

BENWAY SCHOOL

Social Studies Curriculum

Grade 5



Benway School	
Unit 1	
Content Area: Social Studies	
Unit Title: Spatial Representation	
Grade Level: 5	
Unit Overview: We use (mental) maps, globes, and other geographic representations to organize and analyze information about people, places and environments in a spatial context. Knowing how to use geographic tools can help us make more informed decisions about how/where to live.	
Recommended Pacing: September-November (8-10 weeks)	
Student Learning Objectives	NJSLS
Describe the geography of their school using the Five Themes of Geography and written and visual content to support their understanding.	D2.Geo.1.3-5, D2.Geo.2.3-5
Identify and compare maps using multiple media.	D2.Geo.2.3-5
Interpret various forms of information through sophisticated analysis of maps.	D2.Geo.2.3-5
Use maps to express/explain geographic information.	D4.1.3-5, D4.2.3-5
Use maps to construct an argument proposing alternative land use.	6.3.8.B.1 D4.1.3-5, D4.2.3-5
Navigate digital/electronic mapping systems.	D2.Geo.2.3-5
Create maps and other graphic representations of both familiar and unfamiliar places.	D2.Geo.1.3-5
New Jersey Student Learning Standards	Progress Indicator
Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.	6.3.8.B.1
College, Career, and Civic Life (C3) Framework	
Construct maps and other graphic representations of both familiar and unfamiliar places.	D2.Geo.1.3-5
Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	D2.Geo.2.3-5
Construct arguments using claims and evidence from multiple sources.	D4.1.3-5
Construct explanations using reasoning correct sequence, examples, and details with relevant information and data.	D4.2.3-5
New Jersey Student Learning Standards Technology	Indicator
<i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Use a graphic organizer to organize information about problem or issue	8.1.5.A.3

Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.	8.1.5.B.1
Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.	8.2.5.C.4
Work with peers to redesign an existing product for a different purpose.	8.2.5.C.7
Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.	8.2.5.D.6
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.	9.1.8.A.1
Differentiate among various investment options.	9.1.8.D.3
Explain the economic principle of supply and demand.	9.1.8.D.5
Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.	9.1.8.E.1
Prioritize personal wants and needs when making purchases	9.1.8.E.4
Examine the implications of legal and ethical behaviors when making financial decisions.	9.1.8.F.2
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Absolute location, geography, relative location	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Classroom discussion ● Individual and group projects ● Lesson participation ● Participation in classroom assignments 	

- Performance-based assessments
- Pre-assessment & post-assessment: Creating a mental map of the world and write an essay about the significance of maps (purpose, importance, examples, parts of).
- Tests and quizzes

Learning Activities:

- Whole class and small group discussions
- Independent and group work
- Debates
- Pre-assessment: Create a mental map of the world.
- Study the 5 Themes of Geography (make a poster of your home, draw and label the 5 themes)
- Learn geography through the life of children around the world (documentaries)
- Mental Maps: Split children into groups and have them draw a mental map of: the US, NJ, Bergen County, town. When constructing the map, guide students to include any information they believe are relevant to the map construction (e.g., boundaries, landmarks, keys). Each group would then share their maps and revise others through a gallery walk.
- Draw a map from school to home (include map and written directions) using an electronic interface and abstract symbols. Students explain decisions/thinking about landmarks, distances, and directions.
 - “Where in the World?” activity from “Fishing for Answers in an Urban Estuary” NJDEP & New Jersey Audubon. PDF pages 50-62
- Provide students with the names of all the professional football teams (or any other sport’s team). Challenge the students to locate each football city on a map and then write the latitude and longitude coordinates beside the city’s name on the list.
- Teacher Slideshow: Different types of maps and geographic information (map projections, globes, atlases, online/satellite). Through slides, expose students to a variety of maps/geographic representations and show how and why maps are essential to understanding the world.
 - Physical Geography of North America, States, Capitals, Maps of US Regions, World Regions, World Capitals. In addition there are printable maps <http://online.seterra.com>.
- Use measured distances, cardinal directions, and abstract symbols including longitude and latitude (NatGeoEd.org/lat-long-temp and NatGeoEd.org/adventure-land)
- Map Comparison: Print out ten different kinds of maps (i.e., reference maps, thematic maps, digital maps, etc) at multiple scales and lay out across large space in room. Have students, work as a class, to categorize the maps by importance/value, accuracy, interest, date/chronology. Have them ask questions about the map. Students understand distribution, patterns, overlays, and projection with support. (NatGeoEd.org/mapping-your-state)
 - Explore and compare different projections and viewing angles (NatGeoEd.org/selecting-map-projection)
 - After learning and seeing different types of maps, students may cut out maps from magazines, newspapers, etc and sort them into appropriate categories.
- Read through the Sport’s Pages to find out where your local team will travel for a road trip. Determine what states the team will travel through, how many miles they will travel, and what the probable route will be. Compare and contrast the geography of the visiting city with your own. What famous landmarks might the team see as they visit this city? Look at the weather page to determine the weather your team may encounter

- Divide the class into cooperative groups of three students each. Provide each group with the latitude and longitude coordinates of a place where a recent current event has taken place. Have each group use the coordinates to pinpoint the location of the news event on the world map. Then instruct the group to look through the newspaper and find a news article whose setting matches the provided coordinates. Have each group share a summary of the news event and its coordinate setting with the rest of the class.
- Compare and contrast the locations of the opponents in a major sport's event. (e.g. the teams facing each other in the World Series or Super Bowl) How are the cities alike? How are they different? Compare location, climate, geographic features, economy, or any other characteristics.
- Create a graph to show how far your parents commute to work each day. A different bar will represent people who commute less than 5 miles, 6 to 10 miles, and more than 30 miles. Provide a map to show the different places people travel.
- Google Maps: As a class, pick a city (e.g., Nairobi) and lead a class-wide scavenger hunt using the numerous layers (Identify the layers). Students work in groups to gather all of the geographic information from the layers, and then groups will share out what they learned (different information will be collected from each group). Extending into a writing activity, students transfer the information they learned to write an article/brochure about the geography of the place (Nairobi).
- Mount a political map of the world on a wall. Challenge students to collect newspaper articles featuring as many different countries as possible. As a student reports on a country, place a colored pin on that country. Students receive bonus points for being the first to find an article about a country not previously identified. The more obscure the country, the higher the number of points awarded. For example, more points are earned for an article about Finland than China.
- Trip Advisor: Building on the first Google Map activity, research a location using Google Maps. A travel guide template provided will include: location, overview, weather, pictures, things to do based on interest (family, history, weekend trip), and other relevant travel information. Students will then be able to "rate" the information provided on the Trip Advisor site after "visiting"; adding additional information. (This research should originate from Google Maps).
 - After projects are complete, students will have the opportunity to "travel the world" and visit the different locations students/groups have created.
 - Each class can choose a different continent and each group a different place within that continent.
 - Final presentations could be expanded to include different curriculum areas; different resources, food
 - Alternate presentation: On one side of a postcard, draw an image representative of your place. On the other side, write a message that provides readers with several clues about the place. Do not include the name of your location. Be sure to include lots of detailed information to help your classmates appreciate the "personality" of the place you are describing. Post the postcards on a bulletin board and number each card. Students will have a week to read all the cards on their own and to jot down their best guesses as to the place. At the end of the week, students can turn over the cards to learn the correct answers. Who correctly guessed the most places?
- Challenge students to dream up their own countries and to create maps of those countries. The maps should show natural (rivers, mountains) and man-made (highways, major cities) features. Students should name their countries, decide which products will provide the economic basis of their country,

and include any significant landmarks or tourist attractions. Be sure they include a key for the map. (Name of country, natural features, man-made features, climate, exports, tourist attractions, etc.)

- Construct an argument through a map (culminating assessment): Choose a local issue (bike path, skateboard park, organic vegetable garden, arcade, dog park and training center—try to have students choose what the community needs. What would be of value to the community?) Working in groups, students research information (who would you need to go to for approval? How would you get a permit; access to land?) This inquiry requires students apply all of their geographic knowledge from the unit to argue for a local issue. The maps must include information from the Five Themes of Geography and transfer of knowledge from students’ interpretations of different maps. Once completed, students present their maps using the map to make an argument about a local issue.
 - “The Art of Land Use” activity from “Fishing for Answers in an Urban Estuary” NJDEP & New Jersey Audubon. PDF pages 84-92
- C3 Framework:
 - Dimension 1: Developing questions and planning inquiries
 - Dimension 2: Applying disciplinary concepts and tools (perspectives of people in the present shaping their interpretation of the past)
 - Dimension 3: Evaluating sources using evidence
 - Dimension 4: Communicating conclusions and taking informed action

Inquiry: What is geography? Why do we study geography? What is a map? What is not a map? How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth? How can maps tell me more about myself: where and how I live? How can I use maps to construct an argument?

Instructional Materials:

- Smartboard
- Laptop cart
- Maps

Teacher Resources:

- Classroom Libraries
- <http://www.earth-picker.com/>
- <http://www.kidsgeo.com/>
- <http://www.sheppardsoftware.com/>
- [Brian Pop](#)
- [Geography Themes](#)
- [Discovery Education](#)
- [Google Earth](#)
- [Geography Spin Scholastic Magazine](#)
- [Harcourt social studies](#)
- [Scott Foresman social studies](#)
- [C3 Framework](#)
- https://www.nationalgeographic.org/education/map-skills-elementary-students/?ar_a=1
- <http://www.nationalgeographic.com/maps/> , <http://geography.about.com/>
- <http://www.cloudnet.com/~edrbsass/edgeography.htm> , http://www.education-world.com/a_lesson/lesson071.shtml,

- https://www.saisd.net/admin/curric/sstudies/resources/teacher_zone/Hands_On/geo_culture/pdf/ho_wg_typesofmaps.pdf

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural 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 (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques
- Provide assessments at a higher-level of thinking

English Language Learners

Modifications:

- 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 adaptation, 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
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- 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
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting

Students at Risk of School Failure

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 a copy of class notes
- 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
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- 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

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 (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
- Begin using marking the text strategy to locate information in text
- Continue to develop written stories supported by teacher prompts (based on student need and interest)
- Continue to develop written stories based on information from texts

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

- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
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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

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| <ul style="list-style-type: none">• Establish procedures for accommodations/modifications for assessments | |
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Benway School	
Unit 2	
Content Area: Social Studies	
Unit Title: <i>Physical Geography</i>	
Grade Level: 5	
Unit Overview: In this unit, the students will understand the physical processes that shape the patterns of Earth's surface and identify the characteristics and spatial distributions of ecosystems and biomes.	
Recommended Pacing: November-January (8-10 weeks)	
Student Learning Objectives	NJSLS
Identify a region and classify New Jersey into regions.	D2.Geo.1.3-5, D2.Geo.2.3-5.
Using a physical map of the United States, analyze the different regions.	6.3.8.A.3 D2.Geo.2.3-5
Compare locations according to atmosphere (weather/climate), lithosphere (landforms), hydrosphere (oceans, lakes, river) and biosphere (vegetation).	D2.Geo.10.3-5
Analyze the variables (e.g. climate, human-environment interaction) that affect the evolution of landforms over time.	D2.Geo.10.3-5, 6.2.8.B.4.e
New Jersey Student Learning Standards	Progress Indicator
Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.	6.2.8.B.4.e
Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.	6.3.8.A.3
College, Career, and Civic Life (C3) Framework	
Construct maps and other graphic representations of both familiar and unfamiliar places.	D2.Geo.1.3-5
Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	D2.Geo.2.3-5
Explain why environmental characteristics vary among different world regions.	D2.Geo.10.3-5
New Jersey Student Learning Standards Technology	Indicator
<i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.	8.1.5.C.1
Analyze the resource citations in online materials for proper use.	8.1.5.D.2

Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	8.1.5.E.1
Apply digital tools to collect, organize, and analyze data that support a scientific finding.	8.1.5.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Explain the economic principle of supply and demand.	9.1.8.D.5
Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.	9.1.8.E.1
Prioritize personal wants and needs when making purchases	9.1.8.E.4
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	9.2.8.B.3
Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	9.2.8.B.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Climate, landforms, human-environment interaction	
Evidence of Learning	
Additional Suggested Assessments: <ul style="list-style-type: none"> ● Classroom discussion ● Individual and group projects ● Lesson participation ● Participation in classroom assignments ● Performance-based assessments ● Tests and quizzes 	
<i>Misconceptions: Understand the difference between weather and climate</i>	
Learning Activities: <ul style="list-style-type: none"> ● Whole class and small group discussions ● Independent and group work 	

- Debates
- Region study: If you had to divide New Jersey into regions, what would they be and why? How would you determine where to divide it? What are the positive and negative consequences of creating such sections or regions?
 - <http://www.ascd.org/publications/books/102293/chapters/What-Makes-a-Region%C2%A2-A-Social-Studies-Unit-on-Regional-Characteristics-and-Variance.aspx> (lesson 2 on webpage)
 - <http://online.seterra.com>
 - Present a map of newly developed regions –
 - “There Once Was a Forest” activity from “Fishing for Answers in an Urban Estuary” NJDEP & New Jersey Audubon. PDF pages 93-103
 - “Map Detectives” activity from “Fishing for Answers in an Urban Estuary” NJDEP & New Jersey Audubon. PDF pages 103-120
- NJ Regions: For this activity, students will need maps of the United States that do not show political boundaries but do show landforms. They may work either independently or in small groups.
 - *Directions:* You have been hired to redivide New Jersey into regions. How you decide to do this is up to you, but you must provide a well-reasoned rationale for your decisions. Students should think about how they want to divide New Jersey based on similar characteristics (ex: natural resources, landforms, cultural, industrial, highways, diners, etc.) In order to complete your job, you must do the following:
 - Present a map of New Jersey that clearly shows your newly developed regions. (Give students an actual map of NJ with the states and have them divide it up)
 - Write a statement that fully explains how you decided to develop and define the regions. This statement must describe characteristics of the regions you created and the criteria you used to make your decisions.
 - Create a list of the problems that you encountered as you developed your regions. What issues did you have to solve? How did you solve them?
 - When the students have completed the activity, allow them to share their regions and the reasoning behind their regional division decisions with the rest of the class. What problems did they run into as they created their regions? What similar and different criteria did the groups use to create regions?
 - Provide students with maps showing the “true” regions of the United States. Discuss the criteria that were used to create these regions. Ask students what they think of this way of dividing the country. As students share their ideas, be sure to note misconceptions, which you'll want to address as the unit progresses. Give students a map with the “true” U.S. regions (Alaska, Hawaii, Southeast, Southwest, Northwest, Midwest, Northeast), and ask them to compare their ideas to “reality.”
 - (Mini Culminating Activity: Divide your school/ town into regions and explain why)
 - 1. How many regions did you identify? 2. What are the unifying characteristics that make up the regions? 3. Do students in your class live in different regions? 4. Look through the newspaper to identify any regional issues in your hometown. For example, is the commercial district facing traffic problems? 5. What local issues did you identify? 6. How are the local government and citizens dealing with these local issues?

- Every region must deal with special problems such as the environment or homelessness. Select a region of the United States or world, and research regional problems. What is a major problem in the region you are studying?
- Collect state and regional maps from around the United States. Cut selected pieces from those maps. Have students guess which state the pieces are from. Provide clues using interesting place names, all-too-common place names and a few book settings. For example, you might want to make a mystery for the students by saying, “ I seem to be lost. I know I’m near HoHoKus and only ten miles from Westfield but I know I’m not in Massachusetts. I have only this scrap of roadmap. Someone told me “Are you there, God? It’s Margaret” was set here. Can you tell me where I am?”
- Tour the states song
- Study landform current events and compose a presentation, PSA, TED Talk on issue.
- Regions of US and their Landforms: Give students a landform and have them decide which region it would be more prominent in.
- Photographic essay: What makes our physical geography so vast, diverse, and beautiful? Students are given a particular landform/physical feature and will create a photographic essay of 20 pictures to explain that landform. They can add sound or voice over to enhance the presentation.
 - Groups will be given an article on prairie, canyon, plateau, desert, dune, butte, volcano, plain, mountain, valley, basin, ridge, piedmont, tundra, glacier, swamp, strait, cove, sea, bay, channel, sound, gulf, delta, lake, ocean, river, stream, canal(*man made), reservoir(*man made), isthmus, marsh, tributary, fjord, cape, peninsula, island, coast to determine what the landforms are.
- C3 Framework:
 - Dimension 1: Developing questions and planning inquiries
 - Dimension 2: Applying disciplinary concepts and tools (perspectives of people in the present shaping their interpretation of the past)
 - Dimension 3: Evaluating sources using evidence
 - Dimension 4: Communicating conclusions and taking informed action
- Inquiry: How can physical geography define a location on Earth? How does the change of physical geography affect how we live? What makes our physical geography so vast, diverse, and beautiful? Why are places and regions critical themes of physical geography?

Instructional Materials:

- Smartboard
- Laptop cart
- Maps

Teacher Resources:

- Classroom Libraries
- Crash Course Kids: Landforms
- <http://kids.nceas.ucsb.edu/biomes/>
- <https://online.kidsdiscover.com/unit/biomes>
- <https://www.youtube.com/watch?v=0fb8143ndo8>
- Check “Climate, water, living patterns” on discovery streaming- about 15 minutes
- http://www.worldbiomes.com/biomes_forest-images.htm (use for assessment)
- <http://www.stteresa.net/biomes.htm>
- <https://online.kidsdiscover.com/unit/biomes/topic/an-introduction-to-biomes>
- <https://www.youtube.com/watch?v=YbAWny7FV3w> crash course weather/climate

- <https://www.youtube.com/watch?v=FN6QX43QB4g> crash course landforms
- <https://www.youtube.com/watch?v=csP5KtR72nU> “What Makes the Great Salt Lake so Great?” about 2 min, basic description plus human/environment interaction.
- Check out “Smithsonian Channels” on youtube: “Our Frozen Earth” and “The Wildest Places on Earth” several videos in each channel
- [Brian Pop](#)
- [Discovery Education](#)
- [Geography Spin Scholastic Magazine](#)
- [Harcourt social studies](#)
- [Scott Foresman social studies](#)
- [C3 Framework](#)

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p align="center"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural 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 (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p align="center"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● 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
<p align="center"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <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 ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work 	<p align="center"><u>Students at Risk of School Failure</u></p> <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 ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher

- Provide copy of class notes
- 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
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- 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

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 (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels

- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- 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 (role, audience, format, topic) activities as they pertain to the types/modes of communication

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

<ul style="list-style-type: none"> ● Begin using marking the text strategy to locate information in text ● Continue to develop written stories supported by teacher prompts (based on student need and interest) ● Continue to develop written stories based on information from texts <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● 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 	
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Benway School
Unit 3
Content Area: Social Studies
Unit Title: <i>Human-Environment Interaction</i>
Grade Level: 5

Unit Overview: In this unit, the students will understand how human activity and the natural environment affect each other.	
Recommended Pacing: February-April (8-10 weeks)	
Student Learning Objectives	NJSLS
Analyze how technological changes impact the natural environment.	D4.6.3-5
Generate solutions to help use move toward a more sustainable future.	6.3.8.A.2, D4.4.3-5, D4.5.3-5, D4.7.3-5
Analyze population growth and the impact on society.	D2.Geo.8.3-5, D3.1.3-5
Examine how other societies interact with their environment.	D2.Geo.4.3-5, D2.Geo.6.3-5, D2.Geo.7.3-5, 6.1.8.B.1.b
New Jersey Student Learning Standards	Progress Indicator
Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.	6.1.8.B.1.b
Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).	6.3.8.A.2
College, Career, and Civic Life (C3) Framework	
Explain how culture influences the way people modify and adapt to their environments.	D2.Geo.4.3-5
Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	D2.Geo.6.3-5
Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	D2.Geo.7.3-5
Explain how human settlements and movements relate to the locations and use of various natural resources.	D2.Geo.8.3-5
Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	D3.1.3-5
Critique arguments.	D4.4.3-5
Critique explanations.	D4.5.3-5
Draw on disciplinary concepts to explain the challenges people have faced and the opportunities they have created, in addressing local, regional, and global problems at various times and places.	D4.6.3-5
Explain different strategies and approaches students and others could take in working together to address local, regional, and global problems, and predict possible results of their actions.	D4.7.3-5
New Jersey Student Learning Standards Technology (Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1

Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.	8.1.5.C.1
Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.	8.2.5.A.1
Investigate and present factors that influence the development and function of a product and a system.	8.2.5.A.2
Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.	8.2.5.A.3
Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.	8.2.5.A.4
Examine ethical considerations in the development and production of a product through its life cycle.	8.2.5.B.1
Examine systems used for recycling and recommend simplification of the systems and share with product developers.	8.2.5.B.2
Investigate ways that various technologies are being developed and used to reduce improper use of resources.	8.2.5.B.3
Research technologies that have changed due to society's changing needs and wants.	8.2.5.B.4
Compare and discuss how technologies have influenced history in the past century.	8.2.5.B.6
Explain how specifications and limitations can be used to direct a product's development.	8.2.5.C.2
Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.	8.2.5.D.1
Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.	8.2.5.D.2
Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	8.2.5.D.4
Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.	8.2.5.D.5
Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.	8.2.5.D.6
Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.	8.2.5.D.7
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Relate earning power to quality of life across cultures.	9.1.8.A.4
Evaluate the relationship of cultural traditions and historical influences on financial practice.	9.1.8.B.6

Differentiate among various savings tools and how to use them most effectively.	9.1.8.D.2
Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.	9.1.8.E.1
Prioritize personal wants and needs when making purchases	9.1.8.E.4
Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	9.2.8.B.4
Career Ready Practices	
	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Climate, sustainable	
Evidence of Learning	
<p>Additional Suggested Assessments:</p> <ul style="list-style-type: none"> ● Classroom discussion ● Individual and group projects ● Lesson participation ● Participation in classroom assignments ● Performance-based assessments ● Tests and quizzes 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Whole class and small group discussions ● Independent and group work ● Debates ● 7 Billion Project: Billion Video- https://www.youtube.com/watch?v=sc4HxPxNrZ0 ● Renewable resources: https://www.worldof7billion.org/wp-content/uploads/2014/08/one-for-all.pdf ● 7 Billion Gallery Walk: Examine photos from around the world and make inferences (economic, physical geography). Discuss human interactions with the environments. ● Where do you stand? https://www.worldof7billion.org/wp-content/uploads/2014/08/7-Billion-Where-do-you-Stand.pdf ● Earth Awareness Plan: Create a chart on ways to make our planet better and cleaner. <ul style="list-style-type: none"> ○ Invite students to choose a topic they would like to learn more about (air pollution, energy, global warming, humans and the environment, hybrid cars, population growth, recycling, 	

water supply or wind energy). They should watch the corresponding video on BrainPOP or BrainPOP Jr. and explore the associated activities.

- After gathering the needed information, students should create a presentation including an argument (top 5 reasons) why awareness for their topic is important.
- C3 Framework:
 - Dimension 1: Developing questions and planning inquiries
 - Dimension 2: Applying disciplinary concepts and tools (perspectives of people in the present shaping their interpretation of the past)
 - Dimension 3: Evaluating sources using evidence
 - Dimension 4: Communicating conclusions and taking informed action
- Inquiry: How can where we live influence how we live? How is human culture affected by differing climates and water patterns on Earth? What are the implications of weathering, erosion, earthquakes, and volcanoes on humans? How do people use the world's natural resources? What are renewable and nonrenewable natural resources? What are the implications of the overuse of fossil fuels? How can we move toward a more sustainable future? Over time, how have people changed Earth's landscapes through industrialization and farming? What is the relationship between land use and economy? How are people working together to have a positive impact on the natural environment?

Instructional Materials:

- Smartboard
- Laptop cart
- Maps

Teacher Resources:

- Classroom Libraries
- <http://nstacomunities.org/blog/2016/07/20/place-based-learning-in-middle-school-putting-scientific-principles-to-work-in-your-community/>
- <http://nationalgeographic.org/education/population-7-billion/>
- <https://www.worldof7billion.org/teacher-resources/middle-school-activities/>
- <http://meetthegreens.pbskids.org/features/carbon-calculator.html> (Survey for kids to determine environmental impact)
- Long Walk to Water Read Aloud: <http://www.googlelitrips.org/>
- [Brian Pop](#)
- [Discovery Education](#)
- [Geography Spin Scholastic Magazine](#)
- [Harcourt social studies](#)
- [Scott Foresman social studies](#)
- [C3 Framework](#)

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p><u>Gifted and Talented</u> (content, process, product, and learning environment) Extension Activities:</p>	<p><u>English Language Learners</u> Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments
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<ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural 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 (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<ul style="list-style-type: none"> ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <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 ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● 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 ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● 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 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <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 ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● 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 ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● 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

- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

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 (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
- Begin using marking the text strategy to locate information in text
- Continue to develop written stories supported by teacher prompts (based on student need and interest)
- Continue to develop written stories based on information from texts

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

- 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 (role, audience, format, topic) activities as they pertain to the types/modes of communication

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

Benway School**Unit 4****Content Area:** Social Studies**Unit Title:** *Ancient Civilizations Case Study***Grade Level:** 5**Unit Overview:** In this unit, the students will apply concepts of physical, spatial and human geography, and human-environment interaction to ancient civilizations. (Egypt /early river valley civilizations)**Recommended Pacing:** April-June (8-10 weeks)

Student Learning Objectives	NJSLS
Explore the roles of men and women in early civilizations.	6.2.8.A.1.a, 6.2.8.B.1a, 6.2.8.C.1.a, 6.2.8.C.1.b, 6.2.8.D.1.a, 6.2.8.D.1.b, 6.2.8.D.1.c
Analyze how a civilization's development contributes to the world we live in.	6.2.8.A.2.a, 6.2.8.B.2.a, 6.2.8.D.2.a, 6.2.8.D.2.b, 6.2.8.D.2.d
Investigate how physical geography influences the location and success or decline of early civilizations.	6.2.8.A.2.b 6.2.8.B.2.b, 6.2.8.C.2.a, 6.2.8.D.2.c 6.3.8.B.1
Evaluate how physical geography affects economic and cultural expansion.	6.2.8.B.4.e, D2.Geo.4.3-5
New Jersey Student Learning Standards	Progress Indicator
Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.	6.2.8.A.1.a
Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.	6.2.8.B.1.a
Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.	6.2.8.C.1.a
Determine the impact of technological advancements on hunter/gatherer and agrarian societies.	6.2.8.C.1.b
Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	6.2.8.D.1.a
Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	6.2.8.D.1.b

Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	6.2.8.D.1.c
Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	6.2.8.B.2.a
Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (e.g. Ancient Egypt and Modern Egypt), and determine the geopolitical impact of these civilizations, then and now.	6.2.8.B.2.b
Explain how the geographies and climates of Asia, <i>Africa</i> , Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	6.2.8.B.4.e
Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	6.2.8.A.2.a
Determine the role of slavery in the economic and social structures of early river valley civilizations.	6.2.8.A.2.b
Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.	6.2.8.C.2.a
Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	6.2.8.D.2.a
Explain how the development of written language transformed all aspects of life in early river valley civilizations.	6.2.8.D.2.b
Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.	6.2.8.D.2.c
Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	6.2.8.D.2.d
Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.	6.3.8.B.1
College, Career, and Civic Life (C3) Framework	
Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	D2.Geo.4.3-5
New Jersey Student Learning Standards	
Technology	
<i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	8.1.5.A.2
Use a graphic organizer to organize information about problem or issue	8.1.5.A.3

Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.	8.1.5.C.1
Analyze the resource citations in online materials for proper use.	8.1.5.D.2
Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.	8.2.5.A.4
Research technologies that have changed due to society's changing needs and wants.	8.2.5.B.4
Compare and discuss how technologies have influenced history in the past century.	8.2.5.B.6
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.	9.1.8.A.2
Evaluate the relationship of cultural traditions and historical influences on financial practice.	9.1.8.B.6
Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	9.2.8.B.4
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Civilizations, Nile River	
Evidence of Learning	
Additional Suggested Assessments:	
<ul style="list-style-type: none"> ● Classroom discussion ● Individual and group projects ● Lesson participation ● Participation in classroom assignments ● Performance-based assessments ● Tests and quizzes 	
Learning Activities:	
<ul style="list-style-type: none"> ● Whole class and small group discussions ● Independent and group work ● Debates 	

- 1-2 day overview of hunters and gatherers before introducing early river civilizations.
- Museum Exhibits: Find artifacts that define the civilization
<http://www.metmuseum.org/art/online-features/metkids/>
- You have the task of digging up knowledge about the history, culture, and geography of Ancient Egypt. Your study will lead you to a number of different sources. As a modern day historian, your job is to explore how Ancient Egyptians interacted with their environment. Then, you will find a challenge Ancient Egyptians faced that interests you and propose a solution to this problem using modern day technology. You will present your ideas to the class, as a group, and seek to persuade your audience using evidence in your explanation.
- C3 Framework:
 - Dimension 1: Developing questions and planning inquiries
 - Dimension 2: Applying disciplinary concepts and tools (perspectives of people in the present shaping their interpretation of the past)
 - Dimension 3: Evaluating sources using evidence
 - Dimension 4: Communicating conclusions and taking informed action
- Inquiry: How does a civilization’s development contribute to the world we live in? How did physical geography influence the location and success or decline of early civilizations? How does physical geography affect economic and cultural expansion?

Instructional Materials:

- Smartboard
- Laptop cart
- Maps

Teacher Resources:

- Classroom Libraries
- <http://legacy.mos.org/quest/et/> “EternityTravel.com”
- Newsela- Many current events news stories uploaded, several from past 3 years archived
 - <https://newsela.com/read/lib-ancient-egypt-agriculture-trade/id/33147>
 - <https://newsela.com/read/lib-trade-ancient-egypt/id/33700>
 - <https://newsela.com/read/lib-ushistory-egypt-civilization/id/27509>
- History.com- “Deconstructing the Great Pyramid” (2 min)
- History.com- “Sphinx” (2 min)
- Google Earth: Explore Great Pyramid, Valley of the Kings, etc. virtual tours
- <http://oi-archive.uchicago.edu/OI/MUS/ED/mummy.html>
- <http://www.ancientegypt.co.uk/menu.html>
- <http://www.pbs.org/empires/egypt/educators/>
- <https://discoveringegypt.com/>
- <http://www.livescience.com/59006-ancient-funerary-garden-discovered-in-egypt.html>
- [Brian Pop](#)
- [Discovery Education](#)
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- [Scott Foresman social studies](#)
- [C3 Framework](#)

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural 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 (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● 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
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <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 ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● 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 ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <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 ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● 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 ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● 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

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- Begin using marking the text strategy to locate information in text
- Continue to develop written stories supported by teacher prompts (based on student need and interest)
- Continue to develop written stories based on information from texts

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed

- 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 (role, audience, format, topic) activities as they pertain to the types/modes of communication

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

<ul style="list-style-type: none">● Restate, reread, and clarify directions/questions● Distribute study guide for classroom tests● Establish procedures for accommodations/modifications for assessments	
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