

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: [Social Studies NJSLs](#)

<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.4 - Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.</p> <p>6.1.4.A.5 - Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.4.A.6 - Explain how national and state governments share power in the federal system of 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.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"> • 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. • 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 <p>6.1.5.CivicsPI.3: 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>Big Ideas: Citizens need to understand and participate in all levels of government.</p>	
<p>Essential Questions: Why do we need rules and laws? How does our government work? What can citizens do to create change? How can people work together to solve problems?</p>	<p>Enduring Understandings: Rules and laws help a community to function effectively. We live in a democracy with governments on a local, state and national level. As members of a democracy and of a global community</p>

	have a responsibility to take an active role.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> · To describe characteristics of good citizenship · To explain the purpose of rules and laws · To identify and use voting as a way to make decisions · To identify the basic structure, functions, and services of local, state and national government · To compare and contrast responses of individuals and groups to societal problems, both in the past and present · To understand individual responsibility to work for the common good and fundamental rights of others · To explain the process of creating change in all levels of government · To explore ways in which individuals and groups work for the common good 	
Instructional Materials/Resources: Textbook Children's literature Biographies	Suggested Vocabulary Fairness, equality, common good, local government, state government, federal/national government, mayor, governor, President, Congress, Supreme Court, tax, capital, capitol, volunteer,

Maps, Atlases, Globe	nonprofit
	Technology: Safari Montage Websites Activboard 8.1.4.A.4;8.1.4.C.1
Recommended Instructional Activities: <ul style="list-style-type: none"> · Classroom discussion · Graphic organizers · Note taking · Activity pages · Cooperative learning groups 	
Extension Strategies/Activities: Letter writing, role-playing	Modification Strategies/Activities: IEP modifications will be implemented if needed
Cross-curricular Connections/Standards: Language Arts: RL.3.2;R1.3.7;W.3.2. 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, tests & quizzes, activity pages, projects, benchmark testing	
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: B. Geography, People, and the Environment

NJCCCS:

- 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

- 6.1.5.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.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Big Ideas:

Citizens are responsible for their impact on the environment.

Essential Questions:

How do individuals and groups use natural resources?
 How does the use of natural resources impact the environment? What can be done to protect our environment?

Enduring Understandings:

Citizens are responsible for their impact on the environment.

Knowledge, Skills, and Instructional Objectives:

- To identify different types of natural resources
- To discuss human impact on resources
- To compare use of resources
- To explore ways to conserve and protect natural resources and the environment

Instructional Materials/Resources:

Textbook
 Maps, Atlas, Globe

Suggested Vocabulary

Natural resources, renewable resource, nonrenewable resource, environment, conserve

Technology:

Safari Montage
 Websites

Activboard 8.1.4.A.4;8.1.4.C.1

Recommended Instructional Activities:

- Classroom discussion
- Projects (i.e. Earth Day)
- Graphic organizers
- Cooperative learning groups

Extension Strategies/Activities:**Modification Strategies/Activities:**

IEP modifications will be implemented if needed

Cross-curricular Connections/Standards:

Language Arts: RL.3.2;R1.3.7;W.3.2.
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, project, benchmark testing

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.4 - Describe how supply and demand influence price and output of products.

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.7 - Explain how the availability of private and public goods and services is influenced by the global market and government. **6.1.4.C.8** - Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

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.16** - Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

NJSLS:

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community. •

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

Big Ideas:

Citizens make economic choices daily.

Essential Questions:

How does a citizen make economic choices?
How do those economic choices impact on the future of individuals, communities, and countries?
What factors influence prices and availability of goods? How are aspects of the economy interrelated?

Enduring Understandings:

Making good economic choices is an essential skill for good citizens. Economic choices affect the future of individuals, communities and countries.
New technology has created changes in the global economy. Economic choices are interdependent.

Knowledge, Skills, and Instructional Objectives:

- To identify goods and services
- To understand how a simple business operates in a free-enterprise system
- To identify ways of earning, spending and saving money
- To analyze a simple budget that allocates money for spending and saving
- To recognize the importance of setting long-term goals when saving

- To understand supply, demand, and scarcity
- To explain the role of specialization in the production and exchange of goods and services
- To identify the principles of domestic and international trade
- To explain how scarcity affects the interdependence of people and products in the world
- To identify inventions and innovations that facilitated the construction of cities and factories

Instructional Materials/Resources:

Textbook
Maps, Atlas, Globe
Biographies

Suggested Vocabulary

Goods, services, expenses, profit, employee, producer, consumer, economy, budget, income, opportunity cost, interest, bank, supply, demand, scarcity, agriculture, factory, assembly line

Technology:

Safari Montage
Websites
Activboard 8.1.4.A.4;8.1.4.C.1

Recommended Instructional Activities:

- Classroom discussion
- Graphic organizers
- Note taking
- Activity pages
- Cooperative learning groups

Extension Strategies/Activities:

Budget activities, role playing

Modification Strategies/Activities:

IEP modifications will be implemented if needed

Cross-curricular Connections/Standards:

Language Arts: RL.3.2;R1.3.7;W.3.2.
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, tests & quizzes, activity pages, projects, benchmark testing

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.10 - Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

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.

NJSLS:

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.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.7:** Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives

• **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.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

Big Ideas:

Immigration has shaped the United States in many important ways.

Essential Questions:

Why have people immigrated to North America?

What impact has immigration had?

How do individuals maintain and incorporate culture into their lives?

Enduring Understandings:

People have immigrated for a variety of reasons.

American society reflects the many different cultures that have immigrated.

Knowledge, Skills, and Instructional Objectives:

- To describe how past events have changed Native American communities over time
- To explore Native American cultures
- To discuss the impact of European colonization on Native American populations
- To summarize motives for immigration
- To describe challenges faced by immigrants
- To identify aspects of cultures
- To compare and contrast cultures

<p>Instructional Materials/Resources: Textbook Maps, Atlas, Globe Children's literature Biographies Timelines</p>	<p>Suggested Vocabulary Native American, culture, colony, colonist, slavery, frontier, pioneer, immigrant, migration, stereotyping, tradition</p>
<p>Technology: Safari Montage Websites Activboard 8.1.4.A.4;8.1.4.C.1</p>	
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> · Classroom discussion · Graphic organizers · Note taking · Activity pages · Timelines · Projects · Cooperative learning groups 	
<p>Extension Strategies/Activities: Investigate ethnic/cultural origins & share results</p>	<p>Modification Strategies/Activities: IEP modifications will be implemented if needed</p>
<p>Cross-curricular Connections/Standards: Language Arts: RL.3.2;R1.3.7;W.3.2. 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: Teacher observation, tests & quizzes, activity pages, projects, benchmark testing</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: A. Civics, Government, and Human Rights</p>
<p>NJCCCS: 6.3.4.A.2 - Contact local officials and community members to acquire information and/or discuss local issues. 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. 6.3.4.A.4 - Communicate with students from various countries about common issues of public concern and possible solutions. NJSLS: • 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. • 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens. • 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.CivicsPR.4: Explain how policies are developed to address public problems.</p>	
<p>Big Ideas: Active citizens work together to address local issues.</p>	
<p>Essential Questions: What are our community's local issues? What local issues do students in other countries encounter?</p>	<p>Enduring Understandings: All communities have specific issues that arise and need to be addressed.</p>

Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> · To listen to and ask questions of a guest speaker (mayor or member of town council) · To identify local issues · To evaluate ways to address local issues · To communicate about local issues with others 	
Instructional Materials/Resources: Guest speaker Websites	Suggested Vocabulary Issue, mayor, town council
	Technology: Safari Montage Activboard 8.1.4.A.4; 8.1.4.C.1 Websites
Recommended Instructional Activities: <ul style="list-style-type: none"> · Classroom discussion · Guest speaker (mayor or member of town council) · Presentation of issue (letter, poster, classroom visit, etc.) · Communication with other students (global) 	
Extension Strategies/Activities: Letter writing	Modification Strategies/Activities: IEP modifications will be implemented if needed
Cross-curricular Connections/Standards: Language Arts: RL.3.2;R1.3.7;W.3.2. 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: 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: <ul style="list-style-type: none"> • 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. • 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need. 	

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 responsibility 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 in which people affect the environment (negative and positive) · To design and create a poster which encourages people to affect the environment in a positive manner 	
Instructional Materials/Resources: Children's literature websites	Suggested Vocabulary Environment, protection, conservation, pollution
	Technology: Safari Montage, Activboard 8.1.4.A.4; 8.1.4.C.1
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: RL.3.2;R1.3.7;W.3.2. 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

NJCCCS: 6.3.4.C.1 - Develop and implement a group initiative that addresses an economic issue impacting children.	
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. 	

<ul style="list-style-type: none"> · To implement collection. · To evaluate success of group initiative. 	
Instructional Materials/Resources: Children's literature, agency websites, guest speaker	Suggested Vocabulary Less fortunate, local shelter, food bank, collection, donate
	Technology: Safari Montage Agency website Activboard 8.1.4.A.4; 8.1.4.C.1
Recommended Instructional Activities: <ul style="list-style-type: none"> · Classroom discussion · Read aloud · Data collection 	
Extension Strategies/Activities: Student made greeting cards	Modification Strategies/Activities: IEP modifications will be implemented if needed.
Cross-curricular Connections/Standards: Language Arts: RL.3.2;R1.3.7;W.3.2. 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: D. History, Culture, and Perspectives
NJCCCS: 6.3.4.D.1 - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. NJSLS: 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	

Big Ideas: Active citizens treat others fairly.	
Essential Questions: How can students in Eastampton work to create a positive social environment?	Enduring Understandings: Everyone deserves to be treated with respect.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> · To define actions that are unfair or discriminatory · To identify examples of bullying · To communicate possible solutions in various situations of social conflict 	
Instructional Materials/Resources: Guidance Counselor Children's Literature	Suggested Vocabulary Fair and unfair, discrimination, bully, conflict, segregation, integration

textbook	Technology: Safari Montage Activboard 8.1.4.A.4; 8.1.4.C.1
Recommended Instructional Activities: <ul style="list-style-type: none"> · Roleplaying · Classroom discussion 	

<ul style="list-style-type: none"> · Read alouds · Classroom lessons by guidance counselor, as well as social groups · Guest speaker · Worksheets 	
Extension Strategies/Activities: Roleplaying demonstrations	Modification Strategies/Activities: IEP modifications will be implemented if needed
Cross-curricular Connections: Language Arts RL.3.2;R1.3.7;W.3.2	
Suggested Assessments: Teacher observation	

Modifications for SpEd/ESL/student 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:

- 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
- 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)