

Social Studies

Unit	Unit 1: Geography of New Jersey
Unit Duration	8 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● 6.1.5.GeoPP.1 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. ● 6.1.5.GeoPP.2 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. ● 6.1.5.GeoPP.5 Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. ● 6.1.5.GeoSV.2 Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. ● 6.1.5.GeoSV.3 Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude. ● 6.1.5.GeoSV.4 Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS) ● 6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. ● 6.1.5.GeoHE.1 Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. ● 6.1.5.GeoHE.2 Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). ● 6.1.5.EconEM.4 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.) ● 6.1.5.EconNM.2 Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
Essential Questions	<ul style="list-style-type: none"> ● How do geography, climate, and natural resources affect the way people live and work?

This pacing guide is subject to timeline modifications.

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	<ul style="list-style-type: none"> ● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● How and why do maps and globes change? ● What distinguishing characteristics form the regions of New Jersey and the United States?
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Basic Map Skills ● The Regions of the United States and New Jersey ● The 21 Counties of New Jersey ● Geography and Landforms Located Throughout the United States and New Jersey ● Natural Resources (Renewable and Nonrenewable) ● Climate Types Seen Throughout the United States and New Jersey ● Read, interpret, and analyze different types of maps and historical documents. ● Construct an argument that is supported by historical evidence. ● Make evidence-based inferences.
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text. (RI.IT.4.3) ● Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent. (RI.PP.4.5) ● Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. (RI.MF.4.6) ● Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning. (RI.AA.4.7) ● Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures. (RI.CT.4.8)
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4) ● Presentation Arguments and Explanations (SSP5)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Analyze how spending choices and decision-making can result in positive or negative consequences. (9.1.5.FP.3) ● Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). (9.4.5.CI.1) ● Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). (9.4.5.CI.2)

	<ul style="list-style-type: none"> ● Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). (9.4.5.CI.3) ● Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6). (9.4.5.CI.4) ● Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). (9.4.5.CT.4) ● Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (9.4.5.GCA.1) ● Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). (9.4.5.IML.1) ● Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). (9.4.5.IML.2) ● Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). (9.4.5.IML.6)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● 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) ● Demonstrate creativity and innovation. (CRP6) ● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8) ● Use technology to enhance productivity. (CRP11)
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● Individuals collect, use, and display data about individuals and the world around them. (1144927) ● Data can be used to make predictions about the world. (1144929) ● Identify and describe patterns in data visualizations. (8.1.2.DA.3) ● Make predictions based on data using charts or graphs. (8.1.2.DA.4)
<p>Resources and Technology Integration</p>	
<ul style="list-style-type: none"> ● Pearson – MyWorld – New Jersey ● Scholastic Magazine ● Brain Pop 	

Assessments

- Ask questions
- Define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Formative assessment
- Teacher observation
- Class discussion
- Venn diagram

Unit	Early History of New Jersey
Unit Duration	8 weeks

Unit Goals

NJSLS	<ul style="list-style-type: none"> ● 6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. ● 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. ● 6.1.5.HistoryCC.5 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. ● 6.1.5.HistoryCC.6 Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. ● 6.1.5.HistoryCC.8 Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. ● 6.1.5.HistoryUP.5 Compare and contrast historians' interpretations of important historical ideas, resources and events. ● 6.1.5.HistoryUP.6 Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
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	<ul style="list-style-type: none"> ● 6.1.5.HistoryUP.7 Describe why it is important to understand the perspectives of other cultures in an interconnected world. ● 6.1.5.HistorySE.1 Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
Essential Questions	<ul style="list-style-type: none"> ● How did the environment and other interactions influence the way Native Americans lived? (Q1) ● How did Europeans effect the Lenape way of life? (Q2)
Student Outcomes	<ul style="list-style-type: none"> ● Understand Different Aspects of Lenape Way of Life Including: - Food - Homes - Culture - Clothing - Hunting and Gathering - Games - Vision Quest ● Recall Different European Explorers and their influence on The Lenni Lenape People ● Read, interpret, and analyze different types of cultures and ways of life. ● Construct an argument that is supported by historical evidence. ● Make evidence-based inferences.
Interdisciplinary Standards	<ul style="list-style-type: none"> ● Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text. (RI.IT.4.3) ● Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent. (RI.PP.4.5) ● Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. (RI.MF.4.6) ● Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning. (RI.AA.4.7) ● Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures. (RI.CT.4.8)
NJSLS Content Area Practices Social Studies Practices	<ul style="list-style-type: none"> ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4) ● Presentation Arguments and Explanations (SSP5)
Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"> ● Culture and geography can shape an individual's experiences and perspectives. (9.4.5.GCA.Cl.1) ● Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). (9.4.5.IML.1) ● Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). (9.4.5.IML.2)

Career Ready Practices	<ul style="list-style-type: none"> ● 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) ● Demonstrate creativity and innovation. (CRP6) ● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8) ● Use technology to enhance productivity. (CRP11)
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Computer Science and Design Thinking	<ul style="list-style-type: none"> ● Collect, organize, and display data in order to highlight relationships or support a claim. (8.1.5.DA.1) ● Organize and present collected data visually to communicate insights gained from different views of the data. (8.1.5.DA.3) ● Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. (8.2.5.ED.2)
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Resources and Technology Integration

- Pearson – MyWorld – New Jersey
- Scholastic Magazine
- Brain Pop

Assessments

- Ask questions
- Define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Formative assessment
- Teacher observation
- Class discussion
- Venn diagram

Unit	The Road to the Revolution, Citizenship, and Government
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Unit Duration	8 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● 6.1.5.CivicsPI.2 Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). ● 6.1.5.CivicsPI.5 Explain how government functions at the local, county, and state level. ● 6.1.5.CivicsPI.6 Distinguish the roles and responsibilities of the three branches of the national government. ● 6.1.5.CivicsPD.2 Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials). ● 6.1.5.CivicsDP.2 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). ● 6.1.5.CivicsPR.3 Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. ● 6.1.5.CivicsHR.4 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. ● 6.1.5.CivicsCM.2 Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good. ● 6.1.5.CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. ● 6.1.5.CivicsCM.4 Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. ● 6.1.5.CivicsCM.5 Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.)
Essential Questions	<ul style="list-style-type: none"> ● How did New Jersey help win American Independence during the time of the Revolutionary War? ● What are the roles and functions of the three branches of government and how do separation of powers and checks and balances affect the U.S. Government? ● What are the rights and responsibilities of a good citizen?
Student Outcomes	<ul style="list-style-type: none"> ● Recall the Major Battles and Events of The Revolutionary War, focus on New Jersey’s role in Revolutionary War ● Understand the Purpose of the Declaration of Independence

	<ul style="list-style-type: none"> ● Recall the Powers and Responsibilities of the Three Branches of Government: - Legislative Branch- Executive Branch- Judicial Branch ● Recall the Definition of Citizenship and What it Means to be a Good Citizen ● Read, interpret, and analyze historical texts to understand the important people, battles and events that took place on the road to independence. ● Research and develop the ability to apply knowledge of the powers and responsibilities of the three branches of government.
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text. (RI.IT.4.3) ● Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent. (RI.PP.4.5) ● Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. (RI.MF.4.6) ● Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning. (RI.AA.4.7) ● Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures. (RI.CT.4.8)
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4) ● Presentation Arguments and Explanations (SSP5)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Culture and geography can shape an individual’s experiences and perspectives. (9.4.5.GCA.CI.1) ● Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). (9.4.5.IML.1) ● Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). (9.4.5.IML.2)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● 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) ● Demonstrate creativity and innovation. (CRP6) ● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8) ● Use technology to enhance productivity. (CRP11)

Computer Science and Design Thinking	<ul style="list-style-type: none"> ● Collect, organize, and display data in order to highlight relationships or support a claim. (8.1.5.DA.1) ● Organize and present collected data visually to communicate insights gained from different views of the data. (8.1.5.DA.3) ● Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. (8.2.5.ED.2) ●
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Resources and Technology Integration

<ul style="list-style-type: none"> ● Pearson – MyWorld – New Jersey ● Scholastic Magazine ● Brain Pop
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Assessments

<ul style="list-style-type: none"> ● Ask questions ● Define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Formative assessment ● Teacher observation ● Class discussion ● Venn diagram
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Unit	A Time of Change in New Jersey
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Unit Duration	8 weeks
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Unit Goals

<p>NJSLS</p>	<ul style="list-style-type: none"> ● 6.1.5.CivicsCM.5 Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.) ● 6.1.5.GeoHE.2 Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications). ● 6.1.5.EconEM.3 Describe how supply and demand influence price and output of products. ● 6.1.5.EconEM.4 Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities. ● 6.1.5.EconNM.2 Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities. ● 6.1.5.EconNM.3 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. ● 6.1.5.HistoryCC.3 Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time. ● 6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. ● 6.1.5.HistorySE.2 Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● Explain New Jersey’s growth and how inventions, innovations, industry, transportation and housing changed in the twentieth century. ● How was life back then different from life today in New Jersey? ● What current events is New Jersey involved in and how do they connect to New Jersey's history?
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Recall Economics- importing and exporting ● Understand Conservation- Agriculture and Land Usage, as well as Pollution ● Understand New Jersey’s place in the World ● New Jersey’s involvement in current events and New Jersey Today in the 21st century ● Read, interpret, and analyze different historical documents and informational texts to understand New Jersey's changing times. ● Use problem solving strategies to construct an argument that is supported by historical evidence. ● Make evidence-based inferences.
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (NJLSA.R1) ● Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. (NJLSA.R10)

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	<ul style="list-style-type: none"> ● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1) ● Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (RI.2.2) ● Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3) ● Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text (RI.2.7) ● Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (W.2.7) ● Recall information from experiences or gather information from provided sources to answer a question. (W.2.8) ● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2)
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry (SSP1) ● Gathering and Evaluating Sources (SSP2) ● Seeking Diverse Perspectives (SSP3) ● Developing Claims and Using Evidence (SSP4) ● Presentation Arguments and Explanations (SSP5) ● Engaging in Civil Discourse and Critiquing Conclusions (SSP6) ● Taking Informed Actions (SSP7)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● There are actions an individual can take to help make this world a better place. (9.1.2.CR.CI.1) ● Recognize ways to volunteer in the classroom, school and community. (9.1.2.CR.1) ● Make a list of different types of jobs and describe the skills associated with each job. (9.1.2.CAP.1) ● Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). (9.4.2.CI.1) ● Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). (9.4.2.CI.2) ● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. (9.4.2.CT.CI.1) ● Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). (9.4.2.CT.1) ● Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). (9.4.2.CT.2) ● Individuals from different cultures may have different points of view and experiences. (9.4.2.GCA.CI.1) ● Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). (9.4.2.GCA.1) ● Digital tools and media resources provide access to vast stores of information that can be searched. (9.4.2.IML.CI.1)

	<ul style="list-style-type: none"> ● Digital tools can be used to display data in various ways. (9.4.2.IML.CI.2) ● A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes. (9.4.2.IML.CI.3)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● 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) ● 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)
<p>Resources and Technology Integration</p>	
<ul style="list-style-type: none"> ● Pearson – MyWorld – New Jersey ● Scholastic Magazine ● Brain Pop 	
<p>Assessments</p>	
<ul style="list-style-type: none"> ● Ask questions ● Define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Formative assessment ● Teacher observation ● Class discussion ● Venn diagram 	

Curriculum Modifications

<p>Special Education and 504 Students</p>	<p>General Modifications</p> <ul style="list-style-type: none"> ● Allow outlining, instead of writing for an essay or major project
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	<ul style="list-style-type: none"> ● Computerized spell-check support ● Word bank of choices for answers to test questions ● Provision of calculator and/or number line for math tests ● Film or video supplements in place of reading text ● Reworded questions in simpler language ● Projects instead of written reports ● Highlighting important words or phrases in reading assignments ● Modified workload or length of assignments/tests ● Modified time demands ● Pass/no pass option ● Modified grades based on IEP <p style="text-align: center;"><u>Behavioral Modifications</u></p> <ul style="list-style-type: none"> ● Breaks between tasks ● Cue expected behavior ● Daily feedback to student ● Use de-escalating strategies ● Use positive reinforcement ● Use proximity/touch control ● Use peer supports and mentoring ● Model expected behavior by adults ● Have parent sign homework/behavior chart ● Set and post class rules ● Chart progress and maintain data
<p>Students At Risk of School Failure - Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.</p>	<ul style="list-style-type: none"> ● Maximize use of community resources ● Connect family to school and school activities ● Support through transition ● Help develop compensating strategies ● Increase opportunity for positive peer group influences ● Supplemental courses ● Placement in small and interactive groups
<p>English Language Learner Students (ELL)</p>	<ul style="list-style-type: none"> ● Alternate Responses ● Notes in Advance ● Extended Time ● Simplified Instruction (written and verbal) ● Online Dictionary ● Use lots of visuals

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	<ul style="list-style-type: none"> ● Use physical activity; model, role-play ● Repeat/Rephrase often ● Use lower level materials when appropriate
<p>Gifted & Talented Students (G&T)</p>	<p><u>Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:</u></p> <ul style="list-style-type: none"> ● Differentiated curriculum for the gifted learner. ● Regular classroom curricula and instruction that is adapted, modified, or replaced. ● Educational opportunities consist of a continuum of differentiated curricular options, instructional approaches and materials. ● Integrated G&T programming into the general education school day. ● Flexible groupings of students to facilitate differentiated instruction and curriculum. <p style="text-align: center;"><u>Learning Environments:</u></p> <ul style="list-style-type: none"> ● Extensive outside reading ● Active classroom discussion ● Innovative oral and written presentations ● Deductive and inductive reasoning ● Independent writing and research ● Divergent thinking ● Challenging problem solving situations ● Interactive, independent and interdisciplinary activities