

Green Township School District Grade 4 Social Studies Curriculum - Revised 2017

Pacing: 4 weeks		Unit 1 Geography of New Jersey	
Unit 1 Social Studies Standards		Activities to Support Student Learning	
		Essential Questions: <i>What makes a place unique?</i> <i>How does where I live influence how I live?</i> <i>How does the interaction of nature and humans influence the development of cultures, societies and nations?</i>	
6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.	Use Mapbox.com and Google Maps to compare and contrast information on multiple types of maps.	<ul style="list-style-type: none"> ● Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. ● Places are jointly characterized by their physical and human properties. ● The physical environment can both accommodate and be endangered by human activities. ● Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. ● Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time. ● Economic opportunities in New Jersey and other states are related to the availability of resources and technology. 	
6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.	Assign students to specific areas across the world. Through research and the use of political and physical maps, students will determine the cultural diffusion and economic interdependence of the area.		
6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.	Students may practice measuring distances on an interactive map http://nationalgeographic.org/activity/measuring-distances-map/ Review latitude and longitude using Roble Education video:		

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	https://www.youtube.com/watch?v=cTrsvGytGG0	
6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.	Geophysical map http://maps.nationalgeographic.com/maps/atlas/united-states-geophysical.html	
6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.	http://www.nj.gov/dep/ej/camden/docs/geknowairpoll.pdf	
6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.	Compare regions using http://www.sheppardsoftware.com/web_games.htm Students will choose an area of the U.S. to research. They will determine culture, economics, physical environment (6.1.4.B.6).	
6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.	Students will continue researching their selected area and will explain why it is better suited for settlement than another nearby area.	
6.1.4.C.14 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.	Compare our area to a selected urban area in New Jersey. Determine the impact of geography, climate, availability of transportation, technology, and job opportunities on the economy of the area.	

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Unit 1 Grade What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Google Classroom questions Kahoot: review sessions Exit tickets Class discussions Newsela quizzes and responses	Research projects End of unit test
Core Instructional Materials	District/School Supplementary Resources
sheppardsoftware.com Nationalgeographic.com mnrussbaum.com/fourth-grade-social-studies/ Roble Education video Mapbox.com Google Maps	Newsela Discovery Ed

Plan for Language Study Grade 4 Unit 1		
<p><u>New:</u> Longitude Latitude Prime meridian Equator Scale Hemisphere regions</p>	<p><u>Review:</u> Compass locations climate natural resources transportation</p>	<p><u>Academic Vocabulary:</u> compare contrast explain describe</p>

Interdisciplinary Connections throughout the K-12 Curriculum
<p><u>ELA:</u> RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>

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RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Science:

4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.] [Assessment Boundary: Assessment is limited to a single form of weathering or erosion.]

4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth’s features. [Clarification Statement: Maps can include topographic maps of Earth’s land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]

21st Century Life & Careers

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. (Relate to why a career in NJ might be more feasible than a career in a different region of the country or vice versa.)

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

2014 Technology Standards

2014 NJ Technology Standards:

8.1 Educational Technology ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))

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All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

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- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
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- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
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- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

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Pacing: 4-6 weeks		UNIT 2 Early American Life	
Unit 1 Social Studies Standards		Activities to Support Student Learning	
<p>6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p>	<p>Read, <i>The Lenape or Delaware Indians</i> by Herbert C. Kraft</p> <p>Discovery Ed video:</p> <p>History Kids: Native Americans of the Northeast</p> <p>Video about Lenni Lenape:</p> <p>https://www.youtube.com/watch?v=i5za3uuATbU</p> <p>Students may read</p> <p>http://www.lenapelifeways.org/lenape1.htm</p>	<p>Essential Questions</p> <p><i>How has the identity of New Jersey changed over time?</i></p> <p><i>Why did settlers decide to live in New Jersey?</i></p> <p><i>Why did the early settlers come to America?</i></p> <p><i>How did involuntary immigration impact American history?</i></p> <p><i>How did colonization in New Jersey impact the Lenni Lenape population?</i></p>	<ul style="list-style-type: none"> ● Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. ● Key historical events, documents, and individuals led to the development of our nation. ● Personal, family, and community history is a source of information for individuals about the people and places around them. ● Cultures struggle to maintain traditions in a changing society.

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<p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p>	<p>Discovery Ed video: <i>Early Colonists</i></p> <p>https://app.discoveryeducation.com/learn/videos/d662b5e9-906f-4127-9de0-78b0f743c12c?hasLocalHost=false</p> <p>Newsela article, “They Sailed on the Mayflower and Struggled to Build a Home: the Pilgrims”</p>	
<p>6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</p>	<p>Written response: students will explain how American history was impacted by the colonists.</p>	
<p>6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p>		
<p>6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.</p>	<p>PBS video <i>The Pilgrims: Mayflower Compact</i></p>	
<p>6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture,</p>	<p>Learning Lenape:</p> <p>http://www.njskylands.com/hs_lenape_083</p>	

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is manifested in different regions of New Jersey.		
6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	<p>Questions and answers about the Lenni Lenape way of life, past and present:</p> <p>http://www.bigorin.org/lenape_kids.htm</p>	
Unit 2 Grade 4 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p>Google Classroom questions</p> <p>Kahoot: review sessions</p> <p>Exit tickets</p> <p>Class discussions</p> <p>Newsela quizzes and responses</p>	<p>Research projects</p> <p>End of unit test</p>	
District/School Texts	District/School Supplementary Resources	
<p>http://www.bigorin.org/lenape_kids.htm</p> <p>http://www.njskylands.com/hs_lenape_083</p> <p>http://www.lenapelifeways.org/lenape1.htm</p> <p>https://www.youtube.com/watch?v=i5za3uuATbU</p> <p><i>The Lenape or Delaware Indians</i> by Herbert C. Kraft</p> <p>PBS video <i>The Pilgrims: Mayflower Compact</i></p> <p>Discovery Ed video <i>Early Colonists</i></p>	<p>Newsela</p> <p>Discovery Ed</p> <p>Various picture books</p>	

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Discovery Ed video History Kids: Native Americans of the Northeast	
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Plan for Language Study Grade 4 Unit 2

New:

Review:

Academic Vocabulary:

Culture
Heritage
Immigration
Mayflower Compact

relate
summarize

Interdisciplinary Connections throughout the K-12 Curriculum Unit 2 Grade 4

ELA:

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- Provide regular parent/ school communication
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Pacing: 6 weeks		Unit 3 Revolution in New Jersey	
Unit 3 Social Studies Standards		Activities to Support Student Learning	
		Essential Questions: <i>When is war justified?</i> <i>How do beliefs influence behavior?</i> <i>How does the past influence who we are?</i> <i>How does war impact cultures?</i>	
6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.	Use Storyboardthat.com to create a timeline of events that led to the creation of the United States. Read, “Immigration” readworks.org Timeline of the Revolutionary War: http://www.pbs.org/ktca/liberty/chronicle_timeline.html	<ul style="list-style-type: none"> ● Key historical events, documents, and individuals led to the development of our nation. ● The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. ● Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. ● American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. ● Cultures struggle to maintain traditions in a changing society. ● Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. 	
6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.	Review of the writing of the Constitution on Discovery Ed		

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<p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p>	<p>Use ducksters.com and Biography.com</p> <p>Also, students may read Newsela articles “The American Revolution: Political Upheaval Led to U.S. Independence,” “Presidential Profile: Thomas Jefferson,” and “Primary Sources: Ben Franklin Speaks About the Stamp Act in Britain, 1766.”</p>	
<p>6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.</p>	<p>Information about Governor Livingston: http://www.constitutionday.com/livingston-william-nj.html</p>	
<p>6.1.4.D.8 Determine the significance of New Jersey’s role in the American Revolution.</p>	<p>Resource for teaching the American Revolution and New Jersey’s role</p> <p>http://www.state.nj.us/state/historykids/pdfs/american_revolution/american_revolution_teacher.pdf</p>	
<p>6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p>	<p>Students work in small groups to read a folklore and present it to the class - discuss what it tells about regions and culture.</p> <p>http://www.americanfolklore.net/ss.html</p>	

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6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.		
6.1.4.D.14 Trace how the American identity evolved over time.	Unity and Identity of the American Colonies	
6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.		
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	Symbols of the Revolution Students will explain the significance of each symbol and how each affects the American identity.	
Unit 3 Grade 4 What This May Look Like		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Google Classroom questions Kahoot: review sessions Exit tickets Class discussions Newsela quizzes and responses		Research projects Presentations
District/School Texts		District/School Supplementary Resources
		Various picture books Weird NJ

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Plan for Language Study Grade 4 Unit 3

<u>New:</u>	<u>Review:</u>	<u>Academic Vocabulary:</u>
Taxes Boycott Mercantilism Redcoats Patriot Declaration of Independence Loyalist Revolution Continental Army Representation Primary source Secondary source	NONE	trace explain determine

Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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	<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<p><u>2014 NJ Technology Standards:</u></p>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<u>Gifted and Talented:</u>	
<p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> ● Use of Higher Level Questioning Techniques ● Provide assessments at a higher level of thinking 	
<u>English Language Learners:</u>	
<p>Modifications for Classroom</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. 	

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- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
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- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

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- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

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Pacing: 5-6 weeks		Unit 4 Immigration	
Unit 4 Social Studies Standards		Activities to Support Student Learning	
		Essential Questions: <i>Why do people immigrate?</i> <i>What is American culture?</i> <i>What are the rights and responsibilities of an American citizen?</i>	
6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	Class discussion	<ul style="list-style-type: none"> ● The United States democratic system requires active participation of its citizens. ● The world is comprised of nations that are similar to and different from the United States. ● Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. ● Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. ● American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States. ● Cultures struggle to maintain traditions in a changing society. ● Prejudice and discrimination can be obstacles to understanding other cultures. ● Historical symbols and the ideas and events they represent play a role in 	
6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to			

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<p>vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p>		<p>understanding and evaluating our history.</p> <ul style="list-style-type: none"> ● The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. ● People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. ● Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. ● Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
<p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</p>	<p>Students will write their own definitions of fairness, equality and the common good. They will then compare theirs with other students before finding the dictionary definition.</p> <p>Discuss responses as a class.</p>	
<p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p>	<p>Scholastic’s Immigration Experience</p> <p>Ellis Island virtual tour</p>	
<p>6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.</p>	<p>Students can evaluate Immigration data to determine the impact of immigration on America’s growth.</p>	
<p>6.1.4.D.9 Explain the impact of transAtlantic slavery on New Jersey, the nation, and individuals.</p>	<p>Students and whole group can explore the history and impact of the Atlantic slave trade.</p>	
<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>		
<p>6.1.4.D.14 Trace how the American identity evolved over time.</p>	<p>Students may create an immigrant identity and follow an interactive journey of coming to America through Ellis Island.</p>	

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6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	<i>If Your Name Was Changed At Ellis Island</i> by Ellen Levine	
6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	<i>Angel Child, Dragon Child</i> by Michele Surat	
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	<i>Her Right Foot</i> by Dave Eggers	
6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.	<i>Apple Pie Fourth of July</i> by Janey S. Wong	
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	Students may reflect upon their virtual immigrant experience. They should explain how they perspective changed after experiencing the immigration process firsthand.	
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.	Students will write an end of unit response.	

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6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	In small groups, students will identify unfair or discriminatory actions and develop a plan to solve them. Actions should be related to immigration.	
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Unit 4 Grade 4 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
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<p>Google Classroom questions Kahoot: review sessions Exit tickets Class discussions Newsela quizzes and responses</p>	<p>Research projects End of unit test</p>
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District/School Texts	District/School Supplementary Resources
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<p>https://www.tenement.org/immigrate/ Ellis Island Virtual Tour Scholastic Immigration Experience If Your Name Was Changed At Ellis Island by Ellen Levine Angel Child, Dragon Child by Michele Surat Her Right Foot by Dave Eggers Apple Pie Fourth of July by Janey S. Wong</p>	<p>Newsela Discovery Ed</p>
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Plan for Language Study Unit 4 Grade 4

New:	Review:	Academic Vocabulary:
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Immigration Migration Descendent Ancestor Steerage Melting pot		evaluate determine summarize
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Interdisciplinary Connections throughout the K-12 Curriculum Unit 4 Grade 4

ELA:

- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
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	<p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<u>2014 NJ Technology Standards:</u>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
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- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.

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- Assign a peer helper in the class setting

Modifications for Homework/Assignments

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- Teachers will check/sign student agenda daily
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Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.

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Pacing: 6-8 weeks		Unit 5 Government
Unit 5 Social Studies Standards	Activities to Support Student Learning	<p>Essential Questions:</p> <p><i>What are fundamental rights?</i></p> <p><i>How do the laws of our government affect us?</i></p> <p><i>Who determines our rights?</i></p> <p><i>How do we balance the needs of individuals with the common good?</i></p>
6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.		<ul style="list-style-type: none"> ● Rules and laws are developed to protect people’s rights and the security and welfare of society. ● The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. ● American constitutional government is based on principles of limited government, shared authority, fairness, and equality. ● There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and

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<p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p>	<p>Review of the Constitution. Students may explore the interactive Constitution in order to explain how it contributes to the American democracy.</p>	<p>concerns.</p> <ul style="list-style-type: none"> ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. ● The United States democratic system requires active participation of its citizens. ● Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. ● Develop strategies to reach consensus and resolve conflict.
<p>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</p>		
<p>6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government</p>	<p>Students may read information about how the U.S. government is organized and access infographics.</p>	
<p>6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.</p>	<p>USA.gov provides a simple graphic that student can reference to identify the roles and responsibilities of the three branches of government.</p> <p>Branches of government game</p>	
<p>6.1.4.A.6 Explain how national and state governments share power in the federal system of government.</p>	<p>Students can read about how government functions at state and local levels. https://www.ducksters.com/history/us_state_and_local_governments.php</p>	
<p>6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p>	<p>Students can practice completing the roles of an elected official. https://www.icivics.org/games</p>	
<p>6.1.4.A.8 Compare and contrast how</p>		

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<p>government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p>		
<p>6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p>	<p>Readworks.org “Walking Tall” Discovery Ed videos: Early Civil Rights Movement Boycott</p>	
<p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p>	<p>Readworks.org “Honoring King”</p>	
<p>6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p>		
<p>6.1.4.A.12 Explain the process of creating change at the local, state, or national level.</p>		
<p>6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</p>		
<p>6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.</p>	<p>Small group activity: students will identify an issue impacting other children in their community. Then, they will determine the perspectives of teachers, parents and school officials. Groups can record their answers using the cube creator on readwritethink.org</p>	
<p>Unit 5 Grade 4 What This May Look Like</p>		

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District/School Texts	District/School Supplementary Resources
Readwritethink.org Readworks.org “Walking Tall” Discovery Ed videos: Early Civil Rights Movement Boycott USA.gov Ducksters.com icivics.org mrnussbaum.com/u-s-constitution-interactive/	Newsela Discovery Ed

Plan for Language Study Unit 5 Grade 4		
<u>New:</u> Federal Legislative Executive Judicial Supreme court Congress House of Representatives Senate Bill Checks and balances State government Local government County State representatives Congressional districts	<u>Review:</u> perspective community Law Rights Responsibilities	<u>Academic Vocabulary:</u> compare contrast determine

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Municipalities Mayor		
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Interdisciplinary Connections throughout the K-12 Curriculum: Unit 5 Grade 4

ELA:

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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2014 NJ Technology Standards:

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All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global

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society, and the environment.

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- Design surveys to generate and analyze data to be used in discussion.
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Anchor Activities

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- Provide assessments at a higher level of thinking

English Language Learners:

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Students at Risk of School Failure:

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Pacing: 6-8 weeks

Unit 6 Economics, Innovation and Technology

Essential Questions:

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Unit 1 Social Studies Standards	Activities to Support Student Learning	<p><i>How have technological and scientific advancements changed the way societies and individuals function?</i></p> <p><i>How can individuals, groups, and societies apply economic reasoning to make choices about scarce resources?</i></p>
6.1.4.B.8 Compare ways people choose to use and distribute natural resources.	Students may reference the national geographic natural resources map	<ul style="list-style-type: none"> ● Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time. ● Advancements in science and technology can have unintended consequences that impact individuals and/or societies. ● Economics is a driving force for the occurrence of various events and phenomena in societies. ● Interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes. ● Availability of resources affects economic outcomes. ● Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. ● Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. ● Economic opportunities in New Jersey and other states are related to the availability of resources and technology. ● Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.	Learning Junction video https://www.youtube.com/watch?v=OqHp03RRTDs	
6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.		
6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.		
6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.		
6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.		
6.1.4.C.9 Compare and contrast	PBS article describing global natural	

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how the availability of resources affects people across the world differently.	resources http://www.pbs.org/wgbh/globalconnections/mideast/questions/resource/	
6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.	Students will research a famous idea or invention that was created by a New Jersey figure.	
6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.	Students will determine whether or not the person they researched became an entrepreneur. First, they will need to define the term entrepreneur, then they will conduct research to determine the success of the invention.	
6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.	Students may review the NJ Transit map to infer how this service has impacted the economies of surrounding areas.	
6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.		
6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.		
6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.	Ask students to create a list of things they would not be able to do if they no longer had access to technology for communicating. Then ask them to write a response about how they think the use of communication through technology helped increase the spread of ideas and collaboration worldwide.	

Unit 6 Grade 4 What This May Look Like

District/School Formative Assessment Plan

District/School Summative Assessment Plan

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Google Classroom questions Kahoot: review sessions Exit tickets Class discussions Newsela quizzes and responses	Research projects End of unit test
District/School Texts	District/School Supplementary Resources
Nationalgeographic.com NJtransit.com Learning Junction video https://www.youtube.com/watch?v=OqHp03RRTDs Pbs.org	Newsela Discovery Ed

Plan for Language Study Unit 6 Grade 4		
<u>New:</u> Global economy Distribute Production Goods and services Innovation Trade Entrepreneur	<u>Review:</u> Scarcity Needs and wants Supply and demand	<u>Academic Vocabulary:</u> compare contrast

Interdisciplinary Connections throughout the K-12 Curriculum
<u>ELA:</u> RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or

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themes; speak clearly at an understandable pace

Integration of 21st Century Themes and Skills

21st Century Life & Careers

- 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- 9.1.4.A.2 Identify potential sources of income.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.1.4.C.4 Determine the relationships among income, expenses, and interest.
- 9.1.4.C.6 Summarize ways to avoid credit problems.
- 9.1.4.D.1 Determine various ways to save.
- 9.1.4.D.2 Explain what it means to “invest.”
- 9.1.4.D.3 Distinguish between saving and investing.
- 9.1.4.E.1 Determine factors that influence consumer decisions related to money.
- 9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** ([Word](#) | [PDF](#))
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global

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society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

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Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
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- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
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Students at Risk of School Failure:

Modifications for Classroom

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- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
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