

**Quinton Township School District  
Social Studies  
Kindergarten**

**Pacing Chart/Curriculum MAP**

**Key: Careers Technology Interdisciplinary Studies**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Citizenship & Community	<b>Pacing:</b>	45 days
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**Unit Summary:** Students will understand that rules and laws help maintain order and fairness, and keep people safe in our community. Individuals have rights and these rights are protected.

**Objectives:**

Students will be able to establish how responsibility plays a role in today's society and make connections to their own lives.  
Students will be able to compare and contrast how citizens treat each other.

**Essential Questions:**

What is a rule and why do we need to follow them?  
How are you a responsible member/citizen of your classroom?  
Why should people be treated with respect and fairness?

**Common Core State Standards/Learning Targets:**

6.1.P.A.1, 6.1.P.A.2, 6.1.P.A.3, 6.1.4.A.1, 6.1.4.A.2, 6.1.4.A.3, 6.1.4.A.1, 8.1, R.L.K.10

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Recognize rules and why it is important to follow them.</p> <p>Tell the characteristics of a good citizen/member of a group.</p> <p>Create a class book/personal book of classroom rules.</p>	<p>n/a</p>	<p><b>Teacher created rule booklet</b></p> <p><b>Read alouds: (including but not limited to)</b></p> <p><b>Officer Buckle and Gloria</b></p> <p><b>Miss Nelson Is Missing</b></p> <p><b>The Crayon Box That Talked</b></p> <p><b>The Rainbow Fish</b></p> <p><b>The Giving Tree</b></p>	<ul style="list-style-type: none"> <li>• Smart Board Applications</li> <li>• Google Applications</li> <li>• ipads</li> </ul>

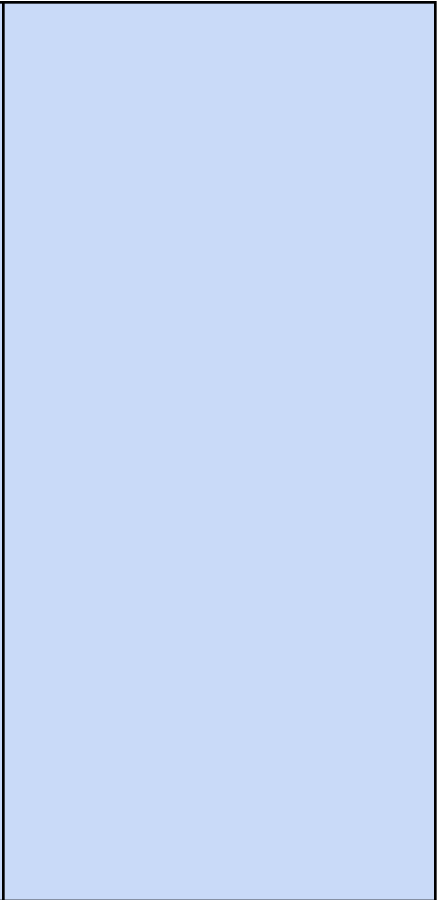
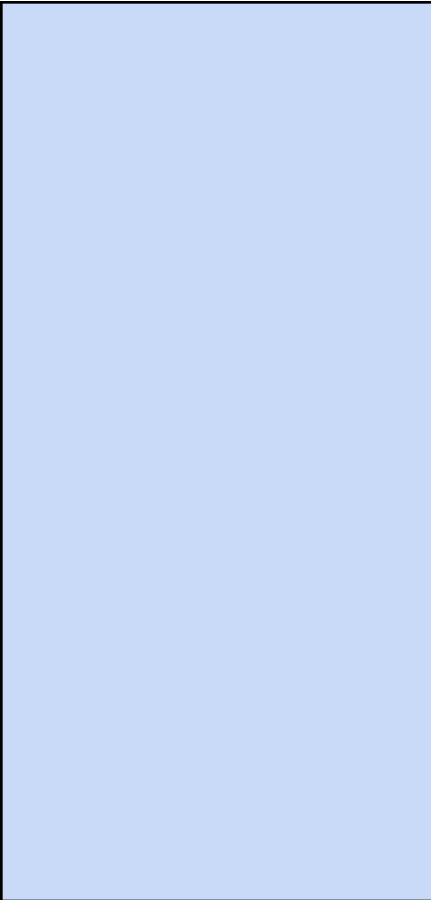
Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <p><b>Class discussion</b>  <b>Pupil participation</b>  <b>Rule booklet contributions</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project: Class checklist</b></p> <p><b>Suggested skills to be assessed:</b> <i>Recognizing class rules</i>  <i>Giving examples of citizenship</i></p>

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate,</li> </ul>

<p>listed in student's IEP or 504 plan</p> <ul style="list-style-type: none"> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<p>complex, and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Utilize auditory reminders as deemed necessary.
- Provide breaks to allow for refocusing as necessary.
- Establish a consistent and daily routine.



**Quinton Township School District  
Social Studies  
Grade K**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	1/2	<b>Unit Title:</b>	American Traditions	<b>Pacing:</b>	45 days
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**Unit Summary:** In this unit, students will learn and appreciate traditions and holidays both indigenous to America and those brought from other countries and cultures.

**Objectives:**

Students will be able to identify and explain the importance of national holidays such as Columbus Day, Election Day, Thanksgiving, Martin Luther King Day, Presidents' Day, Earth Day, Flag Day, and Memorial Day. (Discussed throughout the year at appropriate times)

Students will be able to understand customs celebrated in America.

Students will be able to describe the different customs, food, and clothing of people from different cultures.

**Essential Questions:**

What national holidays do we celebrate and why do we celebrate them?

Why should we respect all American customs and traditions?

**Common Core State Standards/Learning Targets:** 6.1.P.D.1, 6.1.P.D.2, 6.1.P.D.3, 6.1.4.D.18, 6.1.4.A.10, **8.1, RL.K.10**

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Read stories and do related crafts for various holidays.</p> <p>Discuss and contribute information regarding family traditions.</p> <p>Hold a mock election.</p> <p>Have an Interclass Thanksgiving feast.</p>	<p>n/a</p>	<p><b>Read-alouds: (including but not limited to)</b>  <b>“In 1492”</b>  <b>“What Is Election Day?”</b>  <b>“The First Thanksgiving Day”</b>  <b>“Martin’s Big Words”</b>  <b>“Abe Lincoln’s Hat”</b>  <b>“George Washington’s Mother”</b>  <b>“Round Like a Ball”</b>  <b>“Celebrating Patriotic Holidays”</b></p> <p>various craft supplies</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● ipads</li> </ul>

**Formative Assessment Plan**

**Summative Assessment Plan**

*Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.*

**Suggested activities to assess student progress:**

- Completion of class projects.**
- Class discussion.**
- Student participation.**

*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

**Final Assessment/Benchmark/Project:  
Midyear checklist**

- Suggested skills to be assessed:**  
*Understanding of national holidays*  
*Respect for varied traditions.*

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or</li> </ul>



<p>necessary.</p> <ul style="list-style-type: none"> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology</li> </ul>	<ul style="list-style-type: none"> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<p>generate new knowledge.</p> <ul style="list-style-type: none"> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p>as appropriate.</p> <ul style="list-style-type: none"><li>• Provide meaningful feedback and utilize teachable moments.</li><li>• Utilize graphic organizers</li><li>• Introduce/review study skills</li><li>• Provide reading material at or slightly above students' reading levels.</li><li>• Utilize manipulatives as necessary.</li><li>• Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District  
Social Studies  
Grade K**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	3	<b>Unit Title:</b>	Needs and Wants/Farm and Factory	<b>Pacing:</b>	45 days
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**Unit Summary:** In this unit, students will learn to differentiate between wants and needs and discover where products come from.

**Objectives:**

- Students will be able to distinguish between wants and needs.
- Students will be able to name things that come from a farm.
- Students will be able to name things that come from a farm
- Students will be able to compare and contrast farm and factory goods.
- Students will be able to identify machines used on farms and factories.

**Essential Questions:**

- What needs are the most important to live?
- Are wants important?
- What types of things does your family buy?
- Do farms and factories have to work together?

What makes a place good to have a farm or factory?

**Common Core State Standards/Learning Targets:** 6.1.2.C.1, 6.1.4.C.2, 6.1.4.C.5, 8.1, RL.K.10, 9.2

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
<p>Identify animals and products that come from a farm.</p> <p>Complete a flow chart to show the process of milk going from farm to factory.</p> <p>Use magazine pictures to make a "T" chart of needs and wants.</p> <p>Draw or otherwise create pictures of modes of transportation that move needs and wants to farms, factories, and stores.</p>	<p>n/a</p>	<p><b>Read alouds:</b></p> <p><b>"Do I Need It or Do I Want It?"</b></p> <p><b>"Jobs on a Farm"</b></p> <p><b>"Big Red Barn"</b></p> <p><b>"How Did That Get in My Lunchbox?"</b></p> <p><b>"T" chart</b></p> <p><b>magazines</b></p>	<ul style="list-style-type: none"><li>• Smart Board Applications</li><li>• Google Applications</li><li>• ipads</li></ul>

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <p><b>Completed class projects</b></p> <p><b>Class discussions</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project: Checklist</b></p> <p><b>Suggested skills to be assessed:</b></p> <p><i>identifying needs and wants</i>  <i>identifying products from a farm</i>  <i>Distinguishing between farm and factory products</i></p>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize</li> </ul>

<p>necessary.</p> <ul style="list-style-type: none"> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>• Provide individualized assistance as necessary.</li> <li>• Allow for group work (strategically selected) and collaboration as necessary.</li> <li>• Utilize homework recorder within SIS.</li> <li>• Allow for copies of notes to be shared out.</li> <li>• Utilize assistive technology</li> </ul>	<p>language</p> <ul style="list-style-type: none"> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<p>and spring</p> <ul style="list-style-type: none"> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<p>existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>
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<p>as appropriate.</p> <ul style="list-style-type: none"><li>● Provide meaningful feedback and utilize teachable moments.</li><li>● Utilize graphic organizers</li><li>● Introduce/review study skills</li><li>● Provide reading material at or slightly above students' reading levels.</li><li>● Utilize manipulatives as necessary.</li><li>● Establish a consistent and daily routine</li></ul>			
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**Quinton Township School District  
Social Studies  
Grade K**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Where We Live	<b>Pacing:</b>	45 days
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**Unit Summary:** Students explore the concepts of maps and globes and see the place their town has in reference to the rest of the world. The environment and ways to preserve our planet are also presented.

**Objectives:**

- Students will be able to analyze the difference between a map and a globe.
- Students will be able to identify the difference between land and water on a map or globe.
- Students will be able to identify ways to preserve and protect natural resources.
- Students will be able to list activities that can be harmful to natural resources.

**Essential Questions:**

- Why do we have maps?
- How does our environment affect our lives?
- How do we affect the environment?

**Common Core State Standards/Learning Targets:** 6.1.P.B.1, 6.1.4.B.1, 6.1.4.B.4, 6.1.4.B, 8.1, RI.K.1



Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Create a map of the school.</p> <p>Use a treasure map to find a small reward.</p> <p>Use a globe to find places around the world.</p> <p>Color a map using appropriate colors for land and water.</p> <p>Play a sorting game to differentiate between recyclable materials.</p> <p>Research and tell about endangered animals and places.</p>	<p>n/a</p>	<p><b>Globe</b></p> <p><b>World and local map</b></p> <p><b>Read alouds: (including but not limited to)</b></p> <p><b>“Follow that Map!”</b></p> <p><b>“National Geographic Beginner’s World Atlas”</b></p> <p><b>“Why Should I Recycle?”</b></p> <p><b>“What if Everybody Did That?”</b></p> <p><b>“Almost Gone”</b></p> <p><b>“DK Eyewitness Books: Endangered Animals”</b></p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● ipads</li> </ul>

		<b>Recyclable materials</b>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b></p> <p><b>Endangered animal project</b></p> <p><b>Class discussion</b></p> <p><b>Completed map</b></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project: Endangered animal project</b></p> <p><b>Suggested skills to be assessed:</b></p> <p><i>Identifying features of a map and globe</i></p> <p><i>Identifying endangered animals and reasons why they are endangered.</i></p>

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• RTI</li> <li>• Modify and accommodate as listed in student's IEP or 504 plan</li> <li>• Utilize effective amount of wait time</li> <li>• Hold high expectations</li> <li>• Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>• Utilize open-ended questioning techniques</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Chunk tasks into smaller components</li> <li>• Provide step by step instructions</li> <li>• Model and use visuals as often as possible</li> <li>• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>• Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>• Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>• Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>• Create modified assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• RTI</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Hold high expectations</li> <li>• Provide English/Spanish Dictionary for use</li> <li>• Place with Spanish speaking teacher/paraprofessional as available</li> <li>• Learn/Utilize/Display some words in the students' native language</li> <li>• Invite student to after school tutoring sessions</li> <li>• Basic Skills Instruction</li> <li>• Utilize formative assessments to drive instruction</li> <li>• Translate printed communications for parents in native language</li> <li>• Hold conferences with translator present</li> <li>• Utilize additional NJDOE resources/recommendations</li> <li>• Review Special Education listing for additional recommendations</li> <li>• Establish a consistent and daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• RTI Tiered Interventions following RTI framework</li> <li>• Support instruction with RTI intervention resources</li> <li>• Provide after school tutoring services</li> <li>• Basic Skills Instruction</li> <li>• Hold high expectations</li> <li>• Utilize Go Math! RTI strategies</li> <li>• Fountas and Pinnell Phonics</li> <li>• Hold parent conferences fall and spring</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Establish a consistent and daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>• Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>• Promote self-initiated and self-directed learning and growth.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).</li> </ul>

- Allow students to utilize online books, when available, to listen to oral recorded reading.
- Provide individualized assistance as necessary.
- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
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