



**Totowa Public Schools**

**Social Studies**

**Grade 4**

**Aligned to NJSLS 2020 Standards**

**BOE Adopted: 08/31/2022**

**Revised 12/14/2022**

## Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: Civics, Government, and Human Rights	9 Weeks	Lessons in this unit satisfy DEI, AAPI, Holocaust and Amistad mandates
Unit 2: Geography, People and the Environment	9 Weeks	Lessons in this unit satisfy DEI & Climate Change
Unit 3: Economics, Innovation and Technology	9 Weeks	
Unit 4: History, Culture, and Perspectives	9 Weeks	Lessons in this unit satisfy DEI, Holocaust, and Amistad
		<a href="#">Curricular Mandate List</a>

<b>Title</b>	Civics, Government, and Human Rights
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<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In a representative democracy, individuals play a role in how the government functions. In that capacity, they are able to create laws and enact change. It is through participation in government and in the decision-making process that individuals can create change. In this unit, students will continue to explore those themes as well as learn about New Jersey citizens who impacted our State.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Explain how the NJ State government works.</li> <li>• How are laws created in NJ?</li> <li>• Explain the importance of collecting taxes in relation to our school and community.</li> <li>• How can we create change within our government?</li> <li>• What is the relationship between economic growth and opportunity?</li> <li>• How did early immigrants impact NJ?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Citizens and participation are what keep our government functioning. A major role of citizens in a representative democracy is to make responsible decisions about who should govern. Each citizen has a right and responsibility.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Define government and explain its purpose. Identify and explain a representative democracy.</li> <li>• Explain the qualifications to become an elected official in NJ.</li> <li>• Describe the role of the New Jersey Government versus the national government.</li> <li>• Describe the roles and responsibilities of elected representatives at the state level.</li> <li>• Compare and contrast the roles of elected officials on a state and local level.</li> <li>• Compare how laws are made on the state and federal level.</li> <li>• Identify who state leaders are and how a citizen can contact them.</li> <li>• Distinguish the roles and responsibilities of the three branches of the state government. (both state and federal)</li> <li>• Read and explain some of the main principles in the New Jersey Constitution.</li> <li>• Understand the concept of taxes and identify some services in the community that are paid for by taxes (e.g. school, county and state roads, fire, police, etc.)</li> </ul>

- Identify and define core civic virtues and democratic principles.
- Explain the importance of the Voting Rights Act and the Americans with Disabilities Law. (DEI/People with Disabilities)
- [Jewish-American Suffrage in the United States \(Holocaust\)](#)
- [Six Influential AAPI Women in Suffrage History \(AAPI\)](#)
- [History of the ADA \(DEI & Disabilities Awareness\)](#)
- [The Fight for Fair Voting \(Amistad\)](#)
- [Six Influential AAPI Women in Suffrage History \(AAPI\)](#)

Assessment Evidence	
<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
<b>Summative</b>	Tests, Quizzes, Projects, Written and Oral Responses
<b>Alternative and Benchmark</b>	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments.</p> <p><a href="#"><u>Formative, Summative, Alternative and Benchmark Assessments</u></a></p>
Resources to Promote Learning	
<b>Resources &amp; Equipment Needed</b>	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, New Jersey Adventures in Time &amp; Place, McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents, crayons, markers, tape, maps, colored pencils, scissors</p> <p><a href="#"><u>Jewish-American Suffrage in the United States (Holocaust)</u></a></p> <p><a href="#"><u>Six Influential AAPI Women in Suffrage History (AAPI)</u></a></p> <p><a href="#"><u>History of the ADA (Disabilities Awareness)</u></a></p> <p><a href="#"><u>The Fight for Fair Voting (Amistad)</u></a></p> <p><a href="#"><u>Approved Class Resource List</u></a></p> <p><a href="#"><u>Social Studies Primary Source List</u></a></p>

## Content & Interdisciplinary Standards

### NJ 2020 SLS: Social Studies

Core Ideas	Performance Expectation
In a representative democracy, individuals elect representatives to act on the behalf of the people.	<ul style="list-style-type: none"> <li>6.1.5.CivicsPI.3: 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.</li> </ul>
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	<ul style="list-style-type: none"> <li>6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</li> <li>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</li> <li>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</li> <li>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</li> </ul>
	<ul style="list-style-type: none"> <li></li> </ul>
The government uses a variety of tools to pay for goods and services it provides to individuals and communities.	<ul style="list-style-type: none"> <li>6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.</li> </ul>
Certain dispositions help individuals contribute to the health of American democracy.	<ul style="list-style-type: none"> <li>6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</li> </ul>
Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials)	<ul style="list-style-type: none"> <li>6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.</li> </ul>
A major role of citizens in a representative democracy is to make responsible decisions about who should govern.	<ul style="list-style-type: none"> <li>6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.</li> </ul>
<b>Social Studies Practices</b>	

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).

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

#### **NJ: 2016 SLS: English Language Arts**

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 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.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- 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.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - B. Follow agreed-upon rules for discussions and carry out assigned roles.
  - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 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.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

#### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations (By the end of 5th Grade)**

- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

#### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations (By the end of 5th Grade)**

- 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax".

- 9.1.5.EG.2: Describe how tax monies are spent

Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
SEL	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Social Awareness</li> <li>• <a href="#">New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</a></li> </ul>

Title	Geography, People and the Environment
Unit Duration	9 Weeks
Unit Summary & Rationale	<i>This unit allows the students to explore aspects of New Jersey, including the geography &amp; climate. Types of maps will be discussed. 9/11 Remembrance will be observed &amp; discussed. Concepts of human rights &amp; responsibilities will be discussed in conjunction with Constitution Day. Human Rights will be discussed during school wide week of Respect. Lessons in this unit satisfy Climate Change curricular requirements.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> <li>• What interesting features &amp; landforms are found in NJ?</li> <li>• How does weather &amp; climate effect NJ's environments?</li> <li>• How do the different regions in NJ impact the economy of New Jersey?</li> </ul>
Enduring Understandings	<ul style="list-style-type: none"> <li>• New Jersey, like each state, is unique in terms of its physical and cultural geography.</li> </ul>



## Learning Outcomes

- Compare the different regions of NJ. Examine culture, economics, and physical geography of NJ.
- Identify the capital of NJ.
- Explain how the county system works in NJ.
- Identify the county capital of Passaic.
- Use maps to explore the different regions of NJ.
- Use maps to extrapolate information.
- Define landforms
- Explain how different regions of the United States have different resources.
- Define urban, suburban and rural communities.
- Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- Explain how technology has impacted NJ.
- 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.
- Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- Use data to describe how the availability of resources in NJ and other regions in the United States have impacted economic opportunities.
- Define the major tenets of democracy.
- Identify different regions of the United States and of NJ.
- [Virtual Field Trip: Northeast Region of the U.S. \(Diversity, Equity and Inclusion\)](#)
- [Virtual Field Trip: Southeast Region of the U.S. \(Diversity, Equity and Inclusion\)](#)
- [Living with the Land \(Diversity, Equity and Inclusion\)](#)
- [This is What Democracy Looks Like \(Diversity, Equity and Inclusion\)](#)
- Examine how climate change has impacted NJ and the United States. (Climate Change)

Assessment Evidence	
<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
<b>Summative</b>	Tests, Quizzes, Projects, Written and Oral Responses
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Resources to Promote Learning	
<b>Resources &amp; Equipment Needed</b>	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, New Jersey Adventures in Time &amp; Place, McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents, crayons, markers, tape, maps, colored pencils, scissors</p> <p><a href="#">Virtual Field Trip: Northeast Region of the U.S. (DEI)</a>  <a href="#">Virtual Field Trip: Southeast Region of the U.S. (DEI)</a>  <a href="#">Living with the Land (Diversity, Equity and Inclusion)</a>  <a href="#">This is What Democracy Looks Like (Diversity, Equity and Inclusion)</a>  <a href="#">Regions of the United States</a>  <a href="#">Approved Class Resource List</a>  <a href="#">Social Studies Primary Source List</a></p>
Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
Core Ideas	Performance Expectation
Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.	<ul style="list-style-type: none"> <li>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> </ul>

	<ul style="list-style-type: none"> <li>6.1.5.GeoPP.2: 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.</li> </ul>
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> <li>6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</li> <li>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space..</li> </ul>
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	<ul style="list-style-type: none"> <li>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</li> </ul>
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<ul style="list-style-type: none"> <li>6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</li> <li>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).</li> </ul>
The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	<ul style="list-style-type: none"> <li>6.1.5.EconEM.4: 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.</li> </ul>
<b>Social Studies Practices</b>	
<p>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).</p>	

<ul style="list-style-type: none"><li>• Developing Questions and Planning Inquiry</li></ul>
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<ul style="list-style-type: none"><li>• Developing Claims and Using Evidence</li></ul>
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<ul style="list-style-type: none"><li>• Engaging in Civil Discourse and Critiquing Conclusions</li></ul>
<ul style="list-style-type: none"><li>• Taking Informed Action</li></ul>
<b>NJ: 2016 SLS: English Language Arts</b>
<ul style="list-style-type: none"><li>• RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li><li>• RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li><li>• 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.</li><li>• RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</li><li>• 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.</li><li>• RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li></ul>

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations (By the end of 5th Grade)**

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations (By the end of 5th Grade)**

- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

Interdisciplinary/21st Century Connections	
<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Research on a problem, such as climate change, should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)</li> <li>• 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]</li> <li>• 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Responsible Decision-Making</li> <li>• Self Awareness</li> <li>• <a href="#">New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</a></li> </ul>

<b>Title</b>	Economics, Innovations, and Technology
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, students will continue to learn basic economic principles including choice, spending/savings, and cost-benefit analysis.</i>
Unit Goals	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is credit?</li> <li>• Why do we use credit?</li> <li>• Why is creating a budget important?</li> </ul>

	<ul style="list-style-type: none"> <li>• What are some ways to save money?</li> <li>• Why is it important to save money?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Understanding how money is earned and spent is a key part to being able to manage money responsibly.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Define credit, debit, and investing.</li> <li>• Identify types of financial institutions and the services they offer including banks, credit unions, and credit card companies.</li> <li>• Explain how the decisions we make impact our spending habits.</li> <li>• Identify positive and negative incentives that influence the decisions people make.</li> <li>• Create a personal budget in a spreadsheet.</li> <li>• Career Exploration – Students will examine careers in banking.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
<b>Summative</b>	Tests, Quizzes, Projects, Written and Oral Responses
<b>Alternative and Benchmark</b>	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments.</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, New Jersey Adventures in Time &amp; Place, McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents, crayons, markers, tape, maps, colored pencils, scissors</p> <p><a href="#">Approved Class Resource List</a>  <a href="#">Social Studies Primary Source List</a></p>

Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
Core Ideas	Performance Expectation
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> <li>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</li> </ul>
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources	<ul style="list-style-type: none"> <li>6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</li> <li>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> </ul>
Social Studies Practices	
<p>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).</p>	
<ul style="list-style-type: none"> <li>Developing Questions and Planning Inquiry</li> </ul>	
<ul style="list-style-type: none"> <li>Gathering and Evaluating Sources</li> </ul>	
<ul style="list-style-type: none"> <li>Seeking Diverse Perspectives</li> </ul>	
<ul style="list-style-type: none"> <li>Developing Claims and Using Evidence</li> </ul>	
<ul style="list-style-type: none"> <li>Presenting Arguments and Explanations</li> </ul>	
<ul style="list-style-type: none"> <li>Engaging in Civil Discourse and Critiquing Conclusions</li> </ul>	
<ul style="list-style-type: none"> <li>Taking Informed Action</li> </ul>	
NJ: 2016 SLS: English Language Arts	



- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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- 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.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 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.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- 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.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
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- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - B. Follow agreed-upon rules for discussions and carry out assigned roles.
  - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 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.

- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations (By the end of 5th Grade)**

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations (By the end of 5th Grade)**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.
- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- 9.1.5.FP.2: Identify the elements of being a good steward of money.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

### **Interdisciplinary/21st Century Connections**

#### **Connections and Skills**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

<b>Math</b>	<ul style="list-style-type: none"> <li>4.MD A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</li> </ul>
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<b>Title</b>	History, Culture, and Perspective
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, students will study the beginnings of the New World, including the Native Americans, immigration and historical perspectives. Students will also begin to learn about foundational documents in United States history such as the Declaration of Independence, The Constitution, and the Bill of Rights.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Who were the Lenni Lenape and what role did they play in the development of New Jersey?</li> <li>What was life like for early settlers of New Jersey?</li> <li>What was life like in the Colonial Era in New Jersey?</li> <li>What role did New Jersey play in the American Revolution?</li> <li>What are important documents that helped establish the United States of America?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>Understanding our past helps us with understanding our present.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Identify and explain the historical significance of the Lenni Lenape Native Americans.</li> <li>Describe the Colonial life in NJ.</li> <li>Explain the role of NJ in the American Revolution.</li> </ul>

- Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- Discuss how a person's background, education, location, age and other factors can impact their perspective on a historical event and discuss how different people can interpret events differently.
- Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- Describe views of slavery in early New Jersey and compare to the United States.
- Define suffrage.

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
<b>Summative</b>	Tests, Quizzes, Projects, Written and Oral Responses
<b>Alternative and Benchmark</b>	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments.</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	

<b>Resources &amp; Equipment Needed</b>	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, New Jersey Adventures in Time &amp; Place, McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents.</p> <p><a href="#"><u><b>Suffrage: Soldier &amp; Citizen (Diversity, Equity and Inclusion/Amistad)</b></u></a></p> <p><a href="#"><u>American Government: Get Out the Vote</u></a></p> <p><a href="#"><u><b>Slavery and the U.S. Constitution (Amistad)</b></u></a></p> <p><a href="#"><u><b>Caring Makes a Difference: (nj.gov) (Holocaust Law)</b></u></a></p> <p><a href="#"><u>Why Teach Native American History?   Wyoming's Native Americans   PBS LearningMedia</u></a></p> <p><a href="#"><u>Approved Class Resource List</u></a></p> <p><a href="#"><u>Social Studies Primary Source List</u></a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	<ul style="list-style-type: none"> <li>• 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.</li> <li>• 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</li> <li>• 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.</li> <li>• 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> </ul>
Chronological sequencing helps us track events over time	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</li> <li>• 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</li> </ul>
Interactions of people and events throughout history have shaped the world we experience today.	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</li> </ul>

	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</li> <li>• 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>• 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</li> <li>• 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> <li>• 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</li> <li>• 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</li> <li>• 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> <li>• 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence)</li> </ul>
Events may be viewed differently based on one's perspective.	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</li> <li>• 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>• 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</li> <li>• 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li> </ul>
Historical records are shaped by the society that the creator lived in.	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</li> </ul>

	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li> <li>• 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>
<b>Social Studies Practices</b>	
<p>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).</p>	
<ul style="list-style-type: none"> <li>• Developing Questions and Planning Inquiry</li> </ul>	
<ul style="list-style-type: none"> <li>• Gathering and Evaluating Sources</li> </ul>	
<ul style="list-style-type: none"> <li>• Seeking Diverse Perspectives</li> </ul>	
<ul style="list-style-type: none"> <li>• Developing Claims and Using Evidence</li> </ul>	
<ul style="list-style-type: none"> <li>• Presenting Arguments and Explanations</li> </ul>	
<ul style="list-style-type: none"> <li>• Engaging in Civil Discourse and Critiquing Conclusions</li> </ul>	
<ul style="list-style-type: none"> <li>• Taking Informed Action</li> </ul>	
<b>NJ: 2016 SLS: English Language Arts</b>	
<ul style="list-style-type: none"> <li>• RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• 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.</li> <li>• RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</li> </ul>	

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2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLs Performance Expectations (By the end of 5th Grade)	
<ul style="list-style-type: none"> <li>9.4.5.TL.5: Collaborate digitally to produce an artifact.</li> </ul>	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Collaboration and Teamwork</li> <li>Problem Solving</li> </ul>
SEL	<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Self-Management</li> <li>Social Awareness</li> </ul>

Accommodations & Modifications
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p><b>Time/General</b></p> <ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<p><b>Processing</b></p> <ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<p><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>
<p><b>ELL, Enrichment, Gifted &amp; Talented Strategies</b></p>		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> <li>• Provide explicit, systematic instruction in vocabulary.</li> <li>• Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.</li> <li>• Expose ELLs to rich language input.</li> <li>• Scaffolding for ELLs language learning.</li> </ul>		

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

#### Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.