

Essex Fells Public School

CURRICULUM & INSTRUCTION

Science

Grade: K

ABSTRACT

Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students are also expected to compare the diversity of life in different habitats. Students develop an understanding of observable properties of materials at this level through analysis and classification of different materials. Students are able to apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change. Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.

BOE Approved: 8/12/26

ESSEX FELLS PUBLIC SCHOOLS

Grade K Science

Unit of Study: <i>(Pacing Guide - Specify time frame by days or weeks)</i>	Motion and Stability: Forces and Interactions September <i>(4 weeks)</i>	Energy October/November <i>(8 weeks)</i>	From Molecules to Organisms: Structures and Processes December/January <i>(7 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	Science Standards K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion K-PS2-2: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. Engineering Design: K-2-ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. Disciplinary Core Ideas: PS2.A: Forces and Motion • Pushes and pulls can have different strengths and directions. (K-PS2- 1), (K-PS2-2) • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (KPS2-1), (K-PS2-2)	Science Standards K-PS3-1: Make observations to determine the effect of sunlight on Earth's surface. K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. Disciplinary Core Ideas: PS3.B: Conservation of Energy and Energy Transfer • Sunlight warms Earth's surface. • Different materials can become warmer or cooler when exposed to sunlight. ETS1.A: Defining and Delimiting Engineering Problems • A situation that people want to change or improve can be solved through designing a solution. ETS1.B: Developing Possible Solutions • Designs can be tested and improved to solve problems.	Science Standards K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive. Disciplinary Core Ideas: LS1.C: Organization for Matter and Energy Flow in Organisms • All living things need water to live. • Animals need food to live and grow. • Different animals eat different kinds of food. • Plants need water and light to live and grow.

	PS2.B: Types of Interactions - When objects touch or collide, they push on one another and can change motion. (K-PS2-1) ETS1.C: Optimizing the Design Solution - Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)		
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> - ELA companion standards; - Standards for Mathematical Practice - Science; - Visual/Performing Arts) - Standard 1; - Comprehensive Health & PE - Standard 2; - Social Studies - Standard 6; - World Languages - Standard 7;	ELA Companion English Language Arts RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.3: With prompting and support, describe the connection between individuals, events, ideas, or pieces of information in a text. W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. SL.K.1: Participate in collaborative conversations with diverse partners. SL.K.5: Add drawings or other visual displays to descriptions to provide additional detail. Mathematics MP.1: Make sense of problems and persevere in solving them. MP.2: Reason abstractly and quantitatively. MP.4: Model with mathematics. MP.5: Use appropriate tools strategically.	ELA Companion English Language Arts RI.K.1: With prompting and support, ask and answer questions about key details in an informational text. RI.K.2: With prompting and support, identify the main topic and retell key details of a text. W.K.2: Use drawing, dictating, and writing to compose informative texts. SL.K.1: Participate in collaborative conversations with diverse partners. SL.K.5: Add drawings or visual displays to provide additional detail. Mathematics MP.1: Make sense of problems and persevere in solving them. MP.4: Model with mathematics.MP.5: Use appropriate tools strategically.	ELA Companion English Language Arts RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.2: With prompting and support, identify the main topic and retell key details in a text. RI.K.3: With prompting and support, describe the connection between individuals, events, ideas, or pieces of information in a text. W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. SL.K.1: Participate in collaborative conversations with diverse partners. SL.K.5: Add drawings or other visual displays to descriptions to provide additional detail. Mathematics MP.1: Make sense of problems and persevere in solving them. MP.2: Reason abstractly and quantitatively. MP.4: Model with mathematics. MP.5: Use appropriate tools strategically.

Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	Career Awareness, Exploration & Training 9.4.2.CI.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.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Life Literacies & Key Skills 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).	Career Awareness, Exploration & Training 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Life Literacies & Key Skills 9.4.2.CI.2: Demonstrate originality and inventiveness in work. 9.4.2.CT.1: Gather information about a problem and collaboratively brainstorm ways to solve it. 9.4.2.TW.1: Collaborate with others to complete a task, share ideas, and solve problems.	Career Awareness, Exploration & Training 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Life Literacies & Key Skills 9.4.2.CI.2: Demonstrate originality and inventiveness in work. 9.4.2.CT.1: Gather information about a problem and collaboratively brainstorm ways to solve it. 9.4.2.TW.1: Collaborate with others to complete a task, share ideas, and solve problems.
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.4: Make predictions based on data using charts or graphs. Design Thinking 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a	Computer Science 8.1.2.AP.4: Break down a task into a sequence of ordered steps. Design Thinking 8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to design a solution that meets a specific need or want.	Computer Science 8.1.2.AP.4: Break down a task into a sequence of ordered steps. Design Thinking 8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to design a solution that meets a specific need or want.

	product using the design process. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.		
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● <i>9.3 Career and Technical Education)</i>	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Pushes and pulls change how objects move. ● Scientists investigate forces by observing, testing, and comparing results. ● Engineers design, test, and improve solutions to solve problems involving motion.	● The Sun provides energy that affects Earth and living things in different ways. ● Scientists observe and investigate how sunlight changes the world around them. ● Engineers design and improve solutions to solve problems caused by the Sun's heat.	● Plants and animals have basic needs that help them survive and grow. ● Living things depend on their environment to meet their needs. ● Scientists observe patterns to better understand living things and their habitats.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do pushes and pulls affect motion? 2. How can we change the way an object moves? 3. How do scientists and engineers solve problems involving motion?	1. How does the Sun affect Earth? 2. What happens when objects are in the Sun? 3. How can we protect people, animals, and objects from the Sun's heat? 4. How do scientists and engineers solve problems?	1. What do plants and animals need to survive? 2. How does a habitat help living things meet their needs? 3. How do scientists learn about living things?
STAGE 2: Evidence			

Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include: 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)</i>	Formative Assessments ● Textbook/Workbook Activities ● Conferences ● Drafts ● Exit Tickets ● Class Discussion ● Student Participation ● Teacher Observation Summative Assessments ● Unit Projects ● Written Analysis ● Formal Tests ● Demonstrations ● Performance-Based Tasks Alternative Assessments ● Doodle It - Draw a picture of what you know about the topic. ● Choice Projects ● Notebook Assessments ● Oral Presentations Benchmark Assessments ● Pre-Unit assessment ● Post-Unit assessment	Formative Assessments ● Textbook/Workbook Activities ● Conferences ● Drafts ● Exit Tickets ● Class Discussion ● Student Participation ● Teacher Observation Summative Assessments ● Unit Projects ● Written Analysis ● Formal Tests ● Demonstrations ● Performance-Based Tasks Alternative Assessments ● Doodle It - Draw a picture of what you know about the topic. ● Choice Projects ● Notebook Assessments ● Oral Presentations Benchmark Assessments ● Pre-Unit assessment ● Post-Unit assessment	Formative Assessments ● Textbook/Workbook Activities ● Conferences ● Drafts ● Exit Tickets ● Class Discussion ● Student Participation ● Teacher Observation Summative Assessments ● Unit Projects ● Written Analysis ● Formal Tests ● Demonstrations ● Performance-Based Tasks Alternative Assessments ● Doodle It - Draw a picture of what you know about the topic. ● Choice Projects ● Notebook Assessments ● Oral Presentations Benchmark Assessments ● Pre-Unit assessment ● Post-Unit assessment
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ</i>	Learning Activities/Content: ● Explore pushes and pulls using classroom objects. ● Compare strong and gentle pushes. ● Compare different directions of pushes and pulls. ● Roll balls on different surfaces. ● Conduct push and pull races.	Learning Activities/Content: ● Observe objects placed in sunlight and shade. ● Compare how sand, soil, rocks, and water feel after being in the Sun. ● Conduct an investigation comparing ice in the sunlight and ice in the shade.	Learning Activities/Content: (● Plant Unit ○ Plant seeds and observe growth. ○ Compare plant growth with and without sunlight and water.

<i>Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	• Play Mouse Trap-style chain reaction games. • Design and build marble tracks. • Create domino chain reactions. • Design ramps and compare different heights. • Investigate how ramp height affects speed. • Design and build a simple roller coaster. • Test different materials and designs. • Compare which designs work best. • Record observations using drawings, charts, and class discussions. • Explain how changing a push or pull changes motion. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Work collaboratively during investigations and engineering challenges. • Encourage all students to share ideas, predictions, and observations. • Recognize that scientists and	• Explore how heat changes water from solid to liquid. • Investigate water as a solid, liquid, and gas. • Design and build a shade structure for a "pet rock." • Test umbrellas, tents, canopies, and other materials that block sunlight. • Compare which materials stay cooler in sunlight. • Record observations using drawings, pictures, journals, and simple charts. • Predict, test, and improve engineering designs. • Discuss how sunlight affects people, animals, and the environment. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Work collaboratively to investigate and solve problems. • Encourage all students to share ideas and observations. • Explore how people around the world use shade and shelters to stay	○ Record observations in science journals. • Compare the needs of desert plants and other plants. • Discuss the needs and wants of plants and animals. • Animal Life Cycle Units ○ Chicks ○ Butterflies ○ Frogs ○ Penguins ○ Squirrels (hibernation) • Compare parents and offspring using pictures and videos. • Habitat Design Challenges ○ Pond ○ Forest ○ Desert ○ Ocean ○ Arctic ○ Farm • Sort living and nonliving things. • Compare animal habitats and basic needs. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status,
---	--	--	---

	engineers from diverse backgrounds contribute to solving problems. • Respect different approaches and ideas while working together. • Design solutions that are safe and accessible for everyone. Amistad Law (N.J.S.A. 18A:52-16A-88) 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.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. • Learn about diverse inventors, engineers, and scientists who have improved transportation, technology, and everyday life. • Recognize that people from many cultures contribute to engineering and scientific innovation. • Discuss how engineering helps solve problems in communities. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • Practice kindness, cooperation, and respect while participating in engineering challenges.	safe in different climates. • Recognize that scientists and engineers come from many cultures, backgrounds, and experiences. • Respect different ideas and work together to design Amistad Law (N.J.S.A. 18A:52-16A-88) 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.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. • Learn about diverse scientists, inventors, and engineers who study energy and design solutions for communities. • Recognize that people from many cultures contribute to scientific discoveries and engineering innovations. • Discuss how communities around the world use natural resources and sunlight in different ways. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • Practice kindness, cooperation, and respect while working in teams.	family configuration). • Work collaboratively during investigations and habitat design challenges. • Encourage all students to share observations and ideas. • Explore plants, animals, and habitats from different regions of the world. • Recognize that scientists study living things in many different environments. • Respect different perspectives and work together to solve problems. Amistad Law (N.J.S.A. 18A:52-16A-88) 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.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. • Learn about diverse scientists, environmentalists, and conservationists. • Recognize that people from many cultures contribute to the study and protection of plants, animals, and ecosystems. • Discuss how communities work together to care for living things and the environment. Holocaust Law (N.J.S.A. 18A:35-28)
--	---	--	--

	● Encourage teamwork and include everyone's ideas. ● Demonstrate fairness, empathy, and responsibility during collaborative investigations.	● Encourage everyone to participate and contribute ideas during investigations. ● Demonstrate empathy and responsibility by working together to solve problems.	6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. ● Practice kindness, cooperation, and responsibility while caring for plants and animals. ● Demonstrate empathy and respect for living things and classmates during collaborative activities. ● Reinforce inclusion, fairness, and teamwork through shared investigations.
Resources: (Include names of texts and all online resources)	Resources: ● Amplify Science ● https://www.kbs.msu.edu/wp-content/uploads/2017/02/NGSS-Interactive-Read-Alouds.pdf ● https://www.nextgenscience.org/ ● http://www.brainpopjr.com ● Scholastic News (w/ online resource) ● Science Spin (w/ online resource) Recommended Texts/ Digital Resources: ● Move! ● Forces Make Things Move ● Push and Pull ● Motion: Push and Pull, Fast and Slow ● Roll, Slope, and Slide ● Rosie Revere, Engineer	Resources: ● Amplify Science ● https://www.kbs.msu.edu/wp-content/uploads/2017/02/NGSS-Interactive-Read-Alouds.pdf ● https://www.nextgenscience.org/ ● http://www.brainpopjr.com ● Scholastic News (w/ online resource) ● Science Spin (w/ online resource) Recommended Texts/ Digital Resources: ● <i>What Makes Day and Night</i> by Franklyn Branley ● <i>The Sun Is Kind of a Big Deal</i> by Nick Seluk ● <i>Sun Up, Sun Down</i> by Gail Gibbons ● <i>Energy Island</i> by Allan Drummond ● PebbleGo Science: Sun	Resources: ● Amplify Science ● https://www.kbs.msu.edu/wp-content/uploads/2017/02/NGSS-Interactive-Read-Alouds.pdf ● https://www.nextgenscience.org/ ● http://www.brainpopjr.com ● Scholastic News (w/ online resource) ● Science Spin (w/ online resource) Recommended Texts/ Digital Resources: ● <i>From Seed to Plant</i> by Gail Gibbons ● <i>The Tiny Seed</i> by Eric Carle ● <i>A Seed Is Sleepy</i> by Dianna Hutts Aston ● <i>Waiting for Wings</i> by Lois Ehlert ● <i>Chickens Aren't the Only Ones</i> by Ruth Heller

	● PebbleGo: Forces and Motion ● BrainPOP Jr.: Pushes and Pulls ● BrainPOP Jr.: Motion ● PBS Kids STEM Activities ● NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curr/materials/holocaust.shtml	● BrainPOP Jr.: Heat and Light ● NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curr/materials/holocaust.shtml	● PebbleGo: Plants ● PebbleGo: Animals ● BrainPOP Jr.: Plants and Animals ● NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curr/materials/holocaust.shtml
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced</i> 5. 504)	Special Education ● Individualized Education Plans (IEPs) ● Cooperative learning groups ● Scaffolded lessons ● Modified assignments and homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language ● Build background knowledge ● Cultural responsiveness ● Group students with others of	Special Education ● Individualized Education Plans (IEPs) ● Cooperative learning groups ● Scaffolded lessons ● Modified assignments and homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language ● Build background knowledge ● Cultural responsiveness ● Group students with others of	Special Education ● Individualized Education Plans (IEPs) ● Cooperative learning groups ● Scaffolded lessons ● Modified assignments and homework ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language ● Build background knowledge ● Cultural responsiveness ● Group students with others of

	different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest ● Bloom's Taxonomy higher order thinking questions	different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest ● Bloom's Taxonomy higher order thinking questions	different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting ● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest ● Bloom's Taxonomy higher order thinking questions
--	---	---	---

	504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions	504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions	504 Plans • Flexible seating • Chunking instructions • Highlighted assignments • Extended time on tests and assignments • Reduced homework or classwork • Verbal, visual, or technology aids • Modified textbook or audio-video materials • Oral assessments • Repeated directions
--	---	---	---

ESSEX FELLS PUBLIC SCHOOLS

Grade K Science

Unit of Study: <i>(Pacing Guide - Specify time frame by days or weeks)</i>	Earth's Systems March <i>(4 weeks)</i>	Earth and Human Activity April/May <i>(7 weeks)</i>	Engineering Design May/June <i>(6 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	Science Standards K-ESS1-1: Use and share observations of local weather conditions to describe patterns over time. K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. Disciplinary Core Ideas: ESS2.D: Weather and Climate	Science Standards K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals including humans, and the places they live. K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land,	Science Standards K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps its function as needed to solve a given problem.

	- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. - People measure and observe weather conditions to identify patterns over time. ESS2.E: Biogeology - Plants, animals, and humans can change their environment to meet their needs. - Living things interact with and depend on their environment for survival.	water, air, and/or other living things in the local environment. Disciplinary Core Ideas: ESS3.A: Natural Resources - Living things need natural resources, such as water, air, food, and shelter, to survive. - Plants, animals, and humans depend on the environment to meet their basic needs. ESS3.B: Natural Hazards - Weather can affect people's daily lives. - Weather forecasts help people prepare for severe weather and stay safe. ESS3.C: Human Impacts on Earth Systems - People can make choices that help protect the environment. - Reducing, reusing, and recycling help conserve natural resources and reduce waste.	K-2-ETS1-3: Analyze data from a test of two objects designed to solve the problem to compare the strengths and weaknesses of how each performs. Disciplinary Core Ideas: ETS1.A: Defining and Delimiting Engineering Problems - A situation that people want to change or improve can be approached as a problem to be solved through engineering. - Asking questions and making observations helps define a problem and identify what a successful solution should do. ETS1.B: Developing Possible Solutions - Designs can be communicated through sketches, drawings, and physical models. - Different solutions can solve the same problem, and each design has strengths and weaknesses. ETS1.C: Optimizing the Design Solution - Testing designs helps determine which solution works best. - Engineers improve designs by making changes based on observations and test results.
--	---	---	---

Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion English Language Arts RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.2: With prompting and support, identify the main topic and retell key details of a text. RI.K.3: With prompting and support, describe the connection between individuals, events, ideas, or pieces of information in a text. W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. SL.K.1: Participate in collaborative conversations with diverse partners. SL.K.5: Add drawings or visual displays to descriptions to provide additional detail. Mathematics MP.2: Reason abstractly and quantitatively. MP.4: Model with mathematics. MP.5: Use appropriate tools strategically.	ELA Companion RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.2: With prompting and support, identify the main topic and retell key details of a text. RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. SL.K.1: Participate in collaborative conversations with diverse partners. SL.K.5: Add drawings or visual displays to provide additional detail. Mathematics MP.1: Make sense of problems and persevere in solving them. MP.2: Reason abstractly and quantitatively. MP.4: Model with mathematics. MP.5: Use appropriate tools strategically.	ELA Companion RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.5: Add drawings or other visual displays to descriptions to provide additional detail. Mathematics MP.1: Make sense of problems and persevere in solving them. MP.4: Model with mathematics. MP.5: Use appropriate tools strategically.
--	---	--	---

Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Career Awareness, Exploration & Training 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CT.1: Gather information about a problem and collaboratively brainstorm ways to solve it. 9.4.2.TW.1: Collaborate with others to complete a task, share ideas, and solve problems.	Career Awareness, Exploration & Training 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CT.1: Gather information about a problem and collaboratively brainstorm ways to solve it. 9.4.2.TW.1: Collaborate with others to complete a task, share ideas, and solve problems	Career Awareness, Exploration & Training 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CT.1: Gather information about a problem and collaboratively brainstorm ways to solve it. 9.4.2.TW.1: Collaborate with others to complete a task, share ideas, and solve problems.
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.2.AP.4: Break down a task into a sequence of ordered steps. Design Thinking 8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to design a solution that meets a specific need or want	Computer Science 8.1.2.AP.4: Break down a task into a sequence of ordered steps. Design Thinking 8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to design a solution that meets a specific need or want	Computer Science 8.1.2.AP.4: Break down a task into a sequence of ordered steps. Design Thinking 8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to design a solution that meets a specific need or want.
21st Century Life and Careers: Career Education:	N/A	N/A	N/A

Write out complete NJSLS: (Only include if a CTE curriculum • 9.3 Career and Technical Education)			
Enduring Understandings: (Follow UbD: What big ideas will students know?)	- Weather follows patterns that can be observed over time. - Plants, animals, and humans interact with and change their environment to meet their needs. - Careful observations help us understand weather and make informed decisions.	- Living things depend on their environment to meet their basic needs. - Weather information helps people make safe and responsible decisions. - People can make choices that help protect the Earth and improve their communities.	- Engineers use creativity, collaboration, and problem-solving to design solutions that meet people's needs. - There are many possible solutions to a problem, and designs can be tested and improved. - Asking questions, testing ideas, and learning from mistakes help engineers create better solutions.
Essential Questions: (Follow UbD best practices in the creation of questions)	- What weather patterns can we observe over time? - How do living things change their environment to meet their needs? - How do observations help us understand and respond to weather?	- How do living things depend on their environment? - How does weather information help us make decisions? - How can our choices help protect the Earth?	- How do engineers solve problems? - What makes a design successful? - How can we improve a solution after testing it?
STAGE 2: Evidence			
Assessment & Evidence: (By what criteria will performances of understanding be judged? Include: 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments - Textbook/Workbook Activities - Conferences - Drafts - Exit Tickets - Class Discussion - Student Participation - Teacher Observation Summative Assessments - Unit Projects	Formative Assessments - Textbook/Workbook Activities - Conferences - Drafts - Exit Tickets - Class Discussion - Student Participation - Teacher Observation Summative Assessments - Unit Projects	Formative Assessments - Textbook/Workbook Activities - Conferences - Drafts - Exit Tickets - Class Discussion - Student Participation - Teacher Observation Summative Assessments - Unit Projects

	● Written Analysis ● Formal Tests ● Demonstrations ● Performance-Based Tasks Alternative Assessments ● Doodle It - Draw a picture of what you know about the topic. ● Choice Projects ● Notebook Assessments ● Oral Presentations Benchmark Assessments ● Pre-Unit assessment ● Post-Unit assessment	● Written Analysis ● Formal Tests ● Demonstrations ● Performance-Based Tasks Alternative Assessments ● Doodle It - Draw a picture of what you know about the topic. ● Choice Projects ● Notebook Assessments ● Oral Presentations Benchmark Assessments ● Pre-Unit assessment ● Post-Unit assessment	● Written Analysis ● Formal Tests ● Demonstrations ● Performance-Based Tasks Alternative Assessments ● Doodle It - Draw a picture of what you know about the topic. ● Choice Projects ● Notebook Assessments ● Oral Presentations Benchmark Assessments ● Pre-Unit assessment ● Post-Unit assessment
STAGE 3: Learning Plan			
Learning Activities/Content: <i>t: (What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> ● Amistad Law ● Holocaust Law ● LGBTQ/Disabilities Law)	Learning Activities/ Content: ● Observe and record daily weather using a classroom weather chart. ● Compare sunny, cloudy, rainy, windy, and snowy days. ● Graph monthly weather observations. ● Compare morning and afternoon temperatures using warmer/cooler. ● Identify seasonal weather patterns. ● Explore hibernation and how animals store food for winter. ● Compare how plants and animals adapt to seasonal changes. ● Model different types of severe weather. ● Identify weather sounds (thunder, rain, wind, hail). ● Design a severe weather safety kit.	Learning Activities/ Content: ● Compare the needs of plants, animals, and humans. ● Match plants and animals to their habitats. ● Create habitat models using drawings, blocks, or craft materials. ● Observe how plants, animals, and their surroundings work together as a system. ● Learn about local severe weather and weather safety. ● Explore the purpose of weather forecasting. ● Create a classroom weather forecast. ● Design a severe weather safety plan. ● Practice the Three Rs: Reduce, Reuse, Recycle. ● Complete a recycling sort activity.	Learning Activities/ Content: ● Ask questions to identify a problem that needs a solution. ● Observe everyday objects and discuss how they are designed for a purpose. ● Draw simple sketches and plans before building. ● Build models using classroom and recycled materials. ● Test and improve designs based on observations. ● Compare two different designs and explain which works best. ● Design and build: ○ A bridge ○ A tower ○ A boat ○ A ramp ○ A shade structure

	● Create a classroom weather forecasting center. ● Use weather tools such as calendars, windsocks, rain gauges, and thermometers (teacher demonstration). ● Discuss how beavers, birds, insects, and humans change their environment. ● Create habitat models showing how living things meet their needs. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Work collaboratively to investigate weather and environmental changes. ● Encourage all students to share observations and ideas. ● Explore how people around the world experience different weather and climates. ● Recognize that communities adapt to weather in different ways. ● Respect different ideas and perspectives while working together.	● Explore where trash goes through a classroom decomposition investigation. ● Conduct a trash-burying experiment and observe changes over time. ● Build structures during: ○ Haunted House Challenge ○ Gingerbread House Challenge ○ Leprechaun Trap Challenge ○ Three Little Pigs House Challenge using straw, craft sticks, and clay bricks ● Discuss how natural resources are used to build homes. ● Identify ways to care for land, water, air, plants, and animals. ● Communicate ideas for protecting the local environment through drawings, writing, and discussion. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Work collaboratively to investigate environmental problems and design solutions.	○ An animal habitat ○ A weather shelter ○ An inclusive playground ● Record observations using drawings, labels, and class discussions. ● Work collaboratively to solve problems and share ideas. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● Work collaboratively to solve engineering challenges. ● Encourage all students to share ideas, ask questions, and contribute to group projects. ● Design solutions that are safe, accessible, and useful for everyone. ● Recognize that people from different cultures, backgrounds, and abilities contribute to science, engineering, and innovation. ● Respect different ideas and perspectives while working together.
--	---	--	---

	Amistad Law (N.J.S.A. 18A:52-16A-88) 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.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. • Learn about diverse meteorologists, environmental scientists, and conservationists. • Discuss how people from many cultures observe weather and care for natural resources. • Recognize that people from diverse backgrounds contribute to science and environmental stewardship. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • Practice kindness, cooperation, and responsibility while working with classmates. • Discuss how communities help one another during severe weather and emergencies. • Demonstrate empathy and respect through collaborative investigations and classroom discussions.	• Encourage all students to share ideas and participate in discussions. • Explore how people around the world care for natural resources and adapt to different environments. • Recognize that everyone has a role in protecting the environment. • Respect different perspectives while working together to solve problems. Amistad Law (N.J.S.A. 18A:52-16A-88) 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.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. • Learn about diverse environmentalists, conservationists, scientists, and community leaders. • Recognize that people from many cultures contribute to protecting natural resources and caring for the environment. • Discuss how communities work together to improve the places where they live. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.	Amistad Law (N.J.S.A. 18A:52-16A-88) 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.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. • Learn about diverse inventors, scientists, and engineers who have improved people's lives. • Recognize that people from many cultures and backgrounds contribute to engineering and innovation. • Discuss how engineering helps improve communities and solve everyday problems. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. • Practice kindness, cooperation, and respect while working with classmates. • Include everyone's ideas during engineering challenges. • Demonstrate empathy, fairness, and teamwork while solving problems together.
--	---	--	--

		● Practice kindness, cooperation, and responsibility while caring for the environment. ● Demonstrate empathy by protecting plants, animals, and shared spaces. ● Work together respectfully to solve environmental challenges and help the community.	
Resources: <i>(Include names of texts and all online resources)</i>	Resources: ● Amplify Science ● https://www.kbs.msu.edu/wp-content/uploads/2017/02/NGSS-Interactive-Read-Alouds.pdf ● https://www.nextgenscience.org/ ● http://www.brainpopjr.com ● Scholastic News (w/ online resource) ● Science Spin (w/ online resource) Recommended Texts/Digital Resources: ● <i>Weather Words and What They Mean</i> by Weather Words and What They Mean ● The Reasons for Seasons ● What Will the Weather Be? ● Cloudy With a Chance of Meatballs ● National Geographic Little Kids First Big Book of Weather ● A Place for Butterflies ● PebbleGo: Weather ● PebbleGo: Habitats ● BrainPOP Jr.: Weather ● BrainPOP Jr.: Severe Weather ● BrainPOP Jr.: Reduce, Reuse,	Resources: ● Amplify Science ● https://www.kbs.msu.edu/wp-content/uploads/2017/02/NGSS-Interactive-Read-Alouds.pdf ● https://www.nextgenscience.org/ ● http://www.brainpopjr.com ● Scholastic News (w/ online resource) ● Science Spin (w/ online resource) Recommended Texts/ Digital Resources: ● <i>The Lorax</i> by Dr. Seuss ● <i>Michael Recycle</i> by Ellie Bethel ● <i>Why Should I Recycle?</i> by Jen Green ● <i>What If Everybody Did That?</i> by Ellen Javernick ● <i>The Three Little Pigs</i> (multiple versions) ● PebbleGo: Habitats ● PebbleGo: Weather ● BrainPOP Jr.: Reduce, Reuse, Recycle ● BrainPOP Jr.: Natural Resources ● NJ Commission on Holocaust	Resources: ● Amplify Science ● https://www.kbs.msu.edu/wp-content/uploads/2017/02/NGSS-Interactive-Read-Alouds.pdf ● https://www.nextgenscience.org/ ● http://www.brainpopjr.com ● Scholastic News (w/ online resource) ● Science Spin (w/ online resource) Recommended Texts/ Digital Resources: ● Rosie Revere, Engineer ● Iggy Peck, Architect ● The Most Magnificent Thing ● What Do You Do With an Idea? ● Dreaming Up: A Celebration of Building ● If I Built a House ● How a House Is Built ● The Three Little Pigs (<i>Engineering Design Challenge Connection</i>) ● The Little Red Hen (<i>Planning, teamwork, and perseverance</i>) ● The Little Engine That Could (<i>Growth mindset and perseverance</i>)

	Recycle • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curr/materials/holocaust.shtml	Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curr/materials/holocaust.shtml	• Not a Box (<i>Creativity and innovation</i>) • Boxitects (<i>Engineering with everyday materials</i>) • PebbleGo: Engineering and Technology • BrainPOP Jr.: Science Process Skills • BrainPOP Jr.: Solids, Liquids, and Gases (<i>Building Materials</i>) • PBS Kids Design Squad engineering activities • NASA STEM Activities for Kids (elementary engineering challenges) • NJ Commission on Holocaust Education - Caring Makes a Difference: K-4 Holocaust/Genocide Curriculum Guide ○ https://www.nj.gov/education/holocaust/curr/materials/holocaust.shtml
Differentiation: (What type of differentiated instruction will be used for each of the following subgroups: 1. Special Education 2. English Language Learners (ELLs) 3. At Risk/BSI 4. Gifted & Talented/Advanced 5. 504)	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs)	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs)	Special Education • Individualized Education Plans (IEPs) • Cooperative learning groups • Scaffolded lessons • Modified assignments and homework • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments English Language Learners (ELLs)

	● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language ● Build background knowledge ● Cultural responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting	● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language ● Build background knowledge ● Cultural responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting	● Frontloading vocabulary ● Graphic organizer ● Peer collaboration ● Small groups ● Extra time ● Read aloud directions ● Simplify language ● Build background knowledge ● Cultural responsiveness ● Group students with others of different learning levels and abilities ● Mnemonic devices ● Modeling ● Non-verbal assessments ● Visual aids Students At-Risk (BSI) ● Frontloading vocabulary ● Concrete or digital graphic organizer ● Small groups ● Interest groups ● Build background knowledge ● Graphic organizers ● Leveled texts ● Scaffolded lessons ● Tiered assignments Gifted and Talented (Advanced) Students: ● Challenging and engaging tasks related to the content area ● Flexible grouping ● Project based learning ● Multimedia presentations ● Open-ended and informative writing ● Open-ended response ● Curriculum compacting
--	--	--	--

	● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest ● Bloom's Taxonomy higher order thinking questions 504 Plans ● Flexible seating ● Chunking instructions ● Highlighted assignments ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Modified textbook or audio-video materials ● Oral assessments ● Repeated directions	● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest ● Bloom's Taxonomy higher order thinking questions 504 Plans ● Flexible seating ● Chunking instructions ● Highlighted assignments ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Modified textbook or audio-video materials ● Oral assessments ● Repeated directions	● Internet based research ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Tiered assignments ● Topic selection by interest ● Bloom's Taxonomy higher order thinking questions 504 Plans ● Flexible seating ● Chunking instructions ● Highlighted assignments ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Modified textbook or audio-video materials ● Oral assessments ● Repeated directions
--	---	---	---