

**NEW JERSEY SOCIAL STUDIES
CURRICULUM FRAMEWORK
Sample Adaptations of
Selected Learning Activities**

SOCIETIES GROW ACROSS TIME AND SPACE
The Garden State

Core Curriculum Content Standard: 6.4

Indicator: 5

Page Number: 174

Grade Level: 6-8

Category of Adaptation:

Instructional Presentation—Instructional Prompts

Graphic organizers are a visual means of structuring and displaying information to aid attention, comprehension, and recall of important material. They are also useful tools for note-taking and prewriting activities. Graphic organizers can structure information categorically through maps or charts to illustrate patterns such as sequence of events, compare and contrast, cause and effect, or problems and related solutions

A **writing frame** contains cues such as directions, signal words, and labels to prompt students to include particular information. The writing frame also models cohesive paragraph structure.

Category of Adaptation:

Instructional Monitoring–Student Self-Management

A **writing skills checklist** can be used to assist students to independently review and revise their draft essays. By highlighting selected skills, teachers can individualize elements that students must attend to.

1. Assign students in triads to research and record data for their investigations.
2. Teams will research the historical development of land use and road building in Northern New Jersey, Southern New Jersey, or the United States in general between 1900 and the present.
3. Provide **graphic organizers** to record information (see illustrations).
4. Discuss and demonstrate how to use maps, an atlas, The WPA Guide to New Jersey CD-ROMs, and the Internet to obtain information.
5. Following the research activity, have groups share data recorded on graphic organizers to determine if there is a pattern of similarities or differences between New Jersey’s land and road development and that of the United States in general. (Options: graphic organizers can be photocopied, quadrants cut apart and grouped with similar categories for comparison/contrast, and shared among teams, if deemed appropriate.)
6. Provide a comparison and contrast chart for teams to record data as findings are shared.
7. Provide students with a **writing frame** and a **writing skills checklist** to develop their summary essays (see illustrations).

Additional Adaptations

Student Motivation–Student Involvement

- Conduct research with peer support.

Instructional Monitoring–Teacher Management & Student Self-Management

- Provide written prompts for paragraph and/or essay writing.
- Provide a writing skills checklist for self-assessment.

Classroom Organization—Instructional Groups

- Arrange students in triads.
- Assign roles of reader, recorder, and checker. Roles can be rotated, as appropriate.

Classroom Organization—Instructional Support

- Demonstrate the research process, how to access resources and record information on graphic organizers.
- Focus student attention on key areas of investigation with graphic organizers. These tools enable all groups to have data, which can be compared in like categories for discussion and writing activities.

Classroom Organization—Instructional Materials Adaptive Equipment

- Graphic organizers for New Jersey road construction and land use (see illustration)
- Graphic organizers for United States roads/land
- Compare/Contrast graphic organizers (see illustration)
- Writing frame (see illustration)
- Writing skills checklist (see illustration)

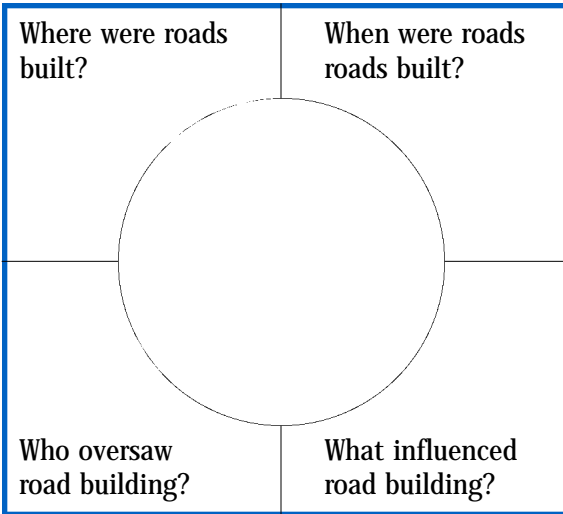
Student Response—Response Format

- Complete graphic organizers, including compare/contrast charts, in triads.
- Write individual essays about findings.

Graphics Organizers for Data Collection

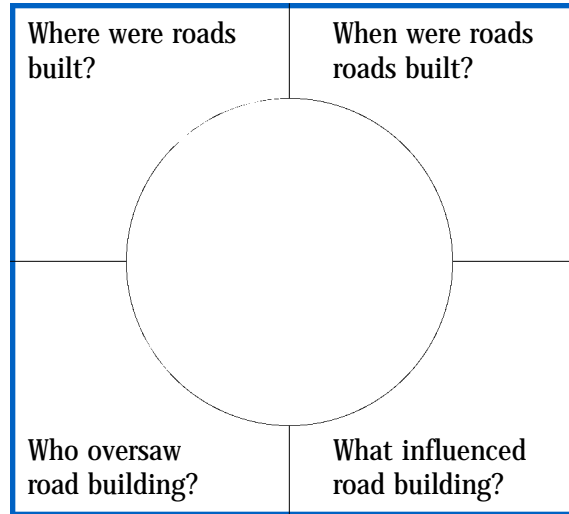
ROAD CONSTRUCTION - 1900 to PRESENT

North Jersey



Yellow

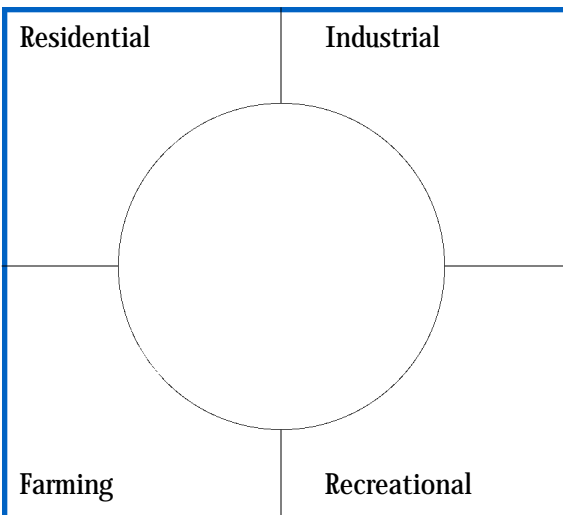
South Jersey



Green

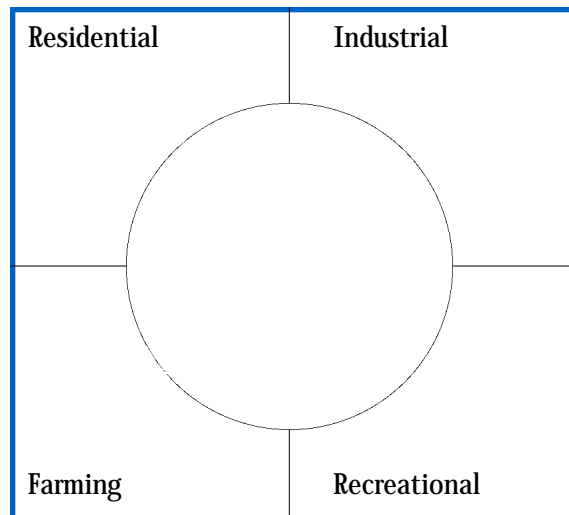
LAND USE - 1900 to PRESENT

North Jersey



Blue

South Jersey



Gray

Compare/Contrast Graphic Organizers

How are Northern and Southern New Jersey **ALIKE?**

North

South

Where were roads built?

When were roads built?

Who oversaw the road building?

What influenced road building?

How are Northern and Southern New Jersey **DIFFERENT?**

North

South

Where were roads built?

When were roads built?

Who oversaw the road building?

What influenced road building?

Essay Writing Frame

Use the writing frame below to develop a “compare and contrast” essay. Your essay should contain four basic parts:

1. An opening sentence that **introduces** your findings.
2. Statements that express how the two ideas, things, or people are **alike**.
Use signal words like both, **alik**, similar, same, and resemble
3. Statements that express how the two ideas, things, or people are **different**.
Use signal words like but, although, in contrast to, **unlik** and while.
4. A **concluding** sentence that summarizes your belief or findings.

| ESSAY WRITING FRAME | |
|----------------------------|----------------------|
| | |
| Introductory Sentence | |
| | Comparison Sentences |
| | |
| | |
| | |
| | Contrast Sentences |
| | |
| | |
| | Concluding Sentence |

Writing Skills Checklist

Name: _____ Date: _____

Writing Assignment: _____

As you write the final draft of your assignment, focus on the specific skills that are checked or highlighted below

Capitalization

- beginning of sentences
- days of the week
- names of the month
- holidays
- street names
- title
- proper names
- abbreviations

Punctuation

- sentence ending
- commas: month, day, year
- commas: city, state
- commas: a series
- commas: compound sentence
- apostrophes: contractions
- apostrophes: possessive nouns
- apostrophes: quotation marks

Usage

- subject/verb agreement
- proper use of irregular verbs
- no double negatives
- complete sentences

Creativity

- contains original thoughts
- varies sentence beginnings
- wide variety of vocabulary

Writing

- develops main idea
- uses paragraphs
- uses details
- effective dialogue

Spelling

- uses standard rules
- uses correct homonyms

