

Social Studies education strives to provide learners with the knowledge, skills, attitudes, and perspectives necessary to become active, informed, and contributing members of communities.

Access the full NJ Students Learning Standards for Social Studies here: [NJSL Social Studies](#)

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: A. Civics, Government, and Human Rights</p>
<p>NJCCCS:</p> <p>6.1.4.A.1 - Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.3 - Determine how “fairness,” “equality,” and the “ common good” have influenced change at the local and national levels of United States government.</p> <p>6.1.4.A.7 - Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.4.A.8 - Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p> <p>6.1.4.A.9 - Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</p> <p>6.1.4.A.10 - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>6.1.4.A.11 - Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.A.12 - Explain the process of creating change at the local, state, or national level.</p> <p>6.1.4.A.13 - Describe the process by which immigrants become United States citizens.</p> <p>6.1.4.A.14 - Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. 6.1.4.A.15- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges</p> <p>6.1.4.A.16- Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>NJSLS</p> <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.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. 	
<p>Big Ideas: Citizens need to understand and participate in all levels of government.</p>	
<p>Essential Questions: What is a citizen? What can we do to be good citizens? What can citizens do to create change? Why do people want to become citizens of the United States? Why do we need rules and laws?</p>	<p>Enduring Understandings: Rules and laws help a community function effectively. All members in a community have a responsibility to take an active role.</p>

<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · To define the role of a good citizen · To recognize the importance of rules and laws · To identify leadership roles and the qualities of a good leader · To identify ways that public officials are selected · To identify historic figures who influenced the nation · To discuss what is fair in different situations · To describe the process by which immigrants become United States citizen 	
<p>Instructional Materials/Resources:</p> <p>Textbook Biographies Children's Literature Websites Activity book</p>	<p>Suggested Vocabulary</p> <p>Citizen, government, community, representative, immigrant, civil rights, election, governor, mayor, vote</p>
	<p>Technology:</p> <p>Safari Montage, Activboard 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1;</p>
	<p>8.1.2.E.1 , Websites</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Activity pages · Classroom discussions · Cooperative learning- work together to solve a problem · Graphic organizers · Classroom elections · Classroom rules · Written response · Graphing (votes) · Drawings · Read Aloud 	
<p>Extension Strategies/Activities:</p> <p>Letter writing Flip book</p> <p>Cross-curricular Connections: Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>	
<p>Suggested Assessments:</p> <p>Teacher observation, quizzes, tests, projects, Activity pages</p>	
<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: B. Geography, People, and the Environment</p>

NJCCCS:

6.1.4.B.1 - Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.B.2 - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.4 - 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.

6.1.4.B.5 - Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.8 - Compare ways people choose to use and divide natural resources.

6.1.4.B.9 - Relate advances in science and technology to environmental concerns, and to actions taken to address them. **NJSLS**

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Big Ideas:

Geography impacts where and how people live and work.

Essential Questions:

What is geography?

What are landforms?

How is life affected by landforms, climate, and resources? How can maps help us?

What are natural resources?

Enduring Understandings:

Geography impacts where and how people live and work. Citizens are responsible for their impact on the environment.

What can we do to address environmental concerns?

Knowledge, Skills, and Instructional Objectives:

- To define the physical characteristics of landforms and bodies of water
- To identify different landforms and bodies of water
- To determine how weather and climate affect people's activities
- To explain what natural resources are
- To explain how people depend on natural resources
- To determine way that people can impact and protect the environment
- To identify features on a map
- To use a map to locate places
- To use knowledge to design and construct a map

Instructional Materials/Resources:

Textbook

Activity book

Children's Literature

Maps / Globes

Atlas

Website

Suggested Vocabulary

Map, globe, climate, weather, environment, resources, geography, compass rose, map key, symbol, city, town, country, continent

Technology:

Safari Montage, ActivBoard 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1
, Websites

Recommended Instructional Activities:

- Activity pages
- Map making
- Landform projects
- Poster
- Flipbook
- Class/ small group discussions
- Read Alouds
- Graphic organizers

Extension Strategies/Activities:

- Role play
- Make landforms with modeling clay

Cross-curricular Connections/Standards:

Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B.
 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12
 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1

Suggested Assessments:

Teacher observation, quizzes, tests, projects, Activity pages

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Strand: C. Economics, Innovation, and Technology

NJCCCS:

- 6.1.4.C.1** - Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. **6.1.4.C.2** - Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. **6.1.4.C.3** - Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.5** - Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.6** - Describe the role and relationship among households, businesses, laborers, and governments within the economic system. **6.1.4.C.10** - Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.C.11** - Recognize the importance of setting long-term goals when making financial decisions within the community. **6.1.4.C.13** - Determine the qualities of entrepreneurs in a capitalistic society.
- 6.1.4.C.15** - Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.16** - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17** - Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18** - Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

NJSLS

- **6.1.2.EconET.1: Explain the difference between needs and wants.**
- **6.1.2.EconET.2: Cite examples of choices people make when resources are scarce**

Big Ideas:

Citizens make economic choices daily.

<p>Essential Questions: What is the difference between needs and wants? How do people make choices about spending and saving money? What is the difference between goods and services? What is the relationship between producers and consumers? Why is it necessary to trade with other countries? How are goods transported to or from other countries? How has new technology changed communication, transportation and recreation?</p>	<p>Enduring Understandings: Every day people are making choices about what to do with the money they earn. New technology has created change in the global economy. Economic choices are interdependent.</p>
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · To identify needs and wants · To explain the choices people can make about spending and saving money · To distinguish between goods and services · To distinguish between producers and consumers · To trace the development of product from natural resource to finished good · To understand the need to trade with other countries · To identify means of transportation necessary to carry out trade · To understand how technology has changed the way needs and wants are met · To identify ways in which science and technology have affected communication, transportation, and recreation 	
<p>Instructional Materials/Resources: Activity book Textbook Children’s Literature Websites</p>	<p>Suggested Vocabulary wants, needs, goods, services, choices, spending, saving, transportation, producer, consumer, factory, trade route, shelter, volunteer, tax, earn</p> <hr/> <p>Technology: Safari Montage, ActivBoard 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1</p> <p>Websites</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Activity pages · Classroom discussions · Projects and crafts · Cooperative learning · Graphic organizers · Written response · Drawings · Read Aloud 	
<p>Extension Strategies/Activities: Role play</p>	

Cross-curricular Connections/Standards:

Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B.
21st Century: CRP1; CRP3; CRP6; CRP11; CRP12
Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1

Suggested Assessments:

Teacher observation, quizzes, tests, projects, Activity pages

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Strand: D. History, Culture, and Perspectives

NJCCCS:

6.1.4.D.1 - Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. **6.1.4.D.2** - Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

6.1.4.D.3 - Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. **6.1.4.D.4** - Explain how key events led to the creation of the United States and the state of New Jersey. **6.1.4.D.6** -

Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.4.D.9 - Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

6.1.4.D.11 - Determine how local and state communities have changed over time, and explain the reasons for changes.

6.1.4.D.12 - Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.14 - Trace how the American identity evolved over time.

6.1.4.D.15 - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. **6.1.4.D.17** - Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. **6.1.4.D.18** - Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. **6.1.4.D.20** - Describe why it is important to understand the perspectives of other cultures in an interconnected world. **NJSLS**

• **6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.**

6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Big Ideas:

Immigration has shaped the United States in many important ways.

<p>Essential Questions: Who were the first Americans? What are some Native American traditions? Who were some early explorers to America? Who were some of people who settled in America? Who are some important historical figures who have influenced the nation? How have various cultural groups overcome hardships while settling in a new land? How was the United States formed and influenced by people of different cultures? What are some traditions and celebrations that people of various cultures take part in?</p>	<p>Enduring Understandings: People have immigrated for a variety of reasons. American society reflects the many different cultures that have immigrated.</p>
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<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>Strand: A. Civics, Government, and Human Rights</p>
<p>NJCCCS: 6.3.4.A.1 - Evaluate what makes a good rule or law. 6.3.4.A.3 - Select a local issue and develop a group action plan to inform school and/or community members about the issue. NJSLS • 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. • 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.</p>	
<p>Big Ideas: Rules and laws are needed to help communities run smoothly. Active citizens work together to address local issues.</p>	
<p>Essential Questions: What makes a good law? What are our community’s local issues?</p>	<p>Enduring Understandings: Rules and laws are needed to help communities run smoothly. All communities have specific issues that arise and need to be addressed</p>
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · To recognize the importance of rules and laws · To distinguish between a “good” and “bad” rule and/or law · To list various good rules and laws that we follow · To identify local issues · To evaluate ways to address local issues · To communicate about local issues with others 	
<p>Instructional Materials/Resources: Textbook Activity book Children’s literature Website</p>	<p>Suggested Vocabulary Rule, law, community, issue, mayor, town council</p> <p>Technology: Safari Montage, Activboard 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1 , website</p>

Recommended Instructional Activities: <ul style="list-style-type: none"> · Activity pages · Classroom discussions · Graphic organizers · Read alouds · Student drawings · Classroom rules · Classroom discussion · Presentation of issue (letter, poster, classroom visit, etc.) 	
Extension Strategies/Activities: Letter writing	Modification Strategies/Activities: IEP modifications will be implemented if needed

Cross-curricular Connections/Standards: Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21 st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1
Suggested Assessments: Teacher observation, test

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.	Strand: B. Geography, People and the Environment
NJCCCS: 6.3.4.B.1 - Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.. NJSLS • 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).	
Big Ideas: An active citizen is concerned about environmental issues.	
Essential Questions: How can students in Eastampton make others aware of environmental issues and possible solutions?	Enduring Understandings: It is the responsible of individuals to care for their environment.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> · To develop an understanding of environmental issues · To describe ways people affect the environmental negatively and positively · To design and create a poster which encourages a positive effect on the environment 	
Instructional Materials/Resources: Children’s literature, web sites, videos	Suggested Vocabulary Environment, protection, conservation, solution, pollution

	Technology: Safari Montage, ActivBoard 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1 videos
Recommended Instructional Activities: <ul style="list-style-type: none"> · Classroom discussion · Read aloud · Poster 	
Extension Strategies/Activities: Assembly, poster contest	Modification Strategies/Activities: IEP modifications will be implemented if needed.
Cross-curricular Connections Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21 st Century: CRP1; CRP3; CRP6; CRP11; CRP12	

Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1
Suggested Assessments: Teacher observation

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.	Strand: C. Economics, Innovation, and Technology
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NJCCCS: 6.3.4.C.1 - Develop and implement a group initiative that addresses an economic issue impacting children. NJSLS • 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.	
Big Ideas: An active citizen helps others who are less fortunate economically.	
Essential Questions: How can students in Eastampton help others in their community?	Enduring Understandings: It is a responsibility of individuals to help those who are less fortunate.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> · To develop an understanding that others are less fortunate. · To describe ways in which others are less fortunate economically · To plan a collection of items to donated to a county agency. · To implement collection. · To evaluate success of group initiative. 	

<p>Instructional Materials/Resources: Children's literature, agency websites, guest speaker</p>	<p>Suggested Vocabulary Less fortunate, local shelter, food bank, collection, donate</p> <p>Technology: Safari Montage, Activboard 8.1.2.A.1; 8.1.2.A.2; 8.1.2.A.4; 8.1.P.B.1; 8.1.2.E.1 , agency website</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Classroom discussion · Read aloud · Data collection 	
<p>Extension Strategies/Activities: Student made greeting cards</p>	<p>Modification Strategies/Activities: IEP modifications will be implemented if needed.</p>
<p>Cross-curricular Connections/Standards: Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>	

<p>Suggested Assessments:</p> <p>Teacher observation</p>

<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>Strand: D. History, Culture, and Perspectives</p>
<p>NJCCCS: 6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. NJSLS • 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. • 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p>	
<p>Big Ideas: Active citizens treat others fairly.</p>	
<p>Essential Questions: How can students in Eastampton work to create a positive social environment?</p>	<p>Enduring Understandings: Everyone deserves to be treated with respect.</p>

<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · To define actions that are unfair and discriminatory · To identify examples of bullying · To communicate possible solutions in various situations of social conflict. 	
<p>Instructional Materials/Resources: Guidance counselor Children’s literature</p>	<p>Suggested Vocabulary Fair, Unfair, discrimination, bully, conflict, solution</p>
	<p>Technology: Safari Montage</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Role playing · Classroom discussion · Read alouds · Classroom lessons by guidance counselor, social groups as needed · Guest speaker 	
<p>Extension Strategies/Activities: Role playing demonstrations</p>	<p>Modification Strategies/Activities: IEP modifications will be implemented if needed</p>
<p>Cross-curricular Connections/Standards: Language Arts: RI.1.10.; SL.1.1.A.; L.1.4.B. 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12</p>	

<p>Visual and Performing Arts: 1.1.2.B.1; 1.1.2.D.1</p>
<p>Suggested Assessments: Teacher observation</p>
<p>Modifications for SpEd/ESL/students at Risk/gifted: Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I Team Intervention Plan , and may include (but not limited to) the following: Presentation accommodations:</p> <ul style="list-style-type: none"> · Listen to audio recordings instead of reading text · Learn content from audio books, movies, videos and digital media instead of reading print versions · Use alternate texts at lower readability level · Work with fewer items per page or line and/or materials in a larger print size · Use magnification device, screen reader, or Braille/Nemeth Code · Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone) · Be given a written list of instructions · Record a lesson, instead of taking notes · Have another student share class notes with him

BOE August 2017

Eastampton Township School

District Curriculum Guide

Grade: 2nd Grade Content Area: Social Studies

- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions ·
- Sit where he learns best (for example, near the teacher, away from distractions) · Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management

- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)