

Englewood on the Palisades Charter School
Kindergarten Social Studies Curriculum
Aligned With the 2020 New Jersey Student Learning
Standards

The Vision for Social Studies Education in New Jersey

Introduction

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people
- around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008). Each disciplinary practice below is accompanied by sample performance expectations that illustrate each of the practices.

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

- 6.1.2.HistorySE.3: Use historical data from a variety of sources to *investigate the development of a local community* (e.g., origins of its name, originating members, important historical events and places).
- 6.1.5.GeoPP.5: Describe *how the migration and settlement patterns of Native American groups impacted different regions* of the Western Hemisphere.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

- 6.1.2.HistoryCC.1: *Use multiple sources* to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.5.GeoGI.1: *Use multiple sources* to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

- 6.1.2.HistoryUP.1: Use primary sources *representing multiple perspectives* to compare and make inferences about why there are different accounts of the same event.
- 6.1.5.HistorySE.1: Examine *multiple accounts* of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based

on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

- 6.1.2.CivicsPR.2: *Cite evidence* that explains why rules and laws in school and communities are needed.
- 6.1.5.GeoHE.2: *Cite examples* of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

- 6.1.2.HistoryCA.1: *Make an evidence-based argument* about how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.5.HistoryCA.1: *Craft an argument*, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

Engaging in Civil Discourse and Critiquing Conclusions

Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

- 6.1.2.CivicsPD.1: *Engage in discussions* effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.3.5.GeoGI.1: Use technology to *collaborate with others who have different perspectives* to examine global issues, including climate change and propose possible solutions.

Taking Informed Action

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

- 6.3.2.CivicsPD.1: With adult guidance and support, *bring awareness of a local issue to school and/or community members* and make recommendations for change.

- 6.3.5.CivicsPD.3: *Propose a solution* to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:

- Interdisciplinary connections ([N.J.A.C. 6A:8-1.1](#))
- 21st century themes and skills ([N.J.A.C. 6A:8-1.1](#))*
- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))*
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))*
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- Asian American, Pacific Islander history and contributions ([N.J.S.A. 18A:35-4.44](#))

Elementary Social Studies Requirements

- Course of study in civics, geography and history of New Jersey* ([N.J.S.A. 18A:35-3](#))

Middle School Requirements

- Course of study in U.S. Constitution* ([N.J.S.A. 18A: 6-3](#))
- Two quarters or equivalent Civics course ([N.J.S.A. 18A:35-41](#))
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people ([N.J.S.A. 18A:35-4.35](#))

High School Requirements

- At least 15 credits in social studies ([N.J.A.C. 6A:8-5.1](#))
- Integration of civics, economics, geography and global content in all course offerings* ([N.J.A.C. 6A:8-5.1](#))
- Course of study in U.S. Constitution* ([N.J.S.A. 18A: 6-3](#))
- Two years of US History in high schools including history of New Jersey and of African-Americans ([N.J.S.A. 18A:35-1](#))
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people ([N.J.S.A. 18A:35-4.35](#))

*Already integrated into existing New Jersey Student Learning Standards

New Jersey Legislative Statutes and Administrative Code

Amistad Law: *N.J.S.A. 18A 52:16A-88*

[Amistad's Commission for Literacy Components in the Primary Grades](#)

[10 African and African American Folktales for Children](#)
[Learning Materials for Black History](#)

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

[Books About the Holocaust](#)
[Holocaust Books for Middle Grade Readers](#)
[Books for Teaching About the Holocaust](#)

LGBT+ and Disabilities Law: *N.J.S.A. 18A:35-4.35*

[Books with LGBTQ+ Characters](#)
[Books with Characters on the Autism Spectrum](#)
[Books with Characters who Have Learning and Attention Challenges](#)
[Books with Characters Who Have Physical Disabilities or Chronic Illnesses](#)

Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*

[Books that Promote Diversity and Inclusion](#)
[Multicultural Literature List](#)

Asian American and Pacific Islander : *N.J.S.A. 18A:35-4.44*

[Books with Asian, Asian American, and Pacific Islander Characters](#)
[Book List with Asian and Pacific Island Characters](#)

Standards in Action: *Climate Change*

New Jersey became the first state in the nation to include climate change across content areas with the adoption of the 2020 New Jersey Student Learning Standards (NJSLS). The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

**Social Studies Curriculum
Kindergarten**

Unit

Time

Unit 1: Our Community, Our World: Exploring Rights, Responsibilities, and Citizenship	25-30 Lessons (Sept-Nov)
Unit 2: Symbols, Stories, and Traditions: Exploring American History and Culture	25-30 Lessons (Dec-Feb)
Unit 3: Exploring Our World: Geography, Communities, and the Environment	25-30 Lessons (Mar-April)
Unit 4: The Power of Innovation: Understanding Economics and Technology	25-30 Lessons (May-June)

Unit 1: Our Community, Our World: Exploring Rights, Responsibilities, and Citizenship
Duration: 25 - 30 days (September - November)
Unit Overview: In this unit, students will explore the concepts of rules, laws, rights, and responsibilities in a community. They will learn how government functions, the role of leadership, and the importance of working together to build a better environment. Topics will cover how community leaders are chosen, how taxes contribute to services, and how individuals can work towards making their neighborhoods better places to live. This unit aims to help students understand the fundamental concepts of civics, human rights, and the importance of community involvement, preparing them to become responsible and active citizens.
Enduring Understandings: ● Rules and Laws: Rules help create harmony in a community. While some rules may not always be perfect, individuals can work together to change them. ● Citizen Roles: Every citizen plays an active role in maintaining a peaceful and safe community. ● Human Rights: While people may differ in various ways, we all share the same fundamental human rights.
Essential Questions: ● How do rules help create a safe community or environment? ● What actions and behaviors make someone a good citizen? ● Why do different societies have their own rules? ● What does mutual respect look like in a community?
Student Learning Outcomes: By the end of the unit, students will be able to: ● Recognize the importance of rules in maintaining peace and order within a community. ● Understand the process of voting and its significance as a civic right. ● Explain how individuals contribute to supporting each other and the environment in a community.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.2.CivicsPI.1:** Describe roles and responsibilities of community and local government leaders.
- **6.1.2.CivicsPI.4:** Explain how all people play important roles in a community, not just official leaders.
- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Explain why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and how they benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why adults have the responsibility to make fair, consistent, and respectful rules.

Interdisciplinary Standards

English Language Arts:

- **RL.CR.K.1, RI.CR.K.1:** Ask and answer questions about key details in texts (fiction and non-fiction).
- **W.IW.K.2:** Use drawing, dictating, and writing to compose informative texts.
- **W.NW.K.3:** Narrate real or imagined events with clear details.
- **SL.PE.K.1:** Participate in collaborative conversations with peers and adults.
- **SL.II.K.2:** Confirm understanding by asking questions about a read-aloud text.

21st Century Themes and Skills

Career Readiness:

- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each.

Targets	Focus Lessons	Resources
Identify roles of children and adults in the family	1. Discuss members of their families and how each family is unique. 2. Have students draw a picture of their families. The teacher will circulate and label the family members. 3. Create a graph of the number of members in their families.	Family Slideshow Family Template All About My Family
Identify things that are learned at school and in the community	1. Remind students of their walks in the hallways and think of all the different rooms they go to learn different things and all the different parts of our day here in our own classroom. 2. School tour	<i>Miss Bindergarten Gets Ready for Kindergarten</i> by Joseph Slate <i>Gingerbread Man Loose in the School</i> by Laura Murray
Identify roles of children and adults in the school community	2. Watch <i>Who Works at Hannah's School?</i> by Lisa Bullard and discuss	<i>Counting on Community</i> by Innosanto Nagara

	how each person in a school has their own responsibilities. 3. Discuss further how this makes us good citizens in our communities and follow up with other youtube videos and books/articles.	
Create classroom rules that promote safety and harmony.	1. Read <i>David Goes To School</i> and discuss why this behavior is a problem in school. Brainstorm rules that promote safety and harmony. 2. Chart the responses, and have students vote on the rules to be implemented. This introduces them to the democratic process.	<i>David Goes to School</i> by David Shannon
Introduce diversity and acceptance in a school community.	1. <i>All Are Welcome</i> by Alexandra Penfold - read aloud Questions to discuss during read aloud: • What does it mean to feel welcome? • What are some ways you can welcome students to your classroom, school, and community? • What is one thing you can do every day to be welcoming? • Have you ever felt like you weren't included in something? • How did that make you feel? • Tell about a time when you saw someone being welcoming to someone else. 2. Discuss how to say welcome in different languages. Color posters that have the word welcome in different languages and put them together to make a mural.	<i>All Are Welcome</i> by Alexandra Penfold book or video
Discuss ways to get along with others in our community	1. Watch the video or display the slideshow 2. Discuss how conflicts can be resolved. 3. Identify the meaning of fairness, equality, common good, and voting. Provide examples and class	Getting Along Slideshow Getting Along Video Showing+Fairness.pdf For+the+Common+G...

	discussions on the terms. 4. Complete fairness and common good worksheets	
Identify ways that people are alike and different	1. Teacher asks students questions ("Who likes pizza?" "Who has a sister?" etc). Ask questions that will show students how they all have similarities and differences. 2. Identify various character traits. 3. Using a Venn Diagram, list ways that people are the same and different. 4. Read <i>It's Okay to be Different</i> by Todd Parr. Students can create their own page to add to the book.	<i>It's Okay to be Different</i> by Todd Parr
Identify areas and jobs in a school/ community Understand different community and local government careers.	1. Illustrate and label different areas and jobs in a school/community. 2. Invite various school/community workers into the classroom to speak about their jobs. 3. Discuss and assign "jobs" in the classroom to model a community structure. Students can role-play different jobs to see how various roles contribute to the common good.	<i>Jobs People Do</i> by Christopher Maynard
Explore the concept of human rights and how individuals in a community can help protect them.	Read about Malala Yousafzai and discuss how her advocacy for education reflects human rights.	<i>My Name is Malala</i> by Malala Yousafzai
Deepen understanding of civic concepts through reading.	Read and discuss literature on topics like "Being a Good Citizen" and "It's the Law!"	
Understand how citizens contribute to a safe and harmonious community.	Create a community-based project where students design a model of their ideal neighborhood, focusing on rules, responsibilities, and human rights.	

Assessments	
Formative Assessment ● Observation during activities and group discussions. ● Participation in classroom rule-making and voting exercises. ● Exit slips to check understanding.	
Summative Assessment ● Teacher Created Topic Assessments. ● Project/Presentation Assignment on the roles and responsibilities of citizens in a community. ● Pre- and post-assessments to evaluate growth in understanding.	
Alternate Assessment ● Activities such as written assignments and participation in group discussions will accommodate various learners' needs.	

Modifications/Accommodations	
Support/Accommodations for Students with IEPs ● Follow all IEP modifications ● Work in a small group ● Solidify and refine concepts through repetition ● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	Support/Accommodations for Students with 504 Plans ● Follow all the 504 plan modifications ● Text to speech/audio recorded selections ● Amplification system as needed ● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts

● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts
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Unit 2: Symbols, Stories, and Traditions: Exploring American History and Culture

Duration:

25 - 30 days (December - February)

Unit Overview:

In this unit, students will delve into the rich traditions, holidays, and cultural symbols that shape American history and identity. They will explore the diverse customs, traditions, and historical events that make the United States unique. Through learning about national symbols like the flag, national anthem, and monuments, students will gain insight into the meaning behind these symbols and the people and events they commemorate. Additionally, students will discover how these symbols and traditions reflect the values of the country, helping them to understand the role of history and culture in shaping the present.

This unit invites students to explore American history, culture, and the meaningful symbols and traditions that make the country unique, fostering a deeper appreciation for diverse perspectives and national unity.

Enduring Understandings:

- **Historical Significance:** Understanding the past is essential for interpreting and understanding the present.
- **Cultural Perspective:** Different cultures contribute to the nation's identity, and respecting diverse perspectives can enrich one's understanding of the world.
- **Symbols of Unity:** National symbols and holidays represent shared values and collective history, honoring the contributions of famous Americans and pivotal events.

Essential Questions:

- What is the significance of our nation's symbols and landmarks?

- How have famous Americans contributed to our history and impacted our current world?
- How can all citizens contribute to creating an inclusive and equitable environment for everyone?
- What do national holidays and celebrations tell us about American culture and history?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Identify and explain the significance of American cultural symbols such as the flag, national anthem, and historical monuments.
- Understand the role of historical individuals in shaping American traditions and values.
- Describe how national holidays celebrate important events and people in American history.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.
- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and infer why there are different accounts of the same event.
- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and songs to infer how they contribute to cultural history.

Interdisciplinary Standards

English Language Arts:

- **RL.CR.K.1, RI.CR.K.1:** Ask and answer questions about key details in both literary and informational texts.
- **W.IW.K.2:** Compose informative/explanatory texts, introducing a topic and providing facts or details.
- **SL.PE.K.1:** Participate in collaborative conversations about topics and texts with peers and adults.

21st Century Themes and Skills

Life Literacies and Key Skills:

- **9.4.2.IML.3:** Use various multimedia sources to find information about topics.

Targets	Focus Lessons	Resources
Recite the Pledge of Allegiance	1. Use the chart of the words for modeling. 2. Display vocab word cards if appropriate to discuss the meanings of the words. 3. Have students color a picture of the child with a hand over heart or the	<i>Pledge of Allegiance</i> by Ralph Masiello

	mini book to practice reciting the words.	
Learn about the history and meaning of key American symbols.	1. Discuss and explore: - the Flag - National Anthem - Liberty Bell - Bald Eagle - Mount Rushmore - Statue of Liberty - other national symbols. 2. Students will create a class mural or book of these symbols, with brief descriptions of their significance.	Symbols of the United States video United States Symbols The National Bird American Symbols: Trace, Read, and Color
Understand the contributions of Dr. King and other civil rights leaders.	1. Read and discuss picture books about Dr. Martin Luther King Jr. and other famous individuals who fought for civil rights. 2. Students will create an "I Have a Dream" drawing to reflect on what they hope for in the future	Martin Luther King Jr. Educational Video Free Learning Resources for Black History Month (and Beyond) I am Martin Luther King Jr. Read Aloud Video
Learn about different national holidays and the people/events they honor.	1. Explore holidays such as: - Independence Day - Memorial Day - Thanksgiving - Veterans Day. 2. Discuss the events and individuals they commemorate. Students will create a "Holiday Book" illustrating each holiday and its meaning.	
Explore the diversity of American traditions through culture and history.	1. Discuss regional stories and folk heroes.	

	2. Learn about Chinese New Year and the significance of the animals in the Chinese zodiac. 3. Explore the cultural aspects of the festival, including the dragon dances and lion dances.	
Understand how people and events change. American life has evolved over time and how traditions have remained or changed.	1. Discuss the many things that have changed over the years: schools, homes, technology, cars, and clothing. To help students visualize and show their understanding of this topic, create a past vs. present sort for students to complete. 2. Before completing the sort, take a look at picture cards, and discuss the differences between then and now. Students will compare and contrast life "then" and "now."	www.readworks.org Pilgrim's Path Past vs. Present sort PDF - (Schoology) Long Ago Freebie (Schoology) Seesaw Activity- Past Vs. Present
Define history as a story about the past	1. Share a baby book or scrapbook that you or someone created for a child. Explain that these books tell about them long ago when they were little. This is their history. History is the study of past events. A baby book is a child's history. When we read about history we are learning about the past of others. 2. Students make a timeline of their life (i.e., birth, preschool, first day of kindergarten) Create an All About Me Scrapbook or an All About Me Timeline	
Describe ways people find out about the past.	1. Research the past through stories of people, heroes, pictures, songs, holidays, customs, traditions and legends and explain the differences in other people, time and cultures. 2. Show and discuss photos, artifacts,	www.readworks.org The United States, Long Ago and Today What Did People Wear? Women's History Month www.brainpopjr.com Harriet Tubman Seesaw Activity- Woman's History Month

	diaries, stories, videos, museum, interview a parent and/or grandparent	
Place events in order (first, next, last) * Connect to Writer's Workshop Unit (How to)	1. Introduce time order words first, next and last. Ask students to think about the prior day and list on chart paper what happened first, next and last. After listening to the suggested read aloud, display pictures of the story and ask students to place them under the headings: first, next and last.	Use any Thanksgiving story https://www.youtube.com/watch?v=WumiRK06Yqw My First Thanksgiving www.readworks.org Who Was Jackie Robinson?

Assessments

Formative Assessment

- Observation of participation in class discussions and activities.
- Exit slips after lessons to check understanding of cultural symbols and history.
- Activity participation, including collaborative group work and projects.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.

Alternate Assessment

- Written or visual representation of a national holiday or symbol.
- Project-based assessments, where students can choose their preferred method of presentation (drawing, writing, or oral presentation).

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / ● Anchor Charts ● Leveled texts according to ability	● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Unit 3: Exploring Our World: Geography, Communities, and the Environment
Duration: 25 - 30 days (March-April)
Unit Overview: In this unit, students will explore the world through the lenses of geography, community, and the environment. They will learn to use maps and globes to identify and compare locations in their community, state, country, and around the globe. Students will also discover how physical features like mountains, plains, and valleys shape where people live. They will

delve into how weather impacts communities and explore the different resources necessary for life. This unit will foster a deeper understanding of the relationship between geography, the environment, and human activity.

This unit will help students develop an understanding of geography, environmental issues, and the interconnectedness of human communities with their surroundings, fostering an appreciation for the diversity of the world and the importance of preserving it.

Enduring Understandings:

- Geographic Understanding: Maps are powerful tools that help us understand the physical and cultural characteristics of different places.
- Environmental Awareness: People, goods, and ideas move across the globe, influencing cultures and environments.
- Community Dynamics: Neighborhoods and communities have distinct cultural and physical characteristics that influence the way people live.

Essential Questions:

- How can you use maps to better understand an area?
- What information can be found on maps, and how do they represent the world?
- Why is it important to understand where you live and your surroundings?
- How do weather patterns and geography influence human communities?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Use maps and globes to locate and describe places in their community, state, country, and the world.
- Understand how different physical environments (mountains, plains, valleys) impact where people live and how they interact with their surroundings.
- Describe how weather patterns and climate influence human communities and resources.
- Understand the importance of protecting natural resources and preserving the environment.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.2.Geo.SV.1:** Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- **6.1.2.Geo.SV.3:** Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols).
- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.
- **6.3.2.Geo.GI.1:** Investigate global issues such as climate change and its impact on different regions around the world.

Interdisciplinary Standards

English Language Arts:

- **RI.K.1, RI.K.2:** Ask and answer questions about key details in texts and identify the main topic.
- **W.K.2:** Use drawing, dictating, and writing to compose informative/explanatory texts.
- **SL.K.1, SL.K.2:** Participate in collaborative discussions and confirm understanding of texts.

21st Century Themes and Skills

Career Readiness:

- **9.4.2.IML.3:** Use multimedia sources to explore topics like climate change.
- **9.4.2.CT.3:** Use different types of thinking (e.g., deductive, inductive) to solve problems.

Targets	Focus Lessons	Resources
Learn how different neighborhoods and communities have unique characteristics.	1. Compare and contrast students' own neighborhood with another community (e.g., rural vs. urban). 2. Identify the physical and cultural characteristics that define these places, such as types of buildings, transportation, and available resources.	
Explain what directions are and how you can use directions to describe where you are going using a map.	1. Explain to students that directions help people get from one place to another. Create a list of reasons why people may need to use directions: to go to a friend's house, to go on vacation, to go to a new restaurant or store, etc. 2. Maps are often used to give directions and can be used to describe where they are. ● Pull up an image of google maps and locate the school. Write a list of nearby places and their position to our school: below, above, front, back, left, right, next to, in front of, behind. (ex: Target is across the street from Walmart) ● Zoom out on Google maps and help students see that you can look at a view of the city to describe things that are nearby Use Google maps to show students to help people know where you are (ex: the river is near our community)	Google maps

	● Show the students a map of the school and use the map to come up with a list of words to describe where classrooms are in relation to other places in the school (ex: the bathrooms are next to the gym)	
Demonstrate proper use of spatial words; near/far, here/there/above/below.	1. Making Maps: Brainstorm together how to create a map of the classroom. Students will work collaboratively to design a map of a classroom. Students will share their map with the class using spatial words to describe objects and their location. Students will use the map to guide them to build a model of the classroom using various materials such as: blocks, legos, manipulatives, etc. *This can be used as a STEAM activity.	<i>Me On the Map</i> by Joan Sweeney Seesaw Activity: Zoo Map
Compare different types of landforms Landforms song (to the tune of "This	1. Teach the landforms song by modeling and practicing the chorus. Then introduce types of landforms a few at a time. Discuss the name and a definition as well as a picture. 2. Students will draw their own pictures for each landform and label it.	Land is Your Land") (Schoolology) Landforms word/picture cards (level as needed) (Schoolology) www.readinga-z.com A Landforms Adventure (Level N) Seesaw Activity: Learning About Landforms
Identify human characteristics of landscapes (man-made additions).	1. Talk about what a town would look like with only naturally made things (landforms) there. What things have people added to make the town more livable? (ie roads, railroads, parks, houses, stores, schools, churches). 2. Class sort of Man-made vs. natural objects in the environment. Students can then complete a sort individually.	Manmade vs. Natural Structures
Understand the relationship between geography, weather, and the environment.	1. Discuss the impact of climate change on different regions around the world. 2. Students will investigate how weather patterns affect communities and brainstorm ways to protect the environment.	

	3.Create a project or presentation on how people can make positive changes in their own community to help the environment.	
Explore the resources needed for human survival and how they are distributed around the world.	1.Investigate various resources like water, food, and energy. 2. Learn the different ways resources are used in different parts of the world and how geography affects the availability of these resources.	
Recognize picture symbols on a map.	1. Use a map and identify different types of symbols, i.e., mountains, lakes, land, rivers, etc. 2. Follow-up activity: Explain that symbols are different on each map depending on the maker. They can even be a secret like on the quilts in this story. 3. Share the youtube video of the story Sweet Sara and the Freedom Quilt. 4. Explain that symbols are different on each map depending on the maker. They can even be a secret like on the quilts in this story.	Sweet Clara and the Freedom Quilt by Deborah Hopkinson Use a Map to Tell a Story
Identify basic locations on a map and globe.	1.Using the World Map, have students locate their country USA. 2.Using the US States map, students locate their home state of NJ.	
Describe the difference between water and land.	1. Display a globe or world map and talk about why so much of the map is colored blue. 2.Discuss describing words for water (wet, moving, cold/warm/cool, colors {blue, clear-reflects the sun et.al.) and all the different types of bodies of	

	water (river, lake, streams, oceans, bays). 3. Contrast with land (hard, dry, many colors {brown, red, yellow, etc})	
Recognize a globe as a model of Earth.	1. Tell the story of how back at Columbus' time people thought the world was flat because all of their maps were flat. He proved that wasn't true. So now we have globes too. Explain how globes take up so much room so maps are more portable, and both have a purpose.	
Identify and explain how the four seasons affect people, animals, and plants.	1. Chart the 4 seasons on a cycle graph. Have students talk about the weather during each season. 2. Discuss how this will affect the activities/ dress etc of people and how the weather affects the animals and plants as well.	Why Are There Seasons? Seesaw Video A Tree in All Season Seesaw Drawing Template Season Sort Seesaw
Identify examples of the impact of human interaction on the environment, specifically in terms of <i>climate change</i> . (how are humans involved in climate change?)	1. Watch video on climate and weather. ● Discuss what climate is and what climate change means. Use links for teacher information. 2. Seesaw Climate Change Activity 3. Greenhouse Effect: Learn about the greenhouse effect with the teacher link. ● Watch video on Global Warming ● Watch/try Greenhouse experiment 4. Learn about what is happening to the polar ice caps. Watch Climate Change video. Try the Polar Ice Cap Experiment.	Climate Change Slideshow I+Adapt+to+My+Enviro... Climate and Weather Video What is Climate Change? Climate Change Video How do we know the climate is changing? Teacher Information- What is the greenhouse effect? Greenhouse Effect Experiment Instructions Video on Global Warming Climate Change Video

		Polar Ice Cap Experiment Seesaw Climate Change Activity
Discuss the importance of recycling in relation to how humans have an impact on the environment.	1. Read Aloud/Watch The Adventures of a Plastic Bottle ● Discuss the importance of recycling. ● Students will draw/write about 2 things a plastic bottle can be made into. 2. Read Aloud/Watch Kenya's Art ● Create something out of recycled items.	The Adventures of a Plastic Bottle Kenya's Art Seesaw Activity- Recycling
Recognize and understand cultural, social and racial diversity among classmates, and the importance of celebrating our differences.	1. Read/Watch Be Who You Are by Todd Parr- Pause at Be old. Be young. Be a different color. In Video- 55 seconds. Have students talk about how we all have different skin colors. ● Let students know that when they draw themselves, you will be providing many beautiful shades of brown for skin tones ● Ask students if anything else is missing in the image. (Students usually notice that Todd Parr does not draw noses on people, but he does draw noses on animals.) You may want to encourage your students to draw noses in their self portraits. Talk to students about how we all have different colors and textures of hair and that this is one of the many things that makes us beautiful and different. 2. Read/Watch The Colors of Us and discuss. 3. Students will create a self portrait. Use Activity Pages. Sesame Street Video	I Am America LIVE Perf... (Book available in Social Studies Read Aloud Library) Be Who You Are Sesame Street: Color of Me song Activity Resources The Colors of Us Read Aloud Seesaw Activity- Mixed Color Mixing and Diversity

	4. Seesaw Activity- Mixed Color Color Mixing and Diversity	
Identify and understand prominent Black figures in history and the impact they have on history, society, and culture.	1. Call students together. 2. Ask students if they have ever dreamt about doing something. Allow students the opportunity to share something they would like to do or have happen in their lives.	Martin Luther King Jr Day (Drawing/Audio Response) - Seesaw <u>Juneteenth Activities and Resources:</u> • QR Codes for Read Aloud • Social Awareness/Juneteenth Seesaw • Juneteenth Seesaw Activity

Assessments

Formative Assessment

- Observation of student participation in class discussions and activities.
- Exit slips after each lesson to assess understanding of key concepts (e.g., map reading, weather impact).
- Activity participation (e.g., creating maps, neighborhood comparison).

Summative Assessment

- Project or Presentation: Students will choose a community (local, national, or international) and create a presentation showcasing the geography, weather, resources, and cultural characteristics of that place.
- **Climate Change Awareness Project:** Students will work in groups to create a project (poster, video, etc.) to raise awareness about climate change and propose ways to help the environment.

Alternate Assessment

- Visual project (e.g., drawing maps, landforms, community comparisons).
- Oral presentations about the impact of climate change on a specific region.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications

● Solidify and refine concepts through repetition ● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	● Text to speech/audio recorded selections ● Amplification system as needed ● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Unit 4: The Power of Innovation: Understanding Economics and Technology

Duration:

25 - 30 days (May-June)

Unit Overview:

In this unit, students will explore the vital relationship between economics, innovation, and technology. They will learn how economics affects daily life, focusing on the exchange of money for goods and services. Students will also discover the role of entrepreneurship and innovation in shaping communities and the economy. The unit will highlight the ways technology and products have evolved over time and how these innovations impact the economy, jobs, transportation, and our everyday lives.

This unit empowers students to understand the role of innovation and economics in shaping their lives, guiding them to become informed decision-makers in both financial and entrepreneurial contexts.

Enduring Understandings:

- **Innovation Drives Change:** Technological advancements and new products enhance productivity, efficiency, and daily life.
- **Economic Choices:** People make financial decisions every day based on their needs, wants, and available resources.
- **Entrepreneurship and Economy:** Entrepreneurship leads to innovation, which has a significant impact on local and global economies.

Essential Questions:

- What innovative products or technologies does your family use to make life easier?
- What are the differences between goods and services?
- How do you make good financial decisions?
- Why is economic diversity important, and what causes it?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Understand the difference between goods and services and the role they play in the economy.
- Identify the impact of technological innovations on daily life and the economy.
- Make informed decisions about money, distinguishing between wants and needs.
- Recognize how supply, demand, and economic choices influence the production and price of products.

New Jersey Student Learning Standards (NJSLs)**Social Studies**

- **6.1.2.EconET.1:** Explain the difference between needs and wants.
- **6.1.2.EconET.3:** Describe how supply and demand influence price and output of products.

● 6.1.2.EconET.4: Explain the impact of decisions about savings, debt, and investment on individuals' lives. ● 6.1.2.EconEM.1: Describe the skills and knowledge required to produce goods and services.
Interdisciplinary Standards
Financial Literacy: ● 9.1.2.FP.1: Explain how emotions influence spending and saving. ● 9.1.2.FP.2: Differentiate between financial wants and needs. ● 9.1.2.PB.1: Identify places in the community where people can save money. English Language Arts: ● RI.K.1, RL.K.1: Ask and answer questions about key details in informational and literary texts. ● W.IW.K.2: Use drawing and writing to convey ideas and information. ● SL.PE.K.1: Participate in discussions with peers and adults on economic topics.
21st Century Themes and Skills
Life Literacies and Key Skills: ● 9.4.2.IML.3: Use multimedia sources to explore topics like economic innovation. ● 9.4.2.CT.2: Identify approaches and resources to execute plans.

Targets	Focus Lessons	Resources
Understand how products and technology have changed over time.	Students brainstorm innovations (cars, cell phones, computers) and discuss their impact on daily life.	Google Images, chart paper or digital charting tools
Differentiate between goods (products) and services.	Students draw or collage examples of goods and services used at home or school.	Graphic organizer, sales flyers, websites, art supplies
Learn how to make responsible financial decisions.	Discuss wants vs. needs and create a simple family budget including savings and donations.	Budget templates, play money, calculators or spreadsheet software
Recognize the role of entrepreneurship in innovation and economic change.	Students research entrepreneurs and present how their work influenced the economy.	Internet access, biography resources, presentation tools (posters, slides, etc.)
Describe the relationship among households, businesses, and laborers.	Create a flowchart or cycle chart to show how people have jobs to earn money, which leads you to stores to buy things from businesses, this leads the businesses to purchase items	The Little Red Hen video

	from laborers which pays them money to go back to the store.	
Describe the difference between needs and wants.	Day 1: 1.Create a t-chart with wants on one side and needs on the other. • Have students come up with a list of items they want for the chart. Leave the needs side blank for the next lesson. 2.Give students a paper and have them draw a picture of an item they want. Day 2: 1.Explain to the class that a need is something we need to survive. (food, clothing, shelter, water, etc.) • Have students come up with a list of items they need for the t-chart from the previous lesson. 2.Use real-life items or pictures to sort and categorize items as wants or needs as a class. 3.Give students a paper and have them draw a picture of an item they need (can use the same paper from the previous lesson) • Compare and contrast how these are wants vs. needs.	<u>The Pigeon Needs a Bath</u> by Mo Willems <u>The Pigeon Wants a Puppy</u> by Mo Willems Seesaw Activity- Needs Vs. Wants Sort
Explain the word scarcity and describe how it relates to our economic system.	Day 1: 1. Watch video 2. Discuss the definition of supply, demand, and scarcity and provide examples. There are things that we want that are hard to get sometimes. Think of buying a favorite snack for home and if someone takes too much then no one else gets any. This can be true for natural resources, food, toys, or space. Explain that when there is not	Scarcity Video <u>The Mitten</u> by Jan Brett <u>The Doorbell Rang</u> by Pat Hutchins

	enough of an item it is scarce. ● Make a list of things that are scarce in the classroom. (ex: crayons, pencils, etc.) Make a list of things that are scarce at home. (ex: cereal, detergent, toothpaste, etc.) Day 2: 1. Read the story <u>The Mitten</u> by Jan Brett. 2.. Use the lists from the previous day to decide how we can make choices to minimize our number of scarce items. (ex. take care of our pencils and crayons so we don't have to replace them so often.) 3. Students participate in an activity in which they may choose one item from a group consisting of two different items (ex. 5 Yellow and 15 blue highlighters, or two different snack choices) when one item runs out, it is an example of scarcity.	
Describe opportunity cost	Day 1: 1. Listen to read alouds exhibiting opportunity cost (ex. Beatrice's Goat by Page McBrier and Alexander Who Used to be Rich Last Sunday by Judith Viorst) 2. Define opportunity cost as what you gave up when you make your decision (choice). Day 2: 1. Review opportunity cost from the day before. 2. Have students participate in an activity where a choice/decision needs to be made. Ex: Students choose a pencil or an eraser from a set with a limited number of	Beatrice's Goat Read Aloud Alexander, Who Used to be Rich Last Sunday Read Aloud

	supplies.(8 pencils and 12 erasers). 3. Students become aware that there may be a shortage of supplies affecting the decisions they make. Students should be able to identify their opportunity cost after their decision is made.	
Understand supply and demand principles.	Class discussion or simulation (e.g., limited toy sales scenario with changing prices).	Props for simulation (e.g., toy items), charts or whiteboard, discussion prompt
Understand that some food is grown on farms.	1.Make a chart of the students' favorite foods. 2. Discuss how those foods came to be.	Where do Fruits and Vegetables Come From? video Seesaw Activity- A Trip to the Farm

Assessments

Formative Assessment

- Observation of participation in class discussions and activities.
- Exit slips after lessons to check understanding of cultural symbols and history.
- Activity participation, including collaborative group work and projects.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.

Alternate Assessment

- Written or visual representation of a national holiday or symbol.
- Project-based assessments, where students can choose their preferred method of presentation (drawing, writing, or oral presentation).

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
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- Modified or constrained spelling word lists

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Social Studies

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- **6.1.2.EconET.4:** Explain the impact of decisions about savings, debt, and investment on individuals' lives.
- **6.1.2.EconEM.1:** Describe the skills and knowledge required to produce goods and services.

Interdisciplinary Standards

English Language Arts:

- **RI.K.1, RL.K.1:** Ask and answer questions about key details in informational and literary texts.
- **W.IW.K.2:** Use drawing and writing to convey ideas and information.
- **SL.PE.K.1:** Participate in discussions with peers and adults on economic topics.

● **21st Century Themes and Skills**

Financial Literacy:

- **9.1.2.FP.1:** Explain how emotions influence spending and saving.

- **9.1.2.FP.2:** Differentiate between financial wants and needs.
- **9.1.2.PB.1:** Identify places in the community where people can save money.

Life Literacies and Key Skills:

- **9.4.2.IML.3:** Use multimedia sources to explore topics like economic innovation.
- **9.4.2.CT.2:** Identify approaches and resources to execute plans.

Targets	Focus Lessons	Resources
Understand how products and technology have changed over time	Explore and sort images of old and new items (phones, cars, toys), then draw a "Then and Now" picture	Picture cards of old and new items, drawing paper, crayons
Learn how to make responsible financial decisions	Read a story about a character choosing between saving and spending, then play a classroom game using play money to make shopping choices	Storybook (e.g., <i>A Chair for My Mother</i>), play money, pictures of classroom store items
Understand the basic principles of supply and demand	Use a hands-on game with a limited number of toys or snacks and discuss what happens when many or few students want the same item	Classroom tokens, popular classroom items, teacher-guided discussion questions
Differentiate between goods and services	Classify magazine pictures into two groups: goods or services, then act out examples of providing a service (e.g., helper roles)	Magazines, scissors, glue sticks, chart paper, service role-play cards
Recognize the role of entrepreneurship in driving innovation and economic change	Watch a short video or read a book about a young inventor, then create and share an idea for a product or business using drawings	Video/book about a child entrepreneur or inventor, invention drawing sheet, crayons

Assessments

Formative Assessment

- Observation of participation in class discussions and activities.
- Exit slips after lessons to check understanding of cultural symbols and history.
- Activity participation, including collaborative group work and projects.
- Pictorial quizzes to assess understanding of innovation and the difference between goods and services.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.
- **Goods and Services Collage Project:** Students will create a visual collage or digital presentation that categorizes various goods and services, explaining how each is relevant to daily life. The project will be assessed using a rubric focusing on clarity, accuracy, and creativity.
- **Financial Responsibility Activity:** Students will categorize items into needs and wants.

Alternate Assessment

- Oral presentations about the impact of a specific innovation or entrepreneur on the economy.
- Visual project (e.g., drawing or collage) on innovation or entrepreneurship.
- Written or visual representation of a national holiday or symbol.
- Project-based assessments, where students can choose their preferred method of presentation (drawing, writing, or oral presentation).

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals /
- Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
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