

Curriculum	
<b>Content Area: Social Studies</b>	
<b>Unit Title:</b> Civics/Government/Human Rights (Communities)	<b>Duration:</b> September - November
<b>Grade Level:</b> 2	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• What is a community?</li> <li>• What roles do people play in a community?</li> <li>• What does a good citizen do?</li> </ul>	
<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Communities have places that meet the needs of a diverse group of people.</li> <li>• There are three different types of communities.</li> <li>• Being a good citizen is beneficial for the whole community.</li> <li>• In order to be successful, communities need to share resources.</li> </ul>	
<b>Student Learning Targets (Objectives):</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Design a community that includes places to live, work and play.</li> <li>• Identify the similarities and differences between rural, suburban, and urban.</li> <li>• Develop a plan to improve an aspect of our community.</li> <li>• Explain the traits of good citizens.</li> <li>• Explain why it is necessary for communities to share resources with other communities.</li> </ul>	
Focus Standards (Major Standards)	

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6: Explain what government is and its function.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

## New Jersey Student Learning Standards: Interdisciplinary Connections

ELA/Literacy:

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Math:

2.MD.D.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. Students will make a bar graph showing

SEL: Recognize and identify the thoughts, feelings, and perspectives of others. Students will practice these skills to reinforce being a good citizen.

#### **New Jersey Student Learning Standards: College and Career Readiness**

C9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

#### **New Jersey Student Learning Standards: Computer Science and Design Thinking**

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

### **Instructional Plan**

- Week 1
  - Discuss how the classroom is a community
  - Develop guidelines to explain how we can make our classroom a successful community
- Week 2
  - Learn about characteristics of a community
  - Learn about places found in a community
  - Design a community that includes places to live, work and play.

- Design a badge that tells about life in their community.
- Week 3
  - Learn about different types of communities-rural, suburban, urban
  - Compare and contrast the similarities and differences of each type of community
  - Discuss the advantages and disadvantages of each type of community
  - Create a bar graph showing their preferences for each of the types of communities
- Weeks 4 & 5
  - Participate in an election
  - Make predictions about what leaders can do
  - Conduct a mock demonstration
  - Retell a story about a community that made a positive change
  - Create a plan to improve something in our community
- Weeks 6 & 7
  - Identify the characteristics of a good citizen
  - Play a game to reinforce the concept of being a good citizen
  - Develop a book about good citizenship
  - Design and create a statue to honor a good citizen in the community
  - Conduct interviews about being good citizens
- Weeks 7 & 8
  - Act out the concepts of community, state, and country
  - Participate in an activity exchanging product cards to demonstrate the interdependence of communities
  - Complete a map illustrating social connections among communities
  - Write and draw about how communities celebrate the Fourth of July
  - Design a postcard showing an aspect of their community that could be shared with other communities

### Evidence of Student Learning

#### Formative Assessments

- Teacher observation of student participation in group and individual activities that serve as a basis for evidence to answer a question.
  - Exit ticket
  - Think-pair-share

- White board work
- One sentence summary
- Online game

### **Summative Assessments**

- End of Unit Assessment
- Project Based Learning
- End of lesson game

### **Benchmark Assessments**

- Students draw or write about important places in their community.
- Students draw and label rural, suburban, and urban communities.
- Students evaluate candidates who represent a school issue and vote for candidates who represent their beliefs.
- Students sort behaviors of good citizens and not good citizens.
- Students identify different natural resources around our country and explain why it is important that we share them.

### **Alternative Assessments**

- Student notebook entries
- Oral presentation/poster/powerpoint

## **Suggested Options for Differentiation**

### **Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)**

#### **Special Education**

- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds/skill levels.
- Provide alternative books or resources appropriate to the students reading level.
- Modify activities or shorten assignments if necessary to meet the needs of special ed students.

#### **504**

- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Present new material in manageable chunks.
- Provide word banks or pictures for students when completing activities or assessments.

**Students at Risk for Failure**

- Provide students with a peer tutor and plenty of opportunities for small group interactions.
- Provide students with pictures to represent the science vocabulary being introduced.
- Allow students to orally demonstrate their understanding.
- Additional time to complete assignments or to fix work

**Gifted and Talented:**

- Students can role play different community workers.
- Students can create communities for different groups of people with different needs.

**ELL:**

- Provide ELL students with multiple literacy strategies including picture charts to provide a visual to explain new vocabulary (to demonstrate the life cycle stages of an insect, parts of an insect, etc.)

**Suggested Materials**

- Teach TCI online materials
- Teacher provided worksheets
- Visual supports

**Suggested Resources****Websites:**

- <http://www.teachinci.com/>
- <https://jr.brainpop.com/>
- <http://www.discoveryeducation.com/>
- <https://www.pebblego.com/>
- <https://www.dbqproject.com/>
- <https://sn2.scholastic.com/>

Curriculum	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> History/ Culture/ Perspectives	<b>Duration:</b> December-January
<b>Grade Level:</b> 2	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How do communities change?</li> </ul>	
<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Communities grow and change based on the needs and changes of its citizens.</li> <li>• Communities change due to large events such as natural disasters.</li> <li>• Communities can both improve and decline.</li> <li>• Communities come together to celebrate special events and/or traditions.</li> </ul>	
<b>Student Learning Targets (Objectives):</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Identify the cause and effect of changes within a community.</li> <li>• Explain how one community evolved through periods of growth and destruction.</li> <li>• Create a timeline of events.</li> </ul>	
Focus Standards (Major Standards)	
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.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.	
6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.	

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

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

#### New Jersey Student Learning Standards: Interdisciplinary Connections

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

#### New Jersey Student Learning Standards: College and Career Readiness

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business

#### New Jersey Student Learning Standards: Computer Science and Design Thinking



8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

Weeks 1 & 2:

- Read and discuss how communities change.
- Identify ways homes and neighborhoods change.
- Create a plan to make a neighborhood better
- Students examine how one specific community changed over time
- Causes and effects of changes in a community.

Weeks 3 & 4:

- Read and learn about the city of San Francisco
- Analyze images of San Francisco in 1846 and 1849
- Create skits to explore what life was like during those two time periods by using primary resource documents to identify different perspectives of people from the time period.

Week 5:

- Apply knowledge learned to create a sensory figure from the time period
- Create a personal timeline

Week 6:

- Create a presentation about a community event you have participated in
- Explain why it is important for communities to celebrate together

Evidence of Student Learning

Formative Assessments

- Teacher observation of student participation in group and individual activities that serve as a basis for evidence to answer a question.
  - Exit ticket
  - Think-pair-share
  - White board work
  - One sentence summary
  - Online game

#### **Summative Assessments**

- End of Unit Assessment
- Project Based Learning
- End of lesson game

#### **Benchmark Assessments**

- Students can draw or explain a place in the neighborhood that has changed and explain the change.
- Students can identify things that show that a community was from long ago or from today.

#### **Alternative Assessments**

- Student notebook entries
- Oral presentation/poster/powerpoint

### **Suggested Options for Differentiation**

#### **Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)**

##### **Special Education**

- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds/skill levels.
- Provide alternative books or resources appropriate to the students reading level.
- Modify activities or shorten assignments if necessary to meet the needs of special ed students.

**504**

- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Present new material in manageable chunks.
- Provide word banks or pictures for students when completing activities or assessments.

#### **Students at Risk for Failure**

- Provide students with a peer tutor and plenty of opportunities for small group interactions.
- Provide students with pictures to represent the science vocabulary being introduced.
- Allow students to orally demonstrate their understanding.
- Additional time to complete assignments or to fix work

#### **Gifted and Talented:**

- Students take on the role of a member of San Francisco during the time period of 1846-1849. They create a project such as an interview, poster, slideshow to explain what life was like during this time period.

#### **ELL:**

- Provide ELL students with multiple literacy strategies including picture charts to provide a visual to explain new vocabulary (to demonstrate the life cycle stages of an insect, parts of an insect, etc.)

#### **Suggested Materials**

- Teach TCI online materials
- Teacher provided worksheets
- Visual supports

#### **Suggested Resources**

#### **Websites:**

- <http://www.teachtci.com/>
- <https://jr.brainpop.com/>
- <http://www.discoveryeducation.com/>
- <https://www.pebblego.com/>
- <https://www.dbqproject.com/>
- <https://sn2.scholastic.com/>

Curriculum	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Economics/ Innovation/ Technology	<b>Duration:</b> February-March
<b>Grade Level:</b> 2	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How do people use our environment?</li> <li>• How are goods made and brought to us?</li> <li>• Who provides services in a community?</li> <li>• How can I be a smart consumer?</li> </ul>	
<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• We use natural resources to make many of the products we use every day.</li> <li>• Goods must be created, transported, and distributed.</li> <li>• Service workers do not create goods, but are also an important part of a community.</li> <li>• Understanding how to be a good consumer is important when making purchases.</li> </ul>	
<b>Student Learning Targets (Objectives):</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Explain how people and the environment (natural resources) are connected.</li> <li>• Create a flowchart to demonstrate how goods are made and transported to stores.</li> <li>• Develop a service worker puppet for a "job fair". The puppet will explain a day in the life of the service worker and why the job is important.</li> <li>• Analyze advertisements in order to make a good consumer decision.</li> <li>• Research an item that is imported and explain why we need resources from other countries.</li> </ul>	
Focus Standards (Major Standards)	
6.1.2.Civics.PI.4: Explain how all people, not just official leaders, play important roles in a community.	

- 6.1.2.EconET.1: Explain the difference between needs and wants.
- 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

#### **New Jersey Student Learning Standards: Interdisciplinary Connections**

Language Arts:

L.2.4.A: Use sentence-level context as a clue to the meaning of a word or phrase. Students will use context from various readings to reinforce understanding of new vocabulary presented in the lesson

Math:

SEL: Utilize positive communication and social skills to interact effectively with others. Students will use these skills when working together with their group on various activities.

#### **New Jersey Student Learning Standards: College and Career Readiness**

- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society)

#### **New Jersey Student Learning Standards: Computer Science and Design Thinking**

- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

Week 1:

- Categorize the things we buy
- Make a toy using assembly line techniques
- Participate in a relay race to demonstrate how goods are transported
- Read about how goods are produced and distributed

Weeks 2 & 3:

- Create picture graphs of community jobs
- Read about and pantomime different service occupations
- Create service worker puppets and participate in a "job fair"
- Conduct interviews with service workers
- Research a service job and describe a day in the life of a worker

Week 4:

- Analyze an illustration to identify good shopping habits
- Distinguish between needs and wants
- Read about principals that help consumers spend wisely

Week 5:

- Analyze advertisements
- Plan a shopping trip using advertisements

Week 6:

- Research and present an item that is imported and explain why it is imported
- Explain why it is necessary to trade goods and services with other countries

**Evidence of Student Learning**

**Formative Assessments**

- Teacher observation of student participation in group and individual activities that serve as a basis for evidence to answer a question.
  - Exit ticket
  - Think-pair-share
  - White board work
  - One sentence summary
  - Online game

#### **Summative Assessments**

- End of Unit Assessment
- Project Based Learning
- End of lesson game

#### **Benchmark Assessments**

- Students can sort pictures of items that come from plants and animals
- Vocabulary activity
- Community worker sorting activity
- Draw a picture of people being good shoppers

#### **Alternative Assessments**

- Student notebook entries
- Oral presentation/poster/powerpoint

### **Suggested Options for Differentiation**

#### **Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)**

##### **Special Education**

- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds/skill levels.
- Provide alternative books or resources appropriate to the students reading level.
- Modify activities or shorten assignments if necessary to meet the needs of special ed students.

504

- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Present new material in manageable chunks.
- Provide word banks or pictures for students when completing activities or assessments.

**Students at Risk for Failure**

- Provide students with a peer tutor and plenty of opportunities for small group interactions.
- Provide students with pictures to represent the science vocabulary being introduced.
- Allow students to orally demonstrate their understanding.
- Additional time to complete assignments or to fix work

**Gifted and Talented:**

- Students use what they learned about community service workers to create a job advertisement for a newspaper.
- Students pretend they are an object made in a factory and create a story detailing their journey from the factory to the store.

**ELL:**

- Provide ELL students with multiple literacy strategies including picture charts to provide a visual to explain new vocabulary (to demonstrate the life cycle stages of an insect, parts of an insect, etc.)

Suggested Materials

- Teach TCI online materials
- Teacher provided worksheets
- Visual supports

Suggested I Resources

Websites:

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Curriculum	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Geography/ People/ Environment	<b>Duration:</b> April-June
<b>Grade Level:</b> 2	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• What is a map?</li> <li>• What is geography?</li> </ul>	
<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Maps are tools that can be used to gather and share information about a variety of places.</li> <li>• Geographic features can be identified and represented on a physical map.</li> <li>• The geographic location of a place impacts the culture of the people who live there.</li> </ul>	
<b>Student Learning Targets (Objectives):</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Use a map key to answer questions about a specific place.</li> <li>• Create a map including a map key.</li> <li>• Identify and represent different geographical features on a map.</li> <li>• Explain how the geography and climate of a location impacts the culture of the people who live there.</li> </ul>	
<b>Focus Standards (Major Standards)</b>	

- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Language Arts:

RI.2.10: Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. Students will read various informational texts both in media and print form to supplement their learning.

SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Math:

SEL: Utilize positive communication and social skills to interact effectively with others. Students will need these skills when working in small groups.

**New Jersey Student Learning Standards: College and Career Readiness**

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**New Jersey Student Learning Standards: Computer Science and Design Thinking**

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

**Instructional Plan**

Weeks 1 & 2:

- Participate in a class treasure hunt.
- Explore map keys
- Read and use a map grid
- Read and answer questions about maps

- Use map tools to find places, features, and resources
- Develop a map of the school's playground using a grid and map key

Week 3:

- Identify the cardinal directions
- Play games using the cardinal directions
- Follow cardinal directions to answer questions about locations on a map

Week 4:

- Create a project (Me on the Map) that represents the different geographical communities that students are members of (school, street, town, state, country, continent, etc.)

Weeks 5 & 6:

- Sing a song about eight geographical features
- Draw and describe eight geographical features
- Draw and label geographical features in our own community
- Use riddles to practice identifying geographical features
- Create models of geographical features
- Practice reading both physical and political maps

Weeks 7 & 8:

- Identify how the geography and climate would change if you took a cross country trip.
- Develop a research project to explain what it is like to live in a specific geographical area.
- Compare and contrast the similarities and differences of living in different geographical areas.

Week 9:

- Research and present on a global issue, such as climate change

## Evidence of Student Learning

### Formative Assessments

- Teacher observation of student participation in group and individual activities that serve as a basis for evidence to answer a question.
  - Exit ticket
  - Think-pair-share
  - White board work
  - One sentence summary
  - Online game

#### **Summative Assessments**

- End of Unit Assessment
- Project Based Learning
- End of lesson game

#### **Benchmark Assessments**

- Students can follow a map to solve a treasure hunt.
- Students can create a drawing of key geographic features students should be familiar with prior to the unit.
- Students can explain the similarities and differences of living in different geographical areas (ex: desert vs. polar region)

#### **Alternative Assessments**

- Student notebook entries
- Oral presentation/poster/powerpoint

### **Suggested Options for Differentiation**

#### **Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)**

##### **Special Education**

- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds/skill levels.
- Provide alternative books or resources appropriate to the students reading level.
- Modify activities or shorten assignments if necessary to meet the needs of special ed students.

504

- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Present new material in manageable chunks.
- Provide word banks or pictures for students when completing activities or assessments.

**Students at Risk for Failure**

- Provide students with a peer tutor and plenty of opportunities for small group interactions.
- Provide students with pictures to represent the science vocabulary being introduced.
- Allow students to orally demonstrate their understanding.
- Additional time to complete assignments or to fix work

**Gifted and Talented:**

- Create a survival guide for a specific geographical area

**ELL:**

- Provide ELL students with multiple literacy strategies including picture charts to provide a visual to explain new vocabulary (to demonstrate the life cycle stages of an insect, parts of an insect, etc.)

**Suggested Materials**

- Teach TCI online materials
- Teacher provided worksheets
- Visual supports

**Suggested Resources**

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