

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Social Studies

Grade: 6

ABSTRACT

Social Studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities. An education in Social Studies fosters a population that:

- **Is civic-minded, globally aware, and socially responsible;**
- **Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;**
- **Makes informed decisions about local, state, national, and global events based on inquiry and analysis;**
- **Considers multiple perspectives, values diversity, and promotes cultural understanding;**
- **Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;**
- **Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world: and**
- **Discerns fact from falsehood and critically analyzes information for validity and relevance.**

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Grade 6 Social Studies

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Origins: Paleolithic and Neolithic Eras The Fertile Crescent <i>September-December</i> <i>12 weeks</i>	Ancient Egypt Judaism and the Jewish People Ancient India <i>January-March</i> <i>12 weeks</i>	Ancient China Greco Roman Civilizations Middle Ages <i>April-June</i> <i>12 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>	NJSLS-SS: Content Statement: 6.2.8.D.1 – The Beginnings of Human Society: Paleolithic and Neolithic Ages Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived. 6.2.8.A.1.a – Compare and contrast the social organization, natural resources, and land use of early hunter-gatherers and early agrarian	NJSLS-SS: 6.2.8.CivicsHR.2.a Explain how and why different early river valley civilizations developed similar forms of government and legal structures. 6.2.8.GeoSV.2.a Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). 6.2.8.GeoHE.2.a Determine the extent to which geography influenced settlement, the development of trade	NJSLS-SS: 6.2.8.CivicsHR.2.a Explain how and why different early river valley civilizations developed similar forms of government and legal structures. 6.2.8.GeoSV.2.a Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now. 6.2.8.GeoHE.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

	societies. 6.2.8.B.1.a – Describe the physical characteristics of the major regions where early civilizations developed and explain how those characteristics influenced settlement, agriculture, and culture. 6.2.8.C.1.a – Relate agricultural innovation and technological advancements to population growth and the development of civilizations. 6.2.8.D.1.a – Explain how archaeological discoveries provide evidence about the lives of early humans. 6.2.8.D.1.b – Describe the development of tools, use of fire, and other technological innovations during the Paleolithic Era. 6.2.8.D.1.c – Explain how the Agricultural (Neolithic) Revolution transformed human societies. 6.2.8.D.1.d – Compare the lifestyles of nomadic hunter-gatherers with those of settled farming communities. 6.2.8.B.2.a – Determine the extent to which geography influenced settlement, trade, and the development	networks, technological innovations, and the sustainability of early river valley civilizations. 6.2.8.EconGE.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. 6.2.8.HistoryCC.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 6.2.8.HistoryCC.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations. 6.2.8.HistoryCC.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. 6.2.8.HistoryCC.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. 6.2.8.HistoryCC.2.a Analyze the impact of religion on daily life, government, and culture in various	6.2.8.EconGE.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. 6.2.8.HistoryCC.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 6.2.8.HistoryCC.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations. 6.2.8.HistoryCC.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. 6.2.8.HistoryCC.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. 6.2.8.CivicsHR.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
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	of civilizations. 6.2.8.C.2.a – Explain how technological innovations (such as irrigation, the wheel, and writing) contributed to economic growth and the expansion of civilizations. 6.2.8.C.2.b – Explain how trade contributed to the growth and interaction of civilizations. 6.2.8.D.2.a – Analyze how religion, government, writing systems, and social classes shaped early civilizations. 6.2.8.D.2.b – Compare the political, social, and cultural characteristics of early river valley civilizations. 6.2.8.D.2.c – Explain how the accomplishments of Mesopotamia influenced later civilizations. 6.2.8.HistoryCC.3.b Explain how classical civilizations developed systems of laws and government. 6.2.8.HistoryCC.3.c Determine the influence of classical civilizations on later societies.	early river valley civilizations. 6.2.8.HistoryCC.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. 6.2.8.HistoryCC.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. 6.2.8.HistoryCC.3.b Explain how classical civilizations developed systems of laws and government. 6.2.8.HistoryCC.3.c Determine the influence of classical civilizations on later societies.	6.2.8.GeoHE.3.a Explain how geography and the availability of natural resources influenced the development of the classical civilizations. 6.2.8.EconGE.3.a Explain how trade networks and technological innovations contributed to the expansion of classical civilizations. 6.2.8.HistoryCC.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. 6.2.8.HistoryCC.3.b Explain how classical civilizations developed systems of laws and government. 6.2.8.HistoryCC.3.c Determine the influence of classical civilizations on later societies.
Interdisciplinary Connections:	ELA Companion	ELA Companion	ELA Companion

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>	6-8.RH.1Cite specific textual evidence to support analysis of primary and secondary sources. 6-8.RH.2Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6-8.RH.3Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 6-8.RH.4Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.RH.5Describe how a text presents information (e.g., sequentially, comparatively, causally). 6-8.RH.6Identify aspects of a text that reveal an author's point of view or purpose. 6-8.RH.7Integrate visual information (e.g., charts, graphs, photographs, videos, maps) with other information in print and digital texts.	6-8.RH.1Cite specific textual evidence to support analysis of primary and secondary sources. 6-8.RH.2Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6-8.RH.3Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 6-8.RH.4Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.RH.5Describe how a text presents information (e.g., sequentially, comparatively, causally). 6-8.RH.6Identify aspects of a text that reveal an author's point of view or purpose. 6-8.RH.7Integrate visual information (e.g., charts, graphs, photographs, videos, maps) with other information in print and digital texts.	6-8.RH.1Cite specific textual evidence to support analysis of primary and secondary sources. 6-8.RH.2Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6-8.RH.3Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). 6-8.RH.4Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6-8.RH.5Describe how a text presents information (e.g., sequentially, comparatively, causally). 6-8.RH.6Identify aspects of a text that reveal an author's point of view or purpose. 6-8.RH.7Integrate visual information (e.g., charts, graphs, photographs, videos, maps) with other information in print and digital texts.
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	6-8.RH.8Distinguish among fact, opinion, and reasoned judgment in a text. 6-8.RH.9Analyze the relationship between a primary and secondary source on the same topic. 6-8.RH.10By the end of Grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	6-8.RH.8Distinguish among fact, opinion, and reasoned judgment in a text. 6-8.RH.9Analyze the relationship between a primary and secondary source on the same topic. 6-8.RH.10By the end of Grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	6-8.RH.8Distinguish among fact, opinion, and reasoned judgment in a text. 6-8.RH.9Analyze the relationship between a primary and secondary source on the same topic. 6-8.RH.10By the end of Grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLs: <i>(Must have at least one standard from:</i> ● <i>9.1 Personal Financial Literacy; or</i> ● <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> ● <i>9.4 Life Literacies & Key Skills)</i>	Life Literacies & Key Skills 9.4.8.GCA.2Demonstrate an understanding of how cultural perspectives influence decision-making and relationships.	Life Literacies & Key Skills 9.4.8.GCA.2Demonstrate an understanding of how cultural perspectives influence decision-making and relationships.	Life Literacies & Key Skills 9.4.8.GCA.2Demonstrate an understanding of how cultural perspectives influence decision-making and relationships.
Integration of Computer Science and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> ● <i>8.1 Computer Science; or</i> ● <i>8.2 Design Thinking)</i>	Design Thinking 8.2.8.ITH.1Analyze how technology impacts society, culture, and the environment. 8.2.8.ITH.2 Compare how different cultures use technology to solve	Design Thinking 8.2.8.ITH.1Analyze how technology impacts society, culture, and the environment. 8.2.8.ITH.2Compare how different cultures use technology to solve	Design Thinking 8.2.8.ITH.1Analyze how technology impacts society, culture, and the environment. 8.2.8.ITH.2Compare how different cultures use technology to solve

	problems.	problems.	problems.
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
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How did the Tigris and Euphrates Rivers affect daily life and development? 3. What are the consequences of technology? 4. What were the major accomplishments of Egyptian culture? 6. What are ancient Egypt's contributions to our world today? 8. How much does geography affect people's lives? 10. How does the status of groups from the ancient world compare to today?	1. How are religion and culture connected? 2. In what ways does Judaism differ from other religions? 4. What is the Jewish attitude toward other faiths? 6. Why is it important to develop an appreciation of other cultures? 8. How does religion shape a civilization's intellectual and artistic traditions as well as its daily life? 10. How does the status of ancient people compared to today?	1. What are the legacies of ancient Greece and ancient Rome? 3. What made Alexander the Great "great?" 4. What is power? Who should have it? 5. How does the government change? 6. How do the ancient legal systems compare to the American legal system? 7. What was life like under feudalism? 8. How does the status of ancient people compared to today? 9. What are the cultural characteristics of major Chinese dynasties? 11. What are the lasting effects of the Han Dynasty? 13. What's the story that built the Great Wall of China? 14. China?

			15. What is an invention that originates in ancient 16. China that has an effect on your life today?
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	- Analyze what artifacts show about early humans - Consider the skills that helped hunter-gatherer societies survive - Understand the various contributions of scientists, historians, archaeologists, anthropologists, and their teams - Examine ways modern humans migrated to populate Earth's regions - Analyze cause and effect links between agriculture and early human societies - Classify common features of early civilizations - Analyze how the Fertile Crescent sustained the first known civilization - Examine the Sumerian class system in which priests and kings held power - Investigate how Sargon	- Examine how geography influenced Egyptian civilization. - Identify the responsibilities of the pharaohs and how they ruled Egypt. - Examine how Egyptians examined many gods. - Examine how Egyptians developed one of the world's first systems of writing, hieroglyphics. - Explain how trade led to diffusion between Egypt and its neighbors. - Examine the process of mummification and explain its significance in Egyptian society - Analyze the Egyptian accomplishments in math, science, art, architecture, and literature. - Analyze how the culture of Egypt and Nubia were linked and yet distinct. - Examine the story of	- Examine how geographic features isolated China from other civilizations. - Understand that Chinese civilization arose along the Huang River. - Research the achievements of the Shang Dynasty. - Analyze the concept of the Mandate of Heaven. - Examine how the Zhou Dynasty expanded their empire. - Analyze the features and structure of Zhou society. - Examine characteristics of ancestor worship. - Analyze goals and beliefs of Confucianism and Daoism. - Examine how the Qin became the first dynasty to unify China. - Analyze the philosophies of Confucius and Laozi

	conquered ● Sumerian city-states to create an empire ● Analyze Hammurabi's Code and how they ● defined laws that united the empire ● Examine how Assyrians and Persians created ● and governed vast empires ● Determine how Mesopotamian cultures made ● lasting contributions to the arts ● Examine how Phoenicians spread ● Mesopotamian civilization through ocean ● trade ● Analyze how the Phoenician alphabet was a ● significant contribution ● analyze the difference between and the value ● of primary and secondary sources and ● artifacts ● discover ways people study human history ● and development ● appreciate the goals of archaeology, ● anthropology, and oral tradition ● identify the elements that	Abraham and how the ● Israelite belief in one God became Judaism ● Examine the story of Moses and how he led ● the Israelites out of slavery. ● Analyze why the Israelites settled in Canaan. ● Evaluate how Judaism is based on the ● Hebrew Bible. ● Analyze how the Jewish people value ● studying and understanding God's law. ● Analyze key events in the history of the ● kingdoms of Israel and Judah. ● Examine how the Diaspora occurred and ● where Jews have lived. ● Examine how Judaism has affected our ● world today. ● Analyze the geography of the Indian ● subcontinent ● Discuss how Indus Valley civilization was ● organized ● Examine artifacts from Harappa ● Draw inferences about Indus Valley culture ● Analyze theories about the	● Examine characteristics of a Legalist form of ● government. ● Analyze how Shi Huangdi was able to gain ● and hold power as the First Emperor. ● Examine how Han emperors created one of ● the most successful Chinese dynasties. ● Analyze how Confucianism, the Silk Road, ● and civil service enhanced the Han dynasty. ● Examine how Han society was based on ● Confucian teachings. ● Evaluate how China expanded and prospered ● under the Han dynasty. ● Identify the major legacies of ancient Greece ● and Rome ● ○ Mythology ● ○ Art, Theater, and Literature ● ○ Government ● ○ Philosophy ● Explain how the geography of Greece and ● Rome affected the lives of their people. ● Analyze how invasions and war affect Greek ● and Roman history
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	make up culture • and examine the relationship between • religion, culture, and geography • analyze the effects of advances in technology on culture • describe technological advances that improve the standard of living	origins of the • Indo-Aryans • Examine the information the Vedas provide about Aryan life. • Evaluate how groups evolved into the caste system. • Analyze how Hinduism evolved from Vedic beliefs and practices. • Examine Hindu teachings about life and after death. • Examine how Hinduism spread throughout India. • Analyze how Buddha's search for truth led to spiritual enlightenment • Examine the teachings of the Buddha; the Middle Way and the Eightfold Path	• Compare and contrast the governments of Greece and Rome with modern America. • Explain how Alexander the Great expanded the empire and spread Greek culture. • Discuss the impact of Julius Caesar. • Explain how Christianity spread throughout the Roman empire. • Explain the connections between Christianity and Judaism. • Explain how the Byzantine Empire was related to the Roman Empire. • Compare and contrast the Magna Carta with the Bill of Rights. • Analyze how feudalism and manorialism brought social and economic order to Europe. • Examine how monasteries and religious orders helped spread Christianity. • Analyze the reasons for the Crusades of the Middle Ages.
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STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments - Teacher observation - Class discussions - Class participation - Classwork - Newsela Articles Summative Assessments - Unit Assessments - Geography Test Alternative Assessments - Skits - Interdisciplinary connections - Cave paintings - Early Art Analysis - Culture Research Project	Formative Assessments - Teacher observation - Class discussions - Class participation - Classwork - Newsela Articles Summative Assessments - Unit Assessments - Google Slides Presentation Alternative Assessments - Pharaoh research project - King Tut's death mask - Journal Entries - Triple Venn diagram on religions - Design Henna and explain symbolism	Formative Assessments - Teacher observation - Class discussions - Class participation - Classwork - Newsela Articles Summative Assessments - Unit Assessments - Google Slides Alternative Assessments - Draw the characters - Make a relic - Legacies flipchart - Government comparison chart - Create a coat of arms - Virtual museum exhibit
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 Administrative Code and Statutes:</i> - Amistad Law - Holocaust Law	N.J.S.A 18A: 35-4.36a N.J.S.A. 18A:35-4.35-6 analyze the difference between and the value	N.J.S.A 18A: 35-4.36a N.J.S.A. 18A:35-4.35-6 analyze the difference between and the value	N.J.S.A 18A: 35-4.36a N.J.S.A. 18A:35-4.35-6 analyze the difference between and the value

• <i>LGBTQ/Disabilities Law)</i>	• of primary and secondary sources and • artifacts • discover ways people study human history • and development • appreciate the goals of archaeology, • anthropology, and oral tradition • identify the elements that make up culture • and examine the relationship between • religion, culture, and geography • analyze the effects of advances in technology • on culture • describe technological advances that improve • the standard of living DEI Activities • Evaluate and categorize primary and • secondary sources • Cultural Research Project & Oral • Presentation • Locating places based on longitude and • latitude; analyzing various maps	• of primary and secondary sources and • artifacts • discover ways people study human history • and development • appreciate the goals of archaeology, • anthropology, and oral tradition • identify the elements that make up culture • and examine the relationship between • religion, culture, and geography • analyze the effects of advances in technology • on culture • describe technological advances that improve • the standard of living DEI Activities • Suggested Activities: • Evaluate and categorize primary and • secondary sources • Cultural Research Project & Oral • Presentation • Locating places based on longitude and • latitude; analyzing various maps	• of primary and secondary sources and • artifacts • discover ways people study human history • and development • appreciate the goals of archaeology, • anthropology, and oral tradition • identify the elements that make up culture • and examine the relationship between • religion, culture, and geography • analyze the effects of advances in technology • on culture • describe technological advances that improve • the standard of living DEI Activities • Suggested Activities: • Evaluate and categorize primary and • secondary sources • Cultural Research Project & Oral • Presentation • Locating places based on longitude and • latitude; analyzing various maps
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	6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). LGBTQ 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). Holocaust and Genocide 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.	6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). LGBTQ 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). Holocaust and Genocide 2.2.4.D.1 Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue and citizenship.	6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). LGBTQ 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). Holocaust and Genocide 9.2.8.D.2 Explain and demonstrate how character and behavior affects and influences the actions of others
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Resources: <i>(Include names of texts and all online resources)</i>	● EdPuzzles ● BrainPops ● Webquests ● Scott Foresman “The World” ● Pearson “My World History” ● Newsela ● Youtube ● National Geographic ● Games ● https://world-geography-game.com/ ● https://discoveringegypt.com/ ● https://digitalmapsoftheancientworld.com/	● EdPuzzles ● BrainPops ● Webquests ● Scott Foresman “The World” ● Pearson “My World History” ● Newsela ● Youtube ● National Geographic ● Games ● https://www.ushistory.org/civ/ ● https://education.nationalgeographic.org/resource/ancient-civilizations-india/	● EdPuzzles ● BrainPops ● Webquests ● Scott Foresman “The World” ● Pearson “My World History” ● Newsela ● Youtube ● National Geographic ● Games ● https://virtualfieldtrips.org/ancient-rome/ ● https://education.nationalgeographic.org/resource/resource-library-ancient-rome/
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 5. 504)</i>	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Provide alternate test setting as needed ● Multi-media presentations ● Sheltered Instruction ● Consultation with CST ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Provide alternate test setting as needed ● Multi-media presentations ● Sheltered Instruction ● Consultation with CST ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Provide alternate test setting as needed ● Multi-media presentations ● Sheltered Instruction ● Consultation with CST ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems

	● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments ● Provide copy of class notes ● Pair visual prompts with verbal presentations ● Provide regular home communications English Language Learners (ELLs) ● Dictionaries/ Thesaurus ● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Read, Encode, Annotate, Ponder (REAP) ● Interactive maps ● Jigsaw groups ● Vocabulary Self-Collection	● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments ● Provide copy of class notes ● Pair visual prompts with verbal presentations ● Provide regular home communications English Language Learners (ELLs) ● Dictionaries/ Thesaurus ● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Read, Encode, Annotate, Ponder (REAP) ● Interactive maps ● Jigsaw groups ● Vocabulary Self-Collection	● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments ● Provide copy of class notes ● Pair visual prompts with verbal presentations ● Provide regular home communications English Language Learners (ELLs) ● Dictionaries/ Thesaurus ● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Read, Encode, Annotate, Ponder (REAP) ● Interactive maps ● Jigsaw groups ● Vocabulary Self-Collection
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	- Strategy (VSS) - Graphic organizers - Use of technology for class assignments and homework - Provide opportunities for students to discuss material verbally Gifted and Talented (Advanced) Students: - Project-Based Learning - Multimedia presentations - Open-ended and informative writing with multiparagraphs - Internet based research - Open-ended responses including textual evidence - Supplemental reading based on lexile - Tiered assignments - Topic selection based on interest - Text Dependent Analysis Questions 504 Plans - Preferential seating - Extended time on tests and assignments - Reduced homework or classwork - Verbal, visual, or technology aids - Oral assessments - Provide copies of textbooks	- Strategy (VSS) - Graphic organizers - Use of technology for class assignments and homework - Provide opportunities for students to discuss material verbally Gifted and Talented (Advanced) Students: - Project-Based Learning - Multimedia presentations - Open-ended and informative writing with multiparagraphs - Internet based research - Open-ended responses including textual evidence - Supplemental reading based on lexile - Tiered assignments - Topic selection based on interest - Text Dependent Analysis Questions 504 Plans - Preferential seating - Extended time on tests and assignments - Reduced homework or classwork - Verbal, visual, or technology aids - Oral assessments - Provide copies of textbooks	- Strategy (VSS) - Graphic organizers - Use of technology for class assignments and homework - Provide opportunities for students to discuss material verbally Gifted and Talented (Advanced) Students: - Project-Based Learning - Multimedia presentations - Open-ended and informative writing with multiparagraphs - Internet based research - Open-ended responses including textual evidence - Supplemental reading based on lexile - Tiered assignments - Topic selection based on interest - Text Dependent Analysis Questions 504 Plans - Preferential seating - Extended time on tests and assignments - Reduced homework or classwork - Verbal, visual, or technology aids - Oral assessments - Provide copies of textbooks
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