> <li>• Effective communication depends on appropriate word choice, punctuation, fluency, and awareness of formal and informal language.</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• The Southeast has unique landforms, bodies of water, resources, and wildlife.</li> <li>• People of the Southeast adapt to the region's unique climate, including its extreme weather.</li> <li>• The Southeast played an important role in the founding and growth of the United States.</li> <li>• The Southeast has undergone many social and economic changes since the Civil War.</li> </ul>

NJSL Standards	Learning Targets
<p><b>ELA:</b></p> <p>RL.MF.4.6 RI.MF.4.6 L.RF.4.4: A-C L.KL.4.1: A-D</p>	<p><b>ELA:</b></p> <p>(RL.MF.4.6) I can closely examine a literary text to pinpoint specific descriptions of characters, settings, or events, along with any directions or instructions that contribute to the overall image (RL.MF.4.6) I can explain how a visual or oral representation reflects or interprets the</p>

<p><b>L.VI.4.3:C</b></p> <p><b>Social Studies:</b></p> <p>6.1.5.CivicsCM.1  6.1.5.GeoPP.1-3, 5  6.1.5.GeoSV.1 &amp; 5  6.1.5.GeoHE.3  6.1.5.GeoGI.1 &amp; 3  6.1.5.EconNM.2  6.1.5.HistoryCC.2, 4, 6, &amp; 7  6.1.5.HistoryUP.1 &amp; 4  6.1.5.HistorySE.1  6.1.5.HistoryCA.1  6.3.5.CivicsPD.2</p>	<p>specific details and directions identified in the literary text and use evidence from both the text and the representation to support your analysis.</p> <p>(RI.MF.4.6) I can analyze graphics and visuals (illustrations, charts, graphs, diagrams, timelines, animations) to identify the information they convey.</p> <p>(RI.MF.4.6) I can explain how the graphics and visuals support the central ideas of a text.</p> <p>(L.RF.4.4:A-C) I can read grade-level text with accuracy, appropriate rate, and expression.</p> <p>(L.KL.4.1: A) I can acquire and use grade appropriate and domain-specific academic words and phrases.</p> <p>(L.KL.4.1:B ) I can choose words and phrases to convey ideas precisely.</p> <p>(L.KL.4.1:C ) I can choose punctuation for effect.</p> <p>(L.KL.4.1:D ) I can differentiate between contexts that call for formal or informal English.</p> <p>(L.VI.4.3:C) I can recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>Social Studies:</b></p> <p>(6.1.5.CivicsCM.1) I can use a variety of sources to describe the characteristics exhibited by people that contributed to the well-being of their community and country.</p> <p>(6.1.5.GeoPP.1-3, 5) I can describe the Southeast’s unique landforms, bodies of water, resources, and wildlife.</p> <p>(6.1.5.GeoSV.1 &amp; 5) I can use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in changes to conditions in the Southeast.</p> <p>(6.1.5.GeoHE.3) I can analyze how people of the Southeast adapted to the region’s unique climate, including its extreme weather.</p> <p>(6.1.5.GeoGI.1 &amp; 3) I can use multiple sources to determine factors that impacted emigration, settlement patterns, and regional identities of the Southeast</p> <p>(6.1.5.EconNE.2) I can use data to describe how the availability of resources in the Southeast have impacted economic opportunities.</p> <p>(6.1.5.HistoryCC.2, 4, 6, &amp; 7) I can evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p> <p>(6.1.5.HistoryUP.1 &amp; 4) I can describe the reasons various groups, voluntarily and involuntarily, immigrated to America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p>
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	<p><b>(6.1.5.HistorySE.1) I can examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.</b></p> <p><b>(6.1.5.HistoryCA.1) I can craft an argument, supported with historical evidence, describing how race affected social, economic, and political opportunities during the Colonial era.</b></p> <p><b>(6.3.5.CivicsPD.2) I can use a variety of sources to identify the various perspectives and actions taken by individuals during the Southeast’s history.</b></p>
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Instructional Strategies	Instructional Resources
<p><b>Whole Group</b></p> <ul style="list-style-type: none"> <li>● Collaborative Reading</li> <li>● Think-Pair-Share</li> <li>● Turn and Talk</li> <li>● Active Classroom <ul style="list-style-type: none"> <li>○ Word web</li> <li>○ Where am I?</li> <li>○ Student Activity Mats (1B)</li> <li>○ Travel Back In Time</li> <li>○ Make and Play a Matching Game</li> <li>○ Make a List</li> <li>○ Make a Graphic Novel</li> <li>○ Create a Book of the Civil Rights Movement</li> <li>○ Create an Infographic</li> </ul> </li> <li>● Rap about It</li> <li>● Jumpstart Activities</li> <li>● Interactivities</li> <li>● Blooket, Kahoot!</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>● Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher’s Manual</li> <li>● myWorld Activity Guide (P. 106-127)</li> <li>● Geography Skills Handbook - SSH1-SSH11</li> <li>● Discussion Lesson T30</li> <li>● <a href="#">Engagement Ideas for Achievement</a></li> <li>● LEAR Lessons - <a href="#">Developing Literacy Classrooms</a></li> <li>● <a href="#">Text Feature Find</a></li> <li>● Trade Books (more ideas on page 216b) <ul style="list-style-type: none"> <li>○ The Other Side by Jacqueline Woodson</li> <li>○ How Do You Spell Unfair? MacNolia Cox and the National Spelling Bee: A Picture Book Biography of an African American Girl in the Era of Segregation by Carole Boston Weatherford</li> <li>○ An American Story by Kwame Alexander (picture book that tells the story of American slavery through the voice of a teacher struggling to help her students understand its harrowing history.)</li> <li>○ Lillian’s Right to Vote: A Celebration of the Voting Rights Act of 1965 by: Jonah Winter</li> <li>○ Northbound: A Train Ride Out of Segregation by: Michael Bandy</li> <li>○ Loretta Little Looks Back by: Andrea Davis Pinkey</li> </ul> </li> </ul>

<b>Additional Strategies/Center Time</b> Project-based learning/Culminating Task	(describes the groundbreaking moments in history that led to African Americans earning the right to vote) <ul style="list-style-type: none"> <li>○ The Coquies Still Sing by: Karina N. Gonzalez (relates to the enduring understanding about recovery after a hurricane)</li> <li>○ Unspeakable The Tusla Race Massacre by: Carole Boston Weatherford</li> <li>○ William Still and His Freedom Stories: The Father of the Underground Railroad</li> <li>○ This is Your Time Ruby Bridges by Ruby Bridges</li> <li>○ Thurgood by: Jonah Winter</li> <li>○ The Bell Rang by James Ransome (A slave girl witnesses her brother escaping slavery)</li> <li>○ So Tall Within: Sojourner Truth's Long Walk Toward Freedom by Gary Schmidt</li> <li>○ From F&amp;P Read Alouds (Floyd Cooper Set &amp; Patricia McKissack Set)</li> </ul>
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Tier II Vocabulary	Tier III Vocabulary
Occupy, transfer, generate, consequence, mastery, restore, intent, ruins, essential, perspective	<b>Keys, growing season, hurricanes, agribusiness, jazz, wetland, barrier island, piedmont, fall line, watershed, endangered species, extinct, storm surge, levee, evacuation, timber, pulp, livestock, fossil fuel, hydroelectric power, heritage, indentured servant, plantation, pioneer, emancipation, Gullah, folklore, craft, port</b>

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
<ul style="list-style-type: none"> <li>● Lesson Check</li> <li>● Exit Tickets</li> <li>● Reading Check</li> <li>● Collaborative Reading Assignment</li> </ul>	<b>At the end of each unit:</b> <ul style="list-style-type: none"> <li>● Social Studies chapter assessment</li> <li>● Unit ELA assessment</li> </ul>	<b>Projects</b> <b>Portfolios</b> <b>Presentations</b>

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> <li>• Allow oral responses</li> <li>• Allow verbalization before writing</li> <li>• Use audio materials when necessary</li> <li>• Modify homework assignments</li> <li>• Read tests aloud</li> <li>• Restate, reword, clarify directions</li> <li>• Re-teach concepts using small groups</li> <li>• Provide educational “breaks” as necessary</li> <li>• Chunking Content</li> <li>• Use mnemonic devices</li> <li>• Untimed and/or extended test taking time</li> <li>• Shorten assignments to focus on mastery concept</li> </ul>	<ul style="list-style-type: none"> <li>• Read tests aloud</li> <li>• Restate, reword, clarify directions</li> <li>• Use audio materials</li> <li>• Re-teach concepts using small groups</li> <li>• Extended time</li> <li>• Provide notes</li> <li>• Chunking Content</li> <li>• Utilize preferential seating</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Restate, reword, clarify directions</li> <li>• Re-teach concepts using small groups</li> <li>• Extended time</li> <li>• Provide notes</li> <li>• Chunking Content</li> <li>• Utilize preferential seating</li> <li>• Pre-teach vocabulary prior to reading complex text.</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Tabletop Mini Lessons</li> <li>• Restate, reword, clarify directions</li> <li>• Use audio materials</li> <li>• Re-teach concepts using small groups</li> <li>• Provide notes and images</li> <li>• Chunking Content</li> <li>• Shorten assignments to focus on mastery concept</li> <li>• Utilize preferential seating</li> <li>• Student choice for project or approach to assignment</li> <li>• Use video to demonstrate understanding of content.</li> <li>• Provide additional options to demonstrate knowledge.</li> <li>• SIOP model strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Expanding time for free reading</li> <li>• Additional student-driven opportunities</li> <li>• Student choice for project or approach to assignment</li> <li>• Inquiry-based instruction</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>

<ul style="list-style-type: none"> <li>• Utilize preferential seating</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>				
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#### Related State Mandates

☒ **Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a**  
Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (*The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin*)

☐ **LGBT and Disabilities Law N.J.S.A. 18A:35-4.35**  
Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

☐ **Other:**

☒ **Amistad Law N.J.S.A. 18A:35-4.43**  
Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (*Harriet Tubman*)

☐ **Asian Americans and Pacific Islanders P.L. 2021, c.416**  
Incorporate Asian American and Pacific Islander history and contributions.

☐ **Holocaust Law N.J.S.A. 18A:35-28**  
Learn about the Holocaust and other times when groups of people were unfairly treated, so we can learn to treat everyone with respect and kindness..

**Interdisciplinary Connections:** The following interdisciplinary connections are addressed in the unit of study (Note Standard and Description). Sample connections can be found [HERE](#).

☒ **Climate Change:**

☒ **Other Interdisciplinary Connections:**

☒ **ELA:**

☐ **Math:**

- ☒ **Social Studies:**
- ☐ **Science:**

**Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)**

- ☐ **9.1 Personal Financial Literacy**
  - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
  - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
  - ☐ **Money Management:** *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- ☒ **9.2 Career Awareness and Planning**
- ☒ **9.4 Life Literacies and Key Skills**
  - ☒ **Creativity and Innovation**
  - ☒ **Critical Thinking and Problem Solving**
  - ☒ **Global and Cultural Awareness**

**Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)**

- ☐ **8.1 Computer Science**
- ☒ **8.2 Design Thinking**
- ☐ **9.4 Life Literacies and Key Skills**
  - ☐ **Digital Citizenship**
  - ☐ **Information and Media Literacy**
  - ☐ **Technology Literacy**

**Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)**

- ☒ **1.2 Media Arts**



- ☒ **Creating - Conceive, Develop, and/or Construct**
- ☒ **Performing - Integrate, Practice, and/or Present**
- ☒ **Responding - Perceive, Evaluate, and/or Interpret**
- ☒ **Connecting - Synthesize and/or Relate**

Unit #7: The Midwest Region	Pacing (Weeks): 5 weeks
<p><b>Unit Description:</b> <b>Social Studies:</b></p> <p>By the end of the unit, students will understand how geography, natural resources, and human innovation have worked together to make the Midwest an essential region in the economic and cultural story of the United States. In this unit, students will explore the unique physical and human geography of the Midwest region of the United States. They will learn how the Midwest’s distinct climate, landforms, bodies of water, and natural resources have shaped the region’s identity and development over time.</p> <p>Students will examine how the region’s fertile farmland and abundant resources attracted settlers and led to the rise of cities and industry. They will investigate how transportation systems—such as railroads, rivers, and highways—helped transform the Midwest into a vital transportation hub for the entire country.</p> <p><b>ELA:</b></p> <p>In this unit focusing on the Midwest, students will deepen their understanding of how authors develop and communicate ideas through both informational and literary texts. They will learn how to identify key facts, details, and explanations that support an author's main idea and analyze how those details contribute to the author's overall reasoning or point of view.</p> <p>Students will explore how similar themes, topics, and events appear in different stories and texts, and how authors—especially those from different cultures—approach these ideas in unique ways. Through comparing and contrasting various perspectives, students will gain insight into how culture, purpose, and text type shape the way information and stories are told. Reading fluently and with expression, students will engage with grade-level texts to practice drawing connections, identifying evidence, and appreciating how diverse voices contribute to our understanding of the world.</p>	
Essential Questions	Enduring Understandings

<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• How do authors use facts and evidence to support their ideas in informational texts?</li> <li>• What can we learn by comparing how different authors and cultures explore the same themes or topics?</li> <li>• How does fluent reading promote comprehension and appreciation of informational and literary texts?</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• How does where we live affect who we are?</li> <li>• How do the physical features of the Midwest shape life in the region?</li> <li>• How was the Midwest an important region in the history of the United States?</li> </ul>	<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• Authors use specific facts, details, and evidence to support their main ideas and influence readers.</li> <li>• Different authors and cultures may approach the same topic or theme in different ways.</li> <li>• Comparing texts helps readers understand the diversity of perspectives.</li> <li>• Fluent reading allows for greater comprehension and appreciation of both informational and literary texts.</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• The climate, landforms, bodies of water, and resources of the Midwest are unique.</li> <li>• The Midwest became a transportation center of the United States.</li> <li>• The farmland and other resources of the Midwest attracted settlers, which also led to the growth of cities and factories.</li> </ul>
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NJSL Standards	Learning Targets
<p><b>ELA:</b></p> <p>RI.AA.4.7 RL.CT.4.8 RI.CT.4.8 L.RF.4.4: A-C</p> <p><b>Social Studies:</b></p> <p>6.1.5.CivicsCM.1 &amp; 3 6.1.5.GeoPP.3 &amp; 5 6.1.5.GeoSV.5</p>	<p><b>ELA:</b></p> <p>(RI.AA.4.7) I can find facts, details, and explanations an author uses in an informational text. (RI.AA.4.7) I can explain how those facts and details contribute to the development of the author's main ideas. (RI.AA.4.7) I can analyze how the author uses evidence to support their reasoning or point of view. (RL.CT.4.8) I can find and describe similar themes, topics, or events in different stories. (RL.CT.4.8) I can compare and contrast how authors from different cultures tell stories about the same ideas. (RI.CT.4.8) I can find and describe similar themes, topics, or events in different informational texts.</p>

<p>6.1.5.GeoHE.1 &amp; 2  6.1.5.GeoGI.1 &amp; 4  6.1.5.EconNE.2 - 4  6.1.5.HistoryCC.2  6.1.5.HistoryUP.4  6.1.5.HistorySE.1</p>	<p>(RI.CT.4.8) I can compare and contrast how authors from different cultures write about the same topic.  (L.RF.4.4:A-C) I can read grade-level text with accuracy, appropriate rate, and expression.</p> <p><b>Social Studies:</b></p> <p>(6.1.5.CivicsCM.1 &amp; 3) I can identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.  (6.1.5.GeoPP.3 &amp; 5) I can describe how the migration and settlement patterns of Native Americans and settlers impacted the Midwest region.  (6.1.5.GeoSV.5) I can use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in changes to conditions.  (6.1.5.GeoHE.1 &amp; 2) I can describe how human activities affect environmental characteristics of the Midwest resulting in positive and negative impacts.  (6.1.5.GeoGI.1 &amp; 4) I can explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.  (6.1.5.EconNE.2 - 4) I can describe how the development of different transportation systems impacted the economies of the Midwest.  (6.1.5.HistoryCC.2) I can use a variety of sources to illustrate how the American identity has evolved over time.  (6.1.5.HistoryUP.4) I can compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.  (6.1.5.HistorySE.1) I can examine multiple accounts of early European explorations of the Midwest.</p>
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Instructional Strategies	Instructional Resources
<p><b>Whole Group</b></p> <ul style="list-style-type: none"> <li>● Collaborative Reading</li> <li>● Think-Pair-Share</li> <li>● Turn and Talk</li> <li>● Active Classroom <ul style="list-style-type: none"> <li>○ Create a Collage</li> <li>○ Word Web</li> <li>○ Student Activity Mats (1b, 3b)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teacher's Manual</li> <li>● myWorld Activity Guide (P. 128-151)</li> <li>● Geography Skills Handbook - SSH1-SSH11</li> <li>● Discussion Lesson T30</li> <li>● <a href="#">Engagement Ideas for Achievement</a></li> <li>● LEAR Lessons - <a href="#">Developing Literacy Classrooms</a></li> <li>● Trade Books (more ideas on page 264b) <ul style="list-style-type: none"> <li>○ A First Americans Book: The Sioux by Virginia</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Graph It</li> <li>○ A Big Book of Customs</li> <li>○ Partner Study</li> <li>○ Artist’s Vision</li> <li>○ What am I?</li> <li>○ Who am I?</li> <li>○ KWL chart</li> <li>○ Team Challenge</li> <li>○ Tell a Story</li> <li>○ Venn Diagram</li> <li>○ A Big Book of Wildlife</li> <li>○ Vote for it!</li> <li>○ Make a Speech</li> <li>○ Compare/ Contrast Chart</li> <li>○ Three Minute Pause</li> <li>○ Travel Back in Time</li> <li>○ Act It Out</li> </ul> <ul style="list-style-type: none"> <li>● Rap about It</li> <li>● Jumpstart Activities</li> <li>● Interactivities</li> <li>● Blooket, Kahoot!</li> </ul> <p><b>Small Group</b></p> <ul style="list-style-type: none"> <li>● Direct Instruction</li> </ul> <p><b>Additional Strategies/Center Time</b> Project-based learning/Culminating Task</p>	<p>Driving Horse</p> <ul style="list-style-type: none"> <li>○ Watercress by Andrea Wang (Midwest setting, immigrants, AAPI month connection)</li> <li>○ Ancestor Approved: Intertribal Stories for Kids (Good text for RL.4.8 and connection to the tribes mentioned in this unit)</li> <li>○ The Farmer by Mark Ludy (Fiction text that connects to the hardships farmers faced described in the Midwest Unit)</li> <li>○ Wilma’s Way Home by Doreen Rappaport (Connects to Cherokee Nation referred to in the Midwest Chapter)</li> <li>○ Little House on the Prairie Books by Laura Ingalls Wilder</li> </ul>
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Tier II Vocabulary	Tier III Vocabulary
Situate, account, combine, critical, permit, extensive, develop, initial	Prairies, plains, arable, trading posts, Great Plains, Central Plains, blizzard, tornado, Badlands, nutrient, crop rotation, nomad, missionary, Northwest Ordinance, plow, junction, hub, interstate highway

Formative Assessment(s)	Summative Assessment(s)	Alternative Assessment(s)
<ul style="list-style-type: none"> <li>• Lesson Check</li> <li>• Exit Tickets</li> <li>• Reading Check</li> <li>• Collaborative Reading Assignment</li> </ul>	<p>At the end of each unit:</p> <ul style="list-style-type: none"> <li>• Social Studies chapter assessment</li> <li>• Unit ELA assessment</li> </ul>	<p>Projects Portfolios Presentations</p>

Possible Modifications/Accommodations and Differentiation for IEPs, 504, At-Risk, MLL, and (Learners with Exceptional Abilities Program) LEAP				
Students with IEPs	Students with 504	At Risk Students	Multilingual Learners	LEAP
<ul style="list-style-type: none"> <li>• Allow oral responses</li> <li>• Allow verbalization before writing</li> <li>• Use audio materials when necessary</li> <li>• Modify homework assignments</li> <li>• Read tests aloud</li> <li>• Restate, reword, clarify directions</li> <li>• Re-teach concepts using small groups</li> <li>• Provide educational “breaks” as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Read tests aloud</li> <li>• Restate, reword, clarify directions</li> <li>• Use audio materials</li> <li>• Re-teach concepts using small groups</li> <li>• Extended time</li> <li>• Provide notes</li> <li>• Chunking Content</li> <li>• Utilize preferential seating</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Restate, reword, clarify directions</li> <li>• Re-teach concepts using small groups</li> <li>• Extended time</li> <li>• Provide notes</li> <li>• Chunking Content</li> <li>• Utilize preferential seating</li> <li>• Pre-teach vocabulary prior to reading complex text.</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Tabletop Mini Lessons</li> <li>• Restate, reword, clarify directions</li> <li>• Use audio materials</li> <li>• Re-teach concepts using small groups</li> <li>• Provide notes and images</li> <li>• Chunking Content</li> <li>• Shorten assignments to focus on mastery concept</li> <li>• Utilize preferential seating</li> <li>• Student choice for project or approach to assignment</li> <li>• Use video to demonstrate understanding of content.</li> </ul>	<ul style="list-style-type: none"> <li>• Expanding time for free reading</li> <li>• Additional student-driven opportunities</li> <li>• Student choice for project or approach to assignment</li> <li>• Inquiry-based instruction</li> <li>• Provide additional options to demonstrate knowledge.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Chunking Content</b></li> <li>• <b>Use mnemonic devices</b></li> <li>• <b>Untimed and/or extended test taking time</b></li> <li>• <b>Shorten assignments to focus on mastery concept</b></li> <li>• <b>Utilize preferential seating</b></li> <li>• <b>Provide additional options to demonstrate knowledge.</b></li> </ul>			<ul style="list-style-type: none"> <li>• <b>Provide additional options to demonstrate knowledge.</b></li> <li>• <b>SIOP model strategies</b></li> </ul>	
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Related State Mandates	
<input checked="" type="checkbox"/> <b>Diversity, Equity, and Inclusion N.J.S.A. 18A:35-4.36a</b> <b>Providing instruction on diversity and inclusion that highlights and promotes diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. (<i>The World is Not a Rectangle, Dancing Hands, Amazing Grace, Ada's Violin</i>)</b>	<input type="checkbox"/> <b>Amistad Law N.J.S.A. 18A:35-4.43</b> <b>Teaching of the African American slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country. (<i>Harriet Tubman</i>)</b>
<input type="checkbox"/> <b>LGBT and Disabilities Law N.J.S.A. 18A:35-4.35</b> <b>Providing instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.</b>	<input checked="" type="checkbox"/> <b>Asian Americans and Pacific Islanders P.L. 2021, c.416</b> <b>Incorporate Asian American and Pacific Islander history and contributions.</b>
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- ☒ **Climate Change:**
- ☐ **Other Interdisciplinary Connections:**
  - ☒ **ELA:**
  - ☐ **Math:**
  - ☒ **Social Studies:**
  - ☒ **Science:**

**Integration of 21st Century Skills:** [Career Readiness, Life Literacy, and Key Skills](#)

- ☐ **9.1 Personal Financial Literacy**
  - ☐ **Financial Health:** *Financial Psychology, Civic Financial Responsibility*
  - ☐ **Financial Landscape:** *Financial Institutions, Economic & Government Influences*
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**Effective Integration of Technology:** [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- ☐ **8.1 Computer Science**
- ☒ **8.2 Design Thinking**
- ☐ **9.4 Life Literacies and Key Skills**

- ☐ **Digital Citizenship**
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- ☐ **Technology Literacy**

**Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)**

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