

**Quinton Township School District
Social Studies
Grade 4**

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	Our National Story	Pacing:	26 days
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Unit Summary: In this unit, students will explore some events that have shaped our nation.

Objectives:

- Students will be able to describe the way of life for the people of ancient Cahokia.
- Students will be able to explain how different groups of Native Americans adapted to their environment.
- Students will be able to recognize conflicts between Europeans and Natives Americans.
- Students will be able to understand why different countries came to North America.
- Students will be able to describe the problems that arose between Great Britain and the colonists following the French and Indian War.
- Students will be able to explain how taxes and protests eventually led to war.
- Students will be able to describe the outcome of the war.
- Students will be able to recognize the importance of the Louisiana Purchase.
- Students will be able summarize how western land became part of the United States.
- Students will be able recognize that slavery led to the Civil War.
- Students will be able to describe the strengths and weaknesses of the North and South during the war.
- Students will be able to identify the challenges facing United States after the war.
- Students will be able to discuss the conflict caused by westward migration.
- Students will be able to identify reform efforts of the early 1900s.
- Students will be able to describe World War I and the struggle for women's suffrage.

Students will be able to explain life in the 1920's.
 Students will be able to discuss the New Deal and the World War II ended the Great Depression.
 Students will be able to describe the civil rights movement.

Essential Questions:

Why study history?
 What are some events that shaped our nation?
 How did the first Americans use resources to survive?
 Why was independence important to the colonist?

Common Core State Standards/Learning Targets: 6.1.4.B.7, 6.1.4.D.4, 6.1.4.D.5, 6.1.4.D.6, 6.1.4.D.10, 6.1.4.D.13, 6.1.4.D.15, 6.1.4.D.16, 6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.8 **8.1**, **RI.4.1**, **RI.4.2**, **RI.4.3**, **RI.4.4**, **RI.4.5**, **RI.4.6**, **RI.4.7**, **RI.4.8**, **RI.4.9**, **RI.4.10**, **RF.4.3**, **RF.4.4**, **SL.4.1**, **SL.4.2**, **SL.4.3**, **SL.4.4**, **SL.4.5**, **SL.4.6**, **L.4.1**, **L.4.2**, **L.4.3**, **L.4.4**, **L.4.5**, **L.4.6**, **W.4.2.A**, **W.4.2.B**, **W.4.2.C**, **W.4.4.D**, **W.4.4.E**, **W.4.4**, **W.4.5**, **W.4.6**, **W.4.7**, **W.4.8**, **W.4.9.B**, **W.4.10**, **9.2.4.A.4**, **9.2.4.A.4**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Lesson 1: The First Americans ● Lesson 2: Three Worlds Meet ● Lesson 3: A Nation is Born ● Lesson 4: The Nation Grows ● Lesson 5: War and Changes ● Lesson 6: A Changing World ● Lesson 7: A Modern World 	Teacher's Manual- <i>Our Country and Its Regions</i>	Teacher's Manual- <i>Our Country and Its Regions</i> <i>Student notebooks</i> <i>Student workbooks</i> <i>Biography-Sacagawea</i> <i>Biography-Lucretia</i>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptops

<ul style="list-style-type: none"> • Lesson 8: Unit Review • Lesson 9: Unit Assessment 		<i>Mott</i> <i>Video-Abraham Lincoln</i> <i>Video-Women in WWII</i> <i>and The New Deal</i>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference Teacher Observation Student Self Reflection Think Pair Share</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually 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 of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects based on student's interest and learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic

<p>necessary.</p> <ul style="list-style-type: none">• Provide breaks to allow for refocusing as necessary.• Establish a consistent and daily routine.	<ul style="list-style-type: none">• Establish a consistent and daily routine		
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**Quinton Township School District
Social Studies
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	The United States: Its Land and People	Pacing:	26 days
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Unit Summary: Students will explore how people meet their needs.

Objectives:

Students will be able recognize that the United States varies greatly in its landforms, waterways, and resources.

Students will be able to recognize that there are five regions in the United States and that dividing the US helps us understand it more easily.

Students will be able to recognize the various factors that affect climate.

Students will be able to understand that in a free enterprise system, everyone makes his or her own economic decisions.

Students will be able to discuss why profit, investors, and supply and demand are important in any business.

Students will be able to recognize the difference between needs and wants.

Students will be able to recognize that the government is shared.
Students will be able to understand how state and local governments work.
Students will be able to describe the type of government we have in the US.
Students will be able to recognize that citizenship involves both rights and responsibilities.
Students will be able to identify the powers and beliefs that unite Americans.

Essential Questions:

How have people in the United States adapted to geography?
How are regions affected by natural resources?
How does climate affect people in the United States?
What do people think about when they start a business?
Why do state and local governments work together?

Common Core State Standards/Learning Targets: 6.1.4.B.7, 6.1.4.D.10, 6.1.4.D.13, 6.1.4.D.15, 6.1.4.D.16, 6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.8, 6.1.4.B.4

Other standards covered: 8.1, RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.9, RL.4.10, RF.4.3, RF.4.4, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.3, L.4.4, L.4.5, L.4.6, W.4.1.A, W.4.1.B, W.4.1.C, W.4.1.D, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9.A, W.4.10, 4-ESS3-1, 4-ESS2-1, 4-ESS2-2, 9.2.4.A.4, 9.2.4.A.3, 9.1.4.B.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<ul style="list-style-type: none"> ● Lesson 1: From Sea to Sea ● Lesson 2: Our Country's Regions ● Lesson 3: Our Country's Climate ● Lesson 4: Running a Business ● Lesson 5: Our Economy ● Lesson 6: State and Local Government ● Lesson 7: Our Nation's Government ● Lesson 8: Our Democratic Values ● Lesson 9: Unit Review ● Lesson 10: Unit Assessment 	<p>Teacher's Manual-<i>Our Country and Its Regions</i></p>	<p>Teacher's Manual-<i>Our Country and Its Regions</i> <i>Student Notebooks</i> <i>Student Workbooks</i> <i>Flashcards</i> <i>Scissors</i> <i>Glue Crayons</i> <i>Video-Bill Nye (Weather)</i> <i>Teacher Pay Teacher Economic Packet</i> <i>Video-Schoolhouse</i> <i>Rock Economics</i> <i>Smart Songs- 3 Branches</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptops
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p>

Teacher Observation
Student Self Reflection
Think Pair Share

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.

<ul style="list-style-type: none"> ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or 	<ul style="list-style-type: none"> ● native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<p>daily routine.</p>	<ul style="list-style-type: none"> ● 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 of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) ● Individual projects based on student's interest and learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic
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<p>slightly above students' reading levels.</p> <ul style="list-style-type: none"> • Utilize manipulatives as necessary. • Establish a consistent and daily routine 			
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**Quinton Township School District
Social Studies
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	The Northeast	Pacing:	26 days
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Unit Summary: Students will explore the northeast of the United States. In addition, students will discover what causes a region to change.

Objectives:

Students will be able to describe the landforms and climate of the Northeast Region.
Students will be able to understand that the Northeast's natural resources provide a living for many people.

Students will be able to recognize that many people in the Northeast work in service jobs.
 Students will be able to describe how the manufacturing industry got its start.
 Students will be able to know that Native Americans were the Northeast's first people.
 Students will discuss the variety of cultures in this region.
 Students will be able to identify why different groups immigrated to the United States through Ellis Island.

Essential Questions:

What causes a region to change?
 How has the geography of the Northeast affected the region?
 How have the people of the Northeast adapted to make a living?
 What is important to the culture of the Northeast?

Common Core State Standards/Learning Targets: 6.1.4.B.7, 6.1.4.D.10, 6.1.4.D.13, 6.1.4.D.15, 6.1.4.D.16, 6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.8, 6.1.4.B.4 **8.1**, **RL.4.1**, **RL.4.2**, **RL.4.3**, **RL.4.4**, **RL.4.9**, **RL.4.10**, **RF.4.3**, **RF.4.4**, **SL.4.1**, **SL.4.2**, **SL.4.3**, **SL.4.4**, **SL.4.5**, **SL.4.6**, **L.4.3**, **L.4.4**, **L.4.5**, **L.4.6**, **W.4.1.A**, **W.4.1.B**, **W.4.1.C**, **W.4.1.D**, **W.4.4**, **W.4.5**, **W.4.6**, **W.4.7**, **W.4.8**, **W.4.9.A**, **W.4.10**, **5-ESS2-1**, **4-ESS2-2**, **9.2.4.A.4**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1- Geography of the Northeast Lesson 2- Economy of the Northeast Lesson 3- The People of the Northeast Lesson 4- Unit Review Lesson 5- Unit Assessment	Teacher's Manual- <i>Our Country and Its Regions</i>	Teacher's Manual- <i>Our Country and Its Regions</i> <i>Student Notebooks</i> <i>Student Workbooks</i> <i>Video-Ellis Island</i>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • Individual Laptops

		<i>New Jersey Powerpoint Presentation</i> <i>Teachers Pay Teachers</i> <i>New Jersey Booklet</i>	
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Formative Assessment Plan	Summative Assessment Plan
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<p>instructional practices.</p> <ul style="list-style-type: none">• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			<p>student's interest and learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic</p>
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**Quinton Township School District
Social Studies
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	The Southeast	Pacing:	26 days
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Unit Summary: Students will explore the southeast of the United States. In addition, the students will discover how people affect the environment.

Objectives:

Students will be able to identify Native American groups who first lived in the Southeast.
Students will be able to trace the progress of the Civil Rights Movement.

Students will be able to identify the Mississippi River and the wetlands of the Southeast.
 Students will be able to describe the climate and landforms in the Southeast.
 Students will be able to identify renewable and nonrenewable resources and product in the Southeast.

Essential Questions:

How do people affect the environment?
 How does the Southeast’s geography affect the region?
 How have people affected the economy of the Southeast?
 How do people of the Southeast shape the region’s culture?

Common Core State Standards/Learning Targets: 6.1.4.B.7, 6.1.4.D.10, 6.1.4.D.13, 6.1.4.D.15, 6.1.4.D.16, 6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.8 **8.1**, **RL.4.1**, **RL.4.2**, **RL.4.3**, **RL.4.4**, **RL.4.9**, **RL.4.10**, **RF.4.3**, **RF.4.4**, **SL.4.1**, **SL.4.2**, **SL.4.3**, **SL.4.4**, **SL.4.5**, **SL.4.6**, **L.4.3**, **L.4.4**, **L.4.5**, **L.4.6**, **W.4.1.A**, **W.4.1.B**, **W.4.1.C**, **W.4.1.D**, **W.4.4**, **W.4.5**, **W.4.6**, **W.4.7**, **W.4.8**, **W.4.9.A**, **W.4.10**, **9.2.4.A.4**

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Lesson 1: The Geography of the Southeast ● Lesson 2: The Economy of the Southeast ● Lesson 3: The People of the Southeast ● Lesson 4: Unit Review ● Lesson 5: Unit Assessment 	<p>Teacher’s Manual-<i>Our Country and Its Regions</i></p>	<p>Teacher’s Manual-<i>Our Country and Its Regions</i> <i>Student Notebooks</i> <i>Student Workbooks</i> <i>BrainPop Video- Civil Right Movement</i> <i>Paper for flashcards</i></p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptop

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**Quinton Township School District
Social Studies
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	The Midwest	Pacing:	26 days
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Unit Summary: Students will explore the Midwest region of United States. In addition, the students will discover how natural resources affect a region's growth.

Objectives:

Students will be able to learn about the life of author Mark Twain.
Students will be able to identify the landforms and climate of the Midwest.
Students will be able to identify natural resources found in the Midwest region.

Students will be able to identify Native American groups that lived in the Midwest region.
 Students will be able to identify what life was like for Pioneers heading west.

Essential Questions:

- How do natural resources affect a region's growth?
- How have the Great Lakes affected the Midwest?
- How have people made a living in the Midwest over time?
- How have the people of the Midwest adapted change?

Common Core State Standards/Learning Targets: 6.1.4.B.7, 6.1.4.D.10, 6.1.4.D.13, 6.1.4.D.15, 6.1.4.D.16, 6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.8 **8.1**, **RL.4.1**, **RL.4.2**, **RL.4.3**, **RL.4.4**, **RL.4.9**, **RL.4.10**, **RF.4.3**, **RF.4.4**, **SL.4.1**, **SL.4.2**, **SL.4.3**, **SL.4.4**, **SL.4.5**, **SL.4.6**, **L.4.3**, **L.4.4**, **L.4.5**, **L.4.6**, **W.4.1.A**, **W.4.1.B**, **W.4.1.C**, **W.4.1.D**, **W.4.4**, **W.4.5**, **W.4.6**, **W.4.7**, **W.4.8**, **W.4.9.A**, **W.4.10**, **9.2.4.A.4**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Lesson 1: The Geography of the Midwest ● Lesson 2: The Economy of the Midwest ● Lesson 3: The People of the Midwest ● Lesson 4: Unit Review ● Lesson 5: Unit Assessment 	Teacher's Manual- <i>Our Country and Its Regions</i>	Teacher's Manual- <i>Our Country and Its Regions</i> <i>Student Notebooks</i> <i>Student Workbooks</i> <i>Leveled Readers-Mark Twain</i> <i>Graphic Organizer</i> <i>Teachers Pay Teachers</i> <i>Pioneer Powerpoint</i>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptops

		<i>Novel-Little House on the Prairie</i>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference Teacher Observation Student Self Reflection Think Pair Share</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually 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

<p>for homework, quizzes, and tests.</p> <ul style="list-style-type: none"> • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 	<p>resources/recommendations</p> <ul style="list-style-type: none"> • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>growth.</p> <ul style="list-style-type: none"> • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects based on student's interest and learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic
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**Quinton Township School District
Social Studies
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Southwest Region	Pacing:	25 days
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Unit Summary: The students will explore the Southwest region of the United States. In addition, the students will explore how do people adapt to their environments.

Objectives:

- Students will be able to identify the importance of Francisco Coronado.
- Students will be able to identify the landforms and climate of the Southwest.
- Students will be able to identify crops and natural resources found in the Southwest.
- Students will be able to identify Native American groups that lived in the Southwest.

Students will be able to identify the Spanish influence on the the Southwest.
 Students will be able to identify the importance of the Navajo.

Essential Questions:

How do people adapt to their environment?
 How do people in the Southwest use natural resources?
 How does the culture of people affect their region?

Common Core State Standards/Learning Targets: 6.1.4.B.7, 6.1.4.D.10, 6.1.4.D.13, 6.1.4.D.15, 6.1.4.D.16, 6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.8 **8.1**, RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.9, RL.4.10, RF.4.3, RF.4.4, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.3, L.4.4, L.4.5, L.4.6, W.4.1.A, W.4.1.B, W.4.1.C, W.4.1.D, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9.A, W.4.10 , 9.2.4.A.4

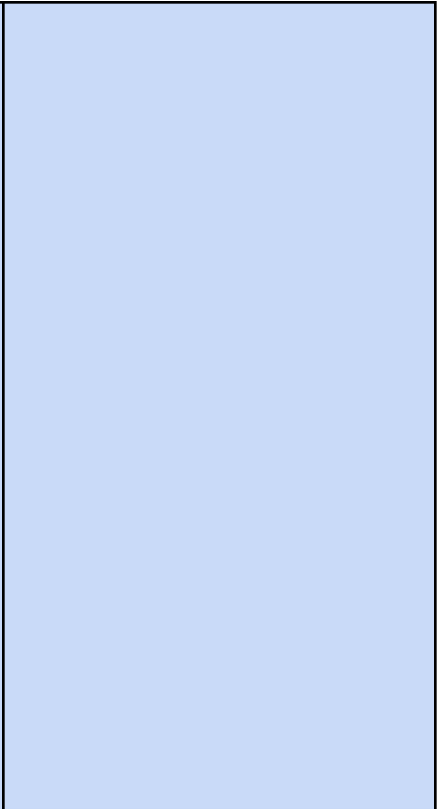
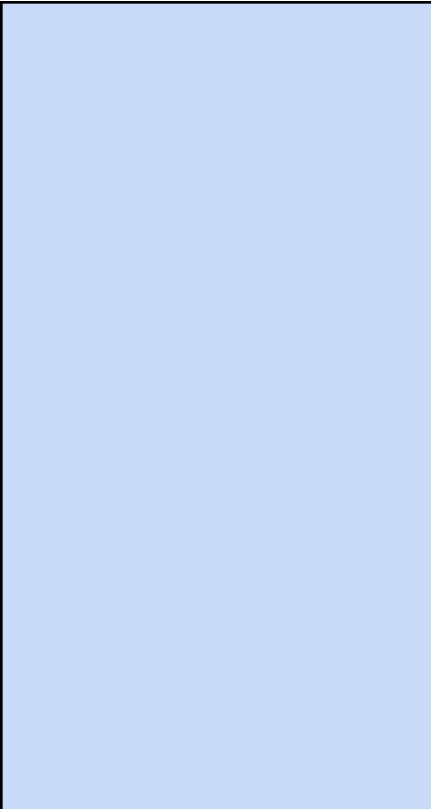
Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1: Geography of the Southwest Lesson 2: The Economy of the Southwest Lesson 3: The People of the Southwest Lesson 4: Unit Review Lesson 5: Unit Assessment	Teacher’s Manual- <i>Our Country and Its Regions</i>	Teacher’s Manual- <i>Our Country and Its Regions</i> <i>Leveled Readers- “Coronado Searches for Gold”</i> <i>Leveled Readers- “The Navajo-Tradition and Change”</i> <i>Student Notebooks</i> <i>Student Workbooks</i>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Individual Laptops

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference Teacher Observation Student Self Reflection Think Pair Share</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually 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 of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects based on student's interest and learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic

- Allow students to utilize online books, when available, to listen to oral recorded reading.
- Provide individualized assistance as necessary.
- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Establish a consistent and daily routine



**Quinton Township School District
Social Studies
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	The West	Pacing:	25 days
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Unit Summary: The students will explore the West of the United States. In addition, students will discover how technology changes people's lives.

Objectives:

- Students will be able to identify the importance of Dorothea Lange.
- Students will be able to identify the landforms and climate of the West.
- Students will be able to identify natural resources found in the West.
- Students will be able to identify Native American groups that lived in the West.
- Students will be able to trace the movement of groups of people West.

Students will be able to identify the importance of gold in the West.

Essential Questions:

How does technology change people’s life?

How has the geography of the West affected the way people live?

How has the culture of the West changed over time?

Common Core State Standards/Learning Targets: 6.1.4.B.7, 6.1.4.D.10, 6.1.4.D.13, 6.1.4.D.15, 6.1.4.D.16, 6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.8 **8.1 8.2**, RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.9, RL.4.10, RF.4.3, RF.4.4, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.3, L.4.4, L.4.5, L.4.6, W.4.1.A, W.4.1.B, W.4.1.C, W.4.1.D, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9.A, W.4.10, 9.2.4.A.4

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1: The Geography of the West Lesson 2: The Economy of the West Lesson 3: The People of the West Lesson 4: Unit Review Lesson 5: Unit Assessment	Teacher’s Manual- <i>Our Country and Its Regions</i>	Teacher’s Manual- <i>Our Country and Its Regions</i> <i>Student Notebooks</i> <i>Students Workbooks</i> <i>Leveled Reader-”Dorothea Lange”</i> <i>Leveled Readers-”Gold”</i>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Exit Ticket Quiz Teacher/Student Conference Teacher Observation Student Self Reflection Think Pair Share</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>End of Unit Assessment Mid Year Benchmark Assessment End of Year Benchmark Assessment Completed Projects</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually 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 of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade) • Individual projects based on student's interest and learning styles such as researching the Titanic, creating a model of the Titanic, and teaching class about the Titanic
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<p>reading.</p> <ul style="list-style-type: none">• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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