

Social Studies

Unit	My Role in the School Community
Unit Duration	8 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council) ● 6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles. ● 6.1.2.CivicsDP.2 Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. ● 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. ● 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good. ● 6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.) ● 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). ● 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ● 6.1.2.Geo.SV.2 Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). ● 6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community.
Essential Questions	<ul style="list-style-type: none"> ● Who am I? ● What is my role in my school community?
Student Outcomes	<ul style="list-style-type: none"> ● Characteristics of a school community (e.g. kindness, acceptance, respect and responsibility). (● Personal skills/abilities that can support the school community. ● The various roles in the school community and their part in it (e.g., whole group, small group, partnership and independent expectations). ● Human beings possess similar yet different personality traits. ● People come from various cultural backgrounds with diverse characteristics. ● Identify personal characteristics and traits that will contribute to the school community.

This pacing guide is subject to timeline modifications.

August 2024

	<ul style="list-style-type: none"> ● Demonstrate citizenship within the school community through whole group, small group, partnership and independent activities.
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2) ● Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.1.1A) ● Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1B) ● Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1C)
<p>NJSLS Content Area Practices Social Studies Practices</p>	<ul style="list-style-type: none"> ● Seeking Diverse Perspectives (SSP3)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Recognize ways to volunteer in the classroom, school and community. (9.1.2.CR.1) ● List ways to give back, including making donations, volunteering, and starting a business. (9.1.2.CR.2) ● Describe how valuable items might be damaged or lost and ways to protect them. (9.1.2.RM.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) ● 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)
<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) ● Consider the environmental, social and economic impacts of decisions. (CRP5) ● Demonstrate creativity and innovation. (CRP6) ● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8) ● Model integrity, ethical leadership and effective management. (CRP9) ● Plan education and career paths aligned to personal goals. (CRP10) ● Use technology to enhance productivity. (CRP11) ● Work productively in teams while using cultural global competence. (CRP12)

Computer Science and Design Thinking	<ul style="list-style-type: none"> ● 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)
Resources and Technology Integration	
<ul style="list-style-type: none"> ● TCI – Social Studies Alive ● Scholastic Magazine ● Brain Pop Jr. 	
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 	
Unit	Understanding Family
Unit Duration	8 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. (6.1.2.CivicsDP.3) ● Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. ()

	<ul style="list-style-type: none"> ● 6.1.2.CivicsCM.3 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). ● 6.1.2.EconET.2 Cite examples of choices people make when resources are scarce. ● 6.1.2.EconET.4 Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. ● 6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community. ● When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard. (1140145)
Essential Questions	<ul style="list-style-type: none"> ● What is a family?
Student Outcomes	<ul style="list-style-type: none"> ● The concept of family is defined by different structures (e.g. blended family, single parent, adoption, grandparents, etc). ● Family members have different responsibilities. ● Families change over time (e.g., working parents, siblings, death and moving). ● Families have different traditions and beliefs that are passed to new generations (e.g., Diwali, Hanukkah, Christmas, Kwanzaa, Chinese New Year, Cinco de Mayo or other cultural/family traditions). ● The concept of needs and wants. ● Identify characteristics and traits to describe their family. ● Describe various household responsibilities. ● Identify ways in which families change. ● Explore different experiences, beliefs, motives, and traditions, and relate how traditions and practices are passed from one generation to the next. ● Identify and interpret needs and wants. ● Describe ways individuals, groups, and/or families attempt to satisfy their basic needs and wants based on the availability of resources (e.g., water, food, natural resources).
Interdisciplinary Standards	<ul style="list-style-type: none"> ● Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2) ● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8) ● Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.1.1A) ● Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1B) ● Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1C) ● Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)

	<ul style="list-style-type: none"> ● Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1.MD.C.4)
<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)
<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Differentiate between financial wants and needs. (9.1.2.FP.2) ● Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). (9.1.2.FP.3) ● 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) ● 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) ● Use a variety of types of thinking to solve problems (e.g., inductive, deductive). (9.4.2.CT.3) ● 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)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Attend to personal health and financial well-being. (CRP3) ● 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) ● Use technology to enhance productivity. (CRP11)
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● Identify and compare technology used in different schools, communities, regions, and parts of the world. (8.2.2.EC.1)

Resources and Technology Integration

- TCI – Social Studies Alive
- Scholastic Magazine
- Brain Pop Jr.

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	Understanding a Community
Unit Duration	8 weeks
Unit Goals	
NJSLS	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council) ● 6.1.2.Geo.SV.2 Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). ● 6.1.2.Geo.SV.3 Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). ● 6.1.2.Geo.HE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. (6.1.2.Geo.HE.1) ● 6.1.2.Geo.HE.2 Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). ● 6.1.2.Geo.HE.3 Identify cultural and environmental characteristics of different regions in New Jersey and the United States ● 6.1.2.Geo.HE.4 Investigate the relationship between the physical environment of a place and the economic activities found there. ● 6.1.2.EconET.5 Describe how local and state governments make decisions that affect individuals and the community. ● 6.3.2 Active Citizenship in the 21st Century

<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What do my family and I need to survive? ● What is the difference between needs and wants? ● What are resources? ● Where does my food come from (production)? ● How do we obtain what we need? ● What is scarcity? ● What are my responsibilities for sharing limited resources? ● How does my community provide for my basic needs and wants? ● How do living things protect themselves from the environment? ● To what extent do materials in the environment play in the construction of shelters?
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● Characteristics of a typical community (e.g. physical environment, natural resources, wants and needs). ● The purpose of maps and globes is to get directions and understand where we are in our world. ● Maps and globes are representations of real places and are geographic tools that can be used to describe locations. ● Maps and globes have certain features (e.g. color, map keys, compass rose, and symbols) that help the user to understand the presented information. ● Maps and globes help us understand locations/places in our country and in our world. ● Explore and examine the characteristics of the Washington community (e.g., physical environment, natural resources, wants and needs). ● Draw maps and diagrams that serve as representations of places, physical features and objects. ● Answer geographic questions about where places are located and how they are related to other people and places by using a map key and a compass rose. ● Analyze different types of maps. ● Explore a map and globe of the world and notice the seven continents, major bodies of water (oceans) and Equator. (
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (NJSLA.R7) ● Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2) ● Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)
<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) ● Taking Informed Actions (SSP7)

<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● Recognize ways to volunteer in the classroom, school and community. (9.1.2.CR.1) ● List ways to give back, including making donations, volunteering, and starting a business. (9.1.2.CR.2) ● Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). (9.1.2.FP.3) ● Determine various ways to save and places in the local community that help people save and accumulate money over time. (9.1.2.PB.1) ● Describe how valuable items might be damaged or lost and ways to protect them. (9.1.2.RM.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) ● 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 respectful and responsible ways to communicate in digital environments. (9.4.2.DC.6) ● 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) ● Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). (9.4.2.IML.2) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (9.4.2.IML.3) ● Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). (9.4.2.IML.4) ● Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). (9.4.2.TL.1)
<p>Career Ready Practices</p>	<ul style="list-style-type: none"> ● Apply appropriate academic and technical skills. (CRP2) ● Attend to personal health and financial well-being. (CRP3) ● Communicate clearly and effectively and with reason. (CRP4) ● Consider the environmental, social and economic impacts of decisions. (CRP5) ● Demonstrate creativity and innovation. (CRP6)
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● Technology has changed the way people live and work. (1145120) ● Identify how technology impacts or improves life. (8.2.2.ITH.3) ● Identify how various tools reduce work and improve daily tasks. (8.2.2.ITH.4) ● Explain how the disposal of or reusing a product affects the local and global environment. (8.2.2.ETW.4) ● Identify and compare technology used in different schools, communities, regions, and parts of the world. (8.2.2.EC.1)

Resources and Technology Integration

- TCI – Social Studies Alive
- Scholastic Magazine
- Brain Pop Jr.

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	American Tradition and Culture
Unit Duration	8 weeks

Unit Goals

NJSLS	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council) ● 6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles. ● 6.1.2.CivicsDP.2 Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. ● 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
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August 2024

	<ul style="list-style-type: none"> ● 6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). ● 6.1.2.EconNE.2 Describe examples of goods and services that governments provide. ● 6.1.2.HistoryUP.1 Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. ● 6.1.2.HistoryUP.2 Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture. ● 6.1.2.HistorySE.1 Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. ● When all members of the group are given the opportunity to participate in the decision making process, everyone’s voice is heard. (1140145)
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● What lessons are learned from historical figures and events in America? ● In what ways do our celebrations and symbols reflect American culture?
<p>Student Outcomes</p>	<ul style="list-style-type: none"> ● American culture is based on specific traditions and values. ● The study of American historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage (e.g. Christopher Columbus, Martin Luther King Jr., George Washington, Abraham Lincoln, Harriet Tubman, Betsy Ross). ● Historical symbols (e.g., Liberty Bell, White House, American flag, Statue of Liberty, bald eagle) and celebrations (e.g., Thanksgiving, Columbus Day, MLK Day, Veterans Day, Presidents Day, Flag Day, Memorial Day, Juneteenth, Labor Day, Independence Day) and the ideas they represent play a role in understanding and evaluating our history. ● Develop criteria to use as a framework for the study of historical figures (e.g., impact on American history, service to country, heroic actions, courageousness, selflessness). ● Develop criteria to use as a framework to study holiday celebrations (e.g., must be National holidays and reflect America’s history). ● Develop criteria to use as a framework to study our National symbols (e.g., must represent the entire country and reflect the values of America).
<p>Interdisciplinary Standards</p>	<ul style="list-style-type: none"> ● Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (NJLSA.R7) ● Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2) ● Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.1.1A) ● Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1B)

	<ul style="list-style-type: none"> ● Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1C) ● Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4) ● Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8) ● Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). (SL.K.1A) ● Continue a conversation through multiple exchanges. (SL.K.1B) ● Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)
<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"> ● Recognize ways to volunteer in the classroom, school and community. (9.1.2.CR.1) ● List ways to give back, including making donations, volunteering, and starting a business. (9.1.2.CR.2) ● 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) ● 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) ● Use a variety of types of thinking to solve problems (e.g., inductive, deductive). (9.4.2.CT.3) ● Explain differences between ownership and sharing of information. (9.4.2.DC.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) ● Identify a simple search term to find information in a search engine or digital resource. (9.4.2.IML.1) ● Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). (9.4.2.IML.2) ● Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). (9.4.2.IML.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)

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August 2024

- Communicate clearly and effectively and with reason. (CRP4)
- Demonstrate creativity and innovation. (CRP6)
- Employ valid and reliable research strategies. (CRP7)
- Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8)

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Assessments

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- Teacher observation
- Class discussion
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Curriculum Modifications

General Modifications

Special Education and 504 Students

- Allow outlining, instead of writing for an essay or major project
- 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

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August 2024

	<ul style="list-style-type: none"> ● 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 ● 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.

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August 2024

	<ul style="list-style-type: none">● 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
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