

8th GRADE SOCIAL STUDIES

**Lawton C. Johnson Summit Middle School
Summit, NJ**

**8th Grade
Social Studies**

**Developed by
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Dan Miller
August 2018**

**Summit Public Schools
Summit, New Jersey**

Grade Level / Content Area: Social Studies Grade 8

Length of Course: 36 Weeks

Curriculum

Course Description:

We the Students

The 8th grade social studies program will provide students with a thorough, relevant, and engaging standards-based curriculum that focuses on United States citizenship, civics, law and global economics. It will emphasize problem-based learning experiences, 21st century skills, and literacy across the content areas in a supportive, challenging environment for all students. Classroom activities will include case studies, mock campaigns, mock trials, using real time data, political debate and economic topics and create a government.

The specific topics that will be covered are as follows:

People, Politics, and Issues that Shape our Society

Students will demonstrate knowledge regarding the structure and purposes of government, civic responsibility in a democratic regime, and the political process in the United States.

Government Structures

Students will demonstrate knowledge regarding the structure of the U.S. government and various general structures of government.

Law and Justice

Students will demonstrate knowledge regarding the meaning and application of justice in our legal system.

Economics and the Connected World

Students will demonstrate knowledge regarding the basic principles of economics and the effect on the United States economy.

By its conclusion, the course content will provide a direct correlation with the LCJSMS Ryder's Challenge and Washington D.C. trip. The combination of these events and activities will round out the 8th grade experience dealing with civics in a modern world and provide students with authentic, hands-on experiences.

Unit 1 – People, Politics, and Issues that Shape our Society

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Big Ideas: In this unit, students will demonstrate knowledge regarding the general structure and purposes of government, civic responsibility in a democratic regime, and the political process in the United States.

| Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> | Enduring Understandings <i>What will students understand about the big ideas?</i> |
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| <ol style="list-style-type: none"> 1. Why do governments exist and what are their purposes? 2. How has the structure of the US government helped to fulfill the needs of citizens? 3. What are the roles and rights of citizens in American Democracy? How can citizens make a difference? 4. What are the major political parties and third parties in the United States and what are the differences in their political platforms? 5. What are the components of a political campaign and how do factors, including social/political issues, polling, advertising, endorsements, primaries and caucuses, and speeches affect the outcome of campaigns? | <p>Students will understand that...</p> <p>Government has 5 basic purposes - Protection, Maintenance of Public Order, Resolution of Social Conflicts, Economic Stability, and Public Services.</p> <p>Government is broken into three branches that all oversee and serve different purposes.</p> <p>Citizens have the responsibility and right to participate in a democratic society (ex: obeying laws, paying taxes, defending the nation, serving in court, attending school, being informed, voting, participating in government, respecting others, and respecting diversity).</p> <p>There are several political parties in the United States and each represents a different view on how government should function. These views are directly reflected in each party’s platform ranging from conservatism to liberalism.</p> <p>There are several factors that affect a successful campaign. Students will be able to identify and demonstrate how these factors affect both the design, focus and outcome of a campaign for public office.</p> |

| Areas of Focus: Proficiencies (Cumulative Progress Indicators) | Examples, Outcomes, Assessments |
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| <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.A.2 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)</p> <p>6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearing, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society</p> <p>Common Core State Standards Grade 6-8</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 5. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 6. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 7. Distinguish among fact, opinion, and reasoned judgment in a text. 8. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | <p>Instructional Focus: Students will engage in cooperative, problem-based projects and simulations that address the structure and purposes of our government, political leaders and civic responsibility on local and national levels.</p> <p>Sample Assessments: Students will work collaboratively on 2 problem based projects:</p> <ol style="list-style-type: none"> 1. Public Policy Convention: Students will choose a local ordinance to propose to town council members for the city of Summit. Project will include field and library research, local interviews, letters to council members, local ads (mock-ups), etc. Project will culminate in a grade-wide Public Policy Convention where students will display boards illustrating their proposals. 2. Mock Presidential Election: Students will create campaign teams for 4 major political parties. Students will create official party platforms and campaign materials including speeches, ads, TV spots, etc. The project will culminate in a grade-wide Political Rally Week where candidates and committees will present deliver their campaigns. <ul style="list-style-type: none"> ● Civics-based quizzes and test (pre and post tests) ● Weekly Mini Quizzes ● Self-Scheduling Checks ● Committee Progress/Assessment Meetings ● Group Discussions and Debates ● Group Presentations of Materials (graphic, written and verbal) <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Problem-Based Unit designs including independent and cooperative learning, activity lists, debates, simulations, group discussions, mini-lessons, research, whole and small group instruction. <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Student read newspaper articles for current information about the government. |

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| | <p>Technology Integration:</p> <ul style="list-style-type: none"> ● Library Media Resources (Databases and Libguides) for data collection Two days in Media Center. ● Google Docs/Forms/Spreadsheets/Presentations for collaborative written and visual materials as well as for survey/data collection and result charts ● Interactive lessons and presentations Will be utilized. <p>Global Perspectives: To complete both PBL's students will research other global societies in order to assist in designing their public policies and presidential campaigns.</p> |
| <p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area:</p> | <p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy</p> |

Unit 2 – Structures of Government

| <p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Big Ideas: In this unit, students will demonstrate knowledge regarding various possible structures of government and how each may affect the governance of a nation. Additionally, students will demonstrate knowledge of the structures used in the United States federal, New Jersey state and Summit local levels of government.</p> | |
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| Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> | Enduring Understandings <i>What will students understand about the big ideas?</i> |
| <p>1. Why have the US federal, New Jersey and Summit governments have been structured the way they have?</p> <p>2. How do the structures of a government affect how people are governed and how do these structures affect citizen perception of and participation in their government?</p> <p>3. How the powers given to governments, or parts of governments and to its citizens affect how responsive governments are to citizens and their concerns.</p> | <p>Students will understand that...</p> <p>There are various levels of government with differing responsibilities and powers (ex: executive, legislative and judicial branch). Due to checks and balances, no one individual or branch will become too powerful.</p> <p>There are various ways to structure governments and that each structure affects how people are governed. That government structure also affects citizens participation and perceptions of their government. (examples: federal, unitary or confederate. parliamentary or presidential. bicameral or unicameral legislature. which branches?).</p> <p>The powers given to a government, or a section of a government, and powers given to citizens have an affect on how effectively that government responds to the concerns and needs of its citizens. (examples: shared power; separation of power; checks and balances; rights granted citizens; powers of legislative, executive and judicial branch; elections and how government officials are chosen).</p> |
| Areas of Focus: Proficiencies (Cumulative Progress Indicators) | Examples, Outcomes, Assessments |
| <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.D.1 Engage in simulated democratic processes (e.g.,</p> | <p>Instructional Focus: Students will engage in cooperative, problem-based projects and simulations that address various structures and powers of government.</p> |

legislative hearing, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society

Common Core State Standards Grade 6-8

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
6. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
7. Distinguish among fact, opinion, and reasoned judgment in a text.
8. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Career-Ready Practices

- CRP1:** Act as a responsible and contributing citizen and employee.
- CRP2:** Apply appropriate academic and technical skills.
- CRP3:** Attend to personal health and financial well-being.
- CRP4:** Communicate clearly and effectively and with reason.
- CRP5:** Consider the environmental, social and economic impacts of decisions.
- CRP6:** Demonstrate creativity and innovation.
- CRP7:** Employ valid and reliable research strategies.
- CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9:** Model integrity, ethical leadership and effective management.

Sample Assessments:

- PBL’s - Create a constitution for an imaginary nation
- Objective-based quizzes and test
- Analyze written selections
- Analyze graphic data, images, primary sources
- Compare viewpoints
- Synthesize information
- Group discussions and debate
- Drawing inferences and conclusions
- Writing – persuasive and expository writing

Instructional Strategies:

Problem-Based Unit designs including independent and cooperative learning, debates, simulations, group discussions, mini-lessons, research and whole group instruction.

Interdisciplinary Connections:

- Student read newspaper articles for current information about government.

Technology Integration:

Use of Internet and Technology for research, data collection, finding and developing visual material, interactive lessons and presentations.

Global Perspectives:

To complete PBL students will research other nations governments and constitutions in order to design a constitution for an imaginary nation, Xlandia.

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| <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p> | |
| <p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area:</p> | <p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy |

Unit 3 - Law and Justice

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Big Ideas: *Course Objectives / Content Statement(s)*

Students will learn the fundamentals of the United States Justice System while researching a current court case and preparing a Mock Trial. Students will synthesize their law research to design and execute all the essential elements of a court case and demonstrate their learning through the Mock Trial process.

| Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> | Enduring Understandings <i>What will students understand about the big ideas?</i> |
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| <p>1. What is Just and what is Justice?</p> <p>2. What is the purpose of the judicial system?</p> <p>3. How is the judicial system organized to ensure justice ?</p> <p>4. What are the similarities and differences between civil, criminal and juvenile law and proving guilt in court.</p> | <p>Students will understand that...</p> <p>Students will understand that justice is not always just.</p> <p>Students will understand that Article 3 of the Constitution defines the purpose, roles and responsibilities of the Judicial Branch in settling disputes based on current law and/or case law. The Supreme Court is the final court of the appeal and determines the constitutionality of any law, court decision or government action using their power of judicial review.</p> <p>Students will understand the Structure of Courts including:</p> <ul style="list-style-type: none"> ● The similarities of Local, State and Federal Courts ● The purposes of the different levels of court such as: Trial Court, Appeals Court, and Supreme Court ● The Jurisdiction of courts. <p>Students will understand the three branches of law. One dealing with violations of laws, another with violations by one party toward another and a third dealing with offenses by minors. Students will learn procedures vary depending upon the type of court involved (ex: criminal, civil, juvenile).</p> |

| (Cumulative Progress Indicators) | |
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| <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearing, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society</p> <p>Common Core State Standards Grade 6-8</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 5. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 6. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 7. Distinguish among fact, opinion, and reasoned judgment in a text. 8. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently <p>Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with</p> | <p>Instructional Focus: Students will work collaboratively on a problem based learning unit to research, construct and argue a Mock Trial based on a current high interest court case.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Judicial System Pretest and Posttest ● Objective Based Unit Test ● Mock Trial Problem Based Learning Unit ● Mock Trial Written Persuasive Assignments (Direct Examination Script, Cross Examination Script, Opening Statement, Closing Statement, Witness Statements) ● Mock Trial Courtroom Role Play <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● This problem based learning unit will be implemented to guide students into a final presentation of a Mock Trial. ● Lessons will focus on an essential question for the week and activities will include Benchmark Lessons, Group Activities and Individual Activities. ● Lessons will include time to conduct research, Mini Quiz as well as Mock Trial written component. <p>Interdisciplinary connections:</p> <ul style="list-style-type: none"> ● Student read newspaper articles for current information about the judicial branch. <p>Technology Integration: Students will be using the library and computer lab weekly to research Mock Trial case.</p> <p>Weekly Library Media Research Topics include:</p> <ul style="list-style-type: none"> ● Background of Case ● Case Law and Precedent ● Building your Argument - Constitutionality and Law ● Preparing the arguments and case for the defense ● Preparing the arguments and case for the prosecution |

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| <p>reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p> | <p>Global Perspective: Cross disciplinary connection to Language Arts students reading the <i>Diary of Anne Frank</i> in order to reinforce the concepts of just and unjust.</p> |
| <p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area:</p> | <p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Legal literacy Civic Literacy</p> |

Unit 4 - Economics and the Interconnected World

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Big Ideas: In this unit, students will demonstrate knowledge regarding the basic principles of economics and the effect on the United States economy, along with its effect on the global markets as well.

| Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> | Enduring Understandings <i>What will students understand about the big ideas?</i> |
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| <p>1. What is consumption, price, money, supply, demand and interest rates and how they affect our economy?</p> <p>2. What decisions are required for effective personal finance budget plan?</p> <p>3. What is economic growth and its benefits and what may interfere with economic growth.</p> | <p>Students will understand that...</p> <p>Supply and demand are the backbone of our economic system and their interaction is the basis of our economy. Both consumers and sellers determine supply and demand for all products. As supply or demand moves, both consumers and sellers play a pivotal role in this action.</p> <p>Personal finance is the budgeting of income based upon a given salary of an occupation. Students will understand the differences between needs and wants and comprehend how these choices affect their budgets.</p> <p>The variety of possible investments and the impact that savings and investment has on individuals and the U.S. economy.</p> <p>How economic growth is facilitated in a nation and the impact of economic growth has on individual households and the world economy.</p> |

| <p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> | <p style="text-align: center;">Examples, Outcomes, Assessments</p> |
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| <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearing, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society</p> <p>Common Core State Standards Grade 6-8</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 5. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 6. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 7. Distinguish among fact, opinion, and reasoned judgment in a text. 8. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial</p> | <p>Instructional Focus: This problem based learning unit will be implemented to guide students to create businesses along with proposals for fictional products and determine wants vs. needs. The unit will also concentrate on the fundamentals of the stock market along with investment options and strategies.</p> <p>Sample Assessments: Students will work collaboratively on 3 Problem Based Units including:</p> <ol style="list-style-type: none"> 1. A Personal Budget simulation based on a given occupation with a specific salary. <ul style="list-style-type: none"> - Economic concepts Pre and Post Test - Weekly Mini Quiz - Objective Based Unit Test - Personal Budget spreadsheet with Wants vs. Needs <p>Instructional Strategies:</p> <ul style="list-style-type: none"> - Weekly activities will include Benchmark Lessons (Whole Group), Group Activities, Optional and Individual Activities. - Weekly activities will include time to conduct research , Mini Quizzes <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Student read newspaper articles for current information about the economic concepts. <p>Technology Integration: Students will be using their Chromebooks to research Costs of Living, Salaries for Occupations, Costs of goods/Services needed for personal finance unit.</p> <p>Global Perspective: Students will research methods used in developing nations to grow and develop their economies,</p> |

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| <p>well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p> | <p>including microfinance.</p> |
| <p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area:</p> | <p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy |

| <p style="text-align: center;">Instructional Strategies: Supports for English Language Learners:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d3d3d3;">Sensory Supports</th> <th style="background-color: #d3d3d3;">Graphic Supports</th> <th style="background-color: #d3d3d3;">Interactive Supports</th> </tr> </thead> <tbody> <tr> <td>Real-life objects (realia)</td> <td>Charts</td> <td>In pairs or partners</td> </tr> <tr> <td>Manipulatives</td> <td>Graphic organizers</td> <td>In triads or small groups</td> </tr> <tr> <td>Pictures & photographs</td> <td>Tables</td> <td>In a whole group</td> </tr> <tr> <td>Illustrations, diagrams, & drawings</td> <td>Graphs</td> <td>Using cooperative group structures</td> </tr> <tr> <td>Magazines & newspapers</td> <td>Timelines</td> <td>With the Internet (websites) or software programs</td> </tr> <tr> <td>Physical activities</td> <td>Number lines</td> <td>In the home language</td> </tr> <tr> <td>Videos & films</td> <td></td> <td>With mentors</td> </tr> <tr> <td>Broadcasts</td> <td></td> <td></td> </tr> <tr> <td>Models & figures</td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">from https://wida.wisc.edu</p> | Sensory Supports | Graphic Supports | Interactive Supports | Real-life objects (realia) | Charts | In pairs or partners | Manipulatives | Graphic organizers | In triads or small groups | Pictures & photographs | Tables | In a whole group | Illustrations, diagrams, & drawings | Graphs | Using cooperative group structures | Magazines & newspapers | Timelines | With the Internet (websites) or software programs | Physical activities | Number lines | In the home language | Videos & films | | With mentors | Broadcasts | | | Models & figures | | | <p style="text-align: center;">Differentiation Strategies:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4a86e8; color: white;">Accommodations</th> <th style="background-color: #4a86e8; color: white;">Interventions</th> <th style="background-color: #4a86e8; color: white;">Modifications</th> </tr> </thead> <tbody> <tr> <td>Allow for verbal responses</td> <td>Multi-sensory techniques</td> <td>Modified tasks/ expectations</td> </tr> <tr> <td>Repeat/confirm directions</td> <td>Increase task structure (e.g., directions, checks for understanding, feedback)</td> <td>Differentiated materials</td> </tr> <tr> <td>Permit response provided via computer or electronic device</td> <td>Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)</td> <td>Individualized assessment tools based on student need</td> </tr> </tbody> </table> | Accommodations | Interventions | Modifications | Allow for verbal responses | Multi-sensory techniques | Modified tasks/ expectations | Repeat/confirm directions | Increase task structure (e.g., directions, checks for understanding, feedback) | Differentiated materials | Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class) | Individualized assessment tools based on student need |
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| Sensory Supports | Graphic Supports | Interactive Supports | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Real-life objects (realia) | Charts | In pairs or partners | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Manipulatives | Graphic organizers | In triads or small groups | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pictures & photographs | Tables | In a whole group | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Magazines & newspapers | Timelines | With the Internet (websites) or software programs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical activities | Number lines | In the home language | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Videos & films | | With mentors | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Broadcasts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Models & figures | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accommodations | Interventions | Modifications | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/ expectations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Repeat/confirm directions | Increase task structure (e.g., directions, checks for understanding, feedback) | Differentiated materials | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class) | Individualized assessment tools based on student need | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|--|-------------|---|-----------------------------|
| | Audio Books | Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping | Modified assessment grading |
| | | | |

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

| Sensory Supports | Graphic Supports | Interactive Supports |
|-------------------------------------|--------------------|---|
| Real-life objects (realia) | Charts | In pairs or partners |
| Manipulatives | Graphic organizers | In triads or small groups |
| Pictures & photographs | Tables | In a whole group |
| Illustrations, diagrams, & drawings | Graphs | Using cooperative group structures |
| Magazines & newspapers | Timelines | With the Internet (websites) or software programs |
| Physical activities | Number lines | In the home language |
| Videos & films | | With mentors |
| Broadcasts | | |
| Models & figures | | |

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

| Accommodations | Interventions | Modifications |
|--|---|---|
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/ expectations |
| Repeat/confirm directions | Increase task structure (e.g., directions, checks for understanding, feedback) | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class) | Individualized assessment tools based on student need |
| Audio Books | Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping | Modified assessment grading |