

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**SOCIAL STUDIES**

**GRADE 5**

Date of Board Approval: June 21, 2018

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b>	Social Studies	<b>SUBJECT:</b>	Social Studies	<b>GRADE LEVEL:</b>	5
<b>COURSE LENGTH:</b>	1 year	<b>DURATION:</b>	90 days	<b>FREQUENCY:</b>	
<b>PREREQUISITES:</b>	N/A	<b>CREDIT:</b>	N/A	<b>LEVEL:</b>	N/A

**Course Description/Objectives:**

Elementary social studies curriculum provides all students instruction in the four PA Academic Standards areas to include: Civics and Government, Economics, History and Geography. In Grade 5, civics and government is integrated into the study of the history through the Revolutionary War. Students will also study the causes and results of this war including key battles and significant people. The study of economics includes taxation, debt and consumer spending. The five themes of geography: location, place, region, movement and human-environment interaction are studied through continents, oceans, physical features, time zones and climate. The study of geography also includes the six regions of the United States.

**Curriculum Writing Committee:**

Alicia DeAngelis  
 Janelle Green  
 Meghan Kanazawa  
 Lori Staub

Denise Eschenmann  
 Celina Haase  
 Stephanie Kirkhoff

Meredith Frohman  
 Bridget Henne  
 Kyle Slusser

Rebecca Good  
 Jessica Hollenbach  
 Denise Stasyszyn

## COURSE TIMELINE

### **Unit 1: Geography: Five Themes**

5 days

- Five themes: location, place, region, movement, human-environment interaction
- Continents and oceans
- Map tools
- Physical features

### **Unit 2: Geography: Latitude and Longitude**

5 days

- Locations on a map
- Time zones
- Climate

### **Unit 3: Economics: Taxation**

3 days

- Taxes
- Debts
- Consumer spending

### **Unit 4: History: Revolutionary War**

24 days

- Causes
- Key battles
- Key people
- Results

### **Unit 5: Geography: 50 States**

10 days

- New England states
- Mid-Atlantic states
- Southern states
- North Central states
- Western states

**Unit 6: Civics and Government: United States Constitution**

6 days

- Articles of Confederation
- United States Constitution
- Bill of Rights and Constitutional Rights
- Electoral process

**Unit 7: History: A New Republic**

10 days

- First Presidents
- Major events 1789-1860
- Expansion-Acquisition of new land

**Unit 8: History: Civil War**

27 days

- Causes
- Significant people
- Significant battles
- Outcomes

**TOTAL** 90 days

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	5 days
<b>UNIT #1:</b>	Geography: Five Themes	<b>GRADE:</b>	5

## STANDARDS:

### PA Academic Standards for Social Studies

- 7.1.5.A
  - Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.5.B
  - Describe and locate places and regions as defined by physical and human features.
- 7.2.5.A
  - Describe the characteristics of places and regions.
- 7.2.5.B
  - Identify the basic physical processes that affect the physical characteristics of places and regions.
- 7.4.5.A
  - Describe and explain the effects of the physical systems on people within regions.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	5 days
<b>UNIT #1:</b>	Geography: Five Themes	<b>GRADE:</b>	5

## UNDERSTANDINGS

Students will be able to utilize the 5 themes of geography understand physical characteristics of our world.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Teacher should assess student retention of prior geographic concepts taught in grades 3 and 4.

Teachers will use this knowledge to review concepts students did not retain in geography from previous years such as continents and oceans and locations.

### KNOW

- The five themes of geography are: location, place, region, movement, and human-environment interaction.
- Map tools are used to interpret a map and determine locations.
- Physical features are used to locate and describe places and regions.
- Places and regions have many physical features in our world and can be shown through the use of maps.
- The physical systems of an area can impact human-environment interaction and movement of humans in a region.

### DO

- Identify how the five themes of geography tie into various physical characteristics of our world.
- Identify and utilize map tools to determine locations such as: map key, map scale, compass rose, cardinal directions, intermediate directions, hemispheres.
- Compare different map scales on two or more maps.
- Calculate distance between locations using a map scale.
- Use cardinal and intermediate directions to describe locations on a map.
- Draw conclusions about an area of the country or world based on the environment and physical features.

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Identify the hemisphere a land mass is located in and its implications for humans living there.</li><li>• Locate and assess the physical features on a map such as: mountains, valleys, peninsulas, islands, continents, oceans, bays, gulfs, straits, isthmuses, seas.</li><li>• Draw conclusions about the impact physical conditions will have upon the living conditions of humans. (i.e. People living near the Arctic Circle versus people living near the equator.)</li></ul> |
|--|--|

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	5 days
<b>UNIT #2:</b>	Geography: Latitude and Longitude	<b>GRADE:</b>	5

## STANDARDS:

### PA Academic Standards for Social Studies

- 7.1.5.A
  - Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.5.B
  - Describe and locate places and regions as defined by physical and human features.
- 7.2.5.A
  - Describe the characteristics of places and regions.
- 7.2.5.B
  - Identify the basic physical processes that affect the physical characteristics of places and regions.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	5 days
<b>UNIT #2:</b>	Geography: Latitude and Longitude	<b>GRADE:</b>	5

## UNDERSTANDINGS

Students will be able to use latitude and longitude to better understand our world.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Latitude and longitude lines help to determine location on a map and in our world.
- Predictions of the climate of an area can be made utilizing latitude line locations.
- Time zones can be determined based on the degree of longitude.
- The tilt of the earth causes the latitude degree of special latitude lines such as: Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle.

### DO

- Locate on a map: prime meridian, equator, latitude and longitude lines, Tropic of Cancer, Tropic of Capricorn.
- Find a location on a map given a specific latitude and longitude.
- Distinguish between latitude and longitude lines, equator and prime meridian.
- Interpret time zones utilizing longitude lines.
- Explain the significance of the latitude lines: Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle.
- Describe and model the physical processes that shape patterns on the Earth's surface such as the cause of the seasons and day and night.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	3 days
<b>UNIT #3:</b>	Economics: Taxation	<b>GRADE:</b>	5

## STANDARDS:

### PA Academic Standards for Social Studies

- 6.1.5.C           • Explain how people's choices have different economic consequences.
  
- 6.2.5.B           • Identify how pricing influences sellers and consumers.
  
- 6.3.5.C           • Explore ways in which tax revenue is collected.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	3 days
<b>UNIT #3:</b>	Economics: Taxation	<b>GRADE:</b>	5

## UNDERSTANDINGS

Governments pay debts by collecting taxes.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Governments collect taxes to pay debts.
- Government programs and war/military security add to the national debt.
- Governments pass laws to pay off debts through taxation.
- High taxes can affect consumer spending and the economy.

### DO

- Explore the reasons governments need to collect taxes.
- Examine the reasons England may have been in debt after the French and Indian War (studied in 4<sup>th</sup> grade.)
- Compare/contrast programs which may add to the national debt today versus colonial times (where students ended in 4<sup>th</sup> grade history.)
- Define the terms, monopoly and boycott, and predict how they can affect the economy.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	24 days
<b>UNIT #4:</b>	History: Revolutionary War	<b>GRADE:</b>	5

## STANDARDS:

### PA Academic Standards for Social Studies

- 8.1.5.B
  - Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.
- 8.1.5.C
  - Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)
- 8.3.5.A
  - Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history,
- 8.3.5.B
  - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.
- 8.3.5.D
  - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.
- 5.1.5.D
  - Interpret key ideas about government found in significant documents: Declaration of Independence
- 5.3.5.F
  - Examine different ways conflicts can be resolved.
- 5.3.5.G
  - Describe how groups try to influence others.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	24 days
<b>UNIT #4:</b>	History: Revolutionary War	<b>GRADE:</b>	5

## UNDERSTANDINGS

The Revolutionary War was fought to defend important ideals and principles which became the foundation America. The outcome of the Revolutionary War was the birth of the United States of America which had an impact on the whole world.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Review the causes of the Revolutionary War from fourth grade briefly before beginning this unit.

### KNOW

- Economic and political disagreements between England and the English colonies in North America caused the Revolutionary War.
- Loyalists and Patriots had different points of view during the Revolutionary War.
- Decisions people and countries made throughout the war impacted the outcome.
- Major events which impacted the outcome of the war beginning with the Battle of Lexington and Concord in 1775 and ending with the Battle of Yorktown as the last major conflict in 1781, followed by the Treaty of Paris signed in 1783.

### DO

- Develop a logical argument for taxation that King George III might have had for taxing the colonists.
- Identify the patriots' response to taxation by King George III (taxation without representation is tyranny.)
- Compare/contrast the point of view of a loyalist and a patriot throughout the war.
- Analyze the roles that various historical figures played in the Revolutionary War (i.e. George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, Patrick Henry, Marquis de Lafayette, Benedict Arnold, Molly Pitcher, etc.)
- Draw conclusions about the impact various key battles and events that had an impact on the war (i.e. battles such as: Lexington and Concord, Bunker Hill, Trenton, Saratoga, Yorktown, First and

- The outcome of the Revolutionary War resulted in the formation of the United States of America and impacted the world as well as our local community.
- Historic documents, including both primary and secondary sources, give information about our past and the formation of our government.

key events such as: Second Continental Congress, Declaration of Independence, Treaty of Paris).

- Construct a timeline of some key events of the Revolutionary War which impacted the outcome.
- Examine important documents from the time period such as the Declaration of Independence and excerpts from Thomas Paine's "Common Sense" pamphlet.
- Investigate sources to do research on a particular person, or event in the Revolutionary War.
- Differentiate between primary and secondary sources.
- Formulate conclusions based on historical research.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	10 days
<b>UNIT #5:</b>	Geography: 50 States	<b>GRADE:</b>	5

## STANDARDS:

### PA Academic Standards for Social Studies

- 7.1.5.A
  - Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.5.B
  - Describe and locate places and regions as defined by physical and human features.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	10 days
<b>UNIT #5:</b>	Geography: 50 States	<b>GRADE:</b>	5

## UNDERSTANDINGS

America began with thirteen states. Currently, fifty states make up the United States of America. Each state has its own capital and location.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Identify the 50 states/capitals on a map.

### KNOW

- The United States grew since its original thirteen states and is currently made up of 50 states located in different geographic locations.
- Each state has its own capital.

### DO

- Identify the location of the 50 states on a map.
- Categorize the states into different geographic locations (i.e. New England, Mid-Atlantic, Southern, North Central, Western and Alaska/Hawaii).
- Identify the capital of each of the 50 states.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	6 days
<b>UNIT #6:</b>	Civics and Government: United States Constitution	<b>GRADE:</b>	5

## STANDARDS:

### PA Academic Standards for Social Studies

- 5.1.5.A
  - Understand the rule of law in protecting property rights, individual rights and the common good.
- 5.1.5.C
  - Describe the principles and ideals shaping local state, and national government.
- 5.1.5.D
  - Interpret key ideas about government found in significant documents: U.S. Constitution
- 5.1.5.E
  - Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution.
- 5.3.5.A
  - Describe the responsibilities and powers of the three branches of government.
- 5.3.5.B
  - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.
- 5.3.5.D
  - Describe the primary duties of elected local, state, and national positions.
- 5.3.5.E
  - Identify the requirements to vote in local, state, and national elections.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	6 days
<b>UNIT #6:</b>	Civics and Government: United States Constitution	<b>GRADE:</b>	5

## UNDERSTANDINGS

When America becomes a new republic, a set of laws called the United States Constitution is passed in 1787 which became, and still is to this day, the supreme law of our country. These laws establish our form of government and state the rights and privileges of the American people.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- The Articles of Confederation become America’s first set of laws, but fails due to too much state power.
- The Constitutional Convention meets to write a whole new set of laws called the U.S. Constitution which includes three branches of government and states the rights and liberties of the American people.
- The electoral process was developed to elect our Presidents and other leaders.
- The Bill of Rights is added to state individual rights and freedoms which are still preserved today.
- Additional amendments have been added through the years stating the individual rights and privileges of the American people.

### DO

- Examine problems that arise under the Articles of Confederation to determine why a new set of laws is needed.
- Assess the role of compromise in shaping a new government (i.e. The Great Compromise which established two houses in Congress.)
- Compare/contrast the members and roles of the three branches of government. (Balance of powers)
- Examine the electoral map to understand how the number of electoral votes is determined in each state.
- Compare/contrast the role of the popular vote and the electoral vote in an election.

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Make connections between the Bill of Rights and additional amendments added to the U.S. Constitution through the years to the present day rights of American citizens.</li></ul> |
|--|--|

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	10 days
<b>UNIT #7:</b>	History: A New Republic	<b>GRADE:</b>	5

## STANDARDS:

### PA Academic Standards for Social Studies

- 6.3.5.B
  - Describe factors that influence government's economic decision making.
- 8.1.5.A
  - Identify and explain the influences of economic features on continuity and change over time.
- 8.3.5.A
  - Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.
- 8.3.5.C
  - Differentiate how continuity and change in U.S. history are formed and operate.
- 8.3.5.D
  - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	10 days
<b>UNIT #7:</b>	History: A New Republic	<b>GRADE:</b>	5

## UNDERSTANDINGS

Under the Constitution, America expands and endures through various events such as the Whiskey Rebellion, the Louisiana Purchase, the War of 1812 and the Mexican War. The acquisition of new land and the differences in economic influences eventually causes conflict between the North and the South which leads to the Civil War in 1861.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- In 1789, the first President, George Washington, is elected using our electoral process.
- The Whiskey Rebellion tests the strength of the new federal government.
- Slavery begins to die out after the Revolutionary War, however the invention of the cotton gin promotes more slave labor in the South for economic reasons.
- The North experiences the Industrial Revolution and factories/industry dominate the economy, whereas the Southern economy thrives on agriculture (especially cotton and tobacco) which promotes the slave/free conflict between North and South.
- Under the third President, Thomas Jefferson, the Louisiana Purchase nearly doubles the size of the United States and Lewis

### DO

- Investigate the purpose and outcome of the Whiskey Rebellion noting that Washington and his troops went through our local community.
- Examine the differences in the economy between North and South through the years, and its impact on the slavery issue – North is more industrial and South is more agricultural.
- Analyze the impact on the United States of the Louisiana Purchase and the explorations of Lewis and Clark including Westward expansion and the U.S. relationship with the Native Americans.
- Summarize the causes of the War of 1812 and the implications of this war in America’s relationship to England.

and Clark explore the new territory to promote Western Expansion.

- Under the fourth President, James Madison, America goes to war again with England in the War of 1812. The “Star Spangled Banner” originates from a poem written by Francis Scott Key during this war. After America’s victory in this war, England and America become allies to present day, and America has a period of peace and prosperity called the Era of Good Feeling under President James Monroe.
- Conflicts arise with Mexico over land disputes and borders such as the Alamo (1836) and the Mexican War (1846-1848).
- As a result of new land acquisition, conflicts arise between North and South over whether that land should be free or slave which leads to attempted compromises.

- Investigate the origins of the national anthem during the War of 1812 by researching the story behind it and analyzing the words in the “Star Spangles Banner.”
- Analyze how conflicts with Mexico under Santa Anna such as the Alamo and the Mexican War lead to America’s expansion and subsequently the argument over whether new land additions will be designated as free or slave.
- Construct arguments that the Northern and Southern states might have over whether new land should be designated free or slave by investigating such issues as: the Compromise of 1850, popular sovereignty, fugitive slave laws, Kansas-Nebraska Act, etc.
- Hypothesize how these land issues will be a part of the events that eventually lead to Civil War in 1861.
- Construct a timeline of key events between 1789 and 1861 that lead to the Civil War.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	27 days
<b>UNIT #8:</b>	History: Civil War	<b>GRADE:</b>	5

## STANDARDS:

### PA Academic Standards for Social Studies

- 8.1.5.A
  - Identify and explain the influences of economic features on continuity and change over time.
- 8.1.5.B
  - Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.
- 8.1.5.C
  - Locate primary and secondary sources for the research topic and summarize in writing the findings.
- 8.3.5.A
  - Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.
- 8.3.5.B
  - Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.
- 8.3.5.C
  - Differentiate how continuity and change in U.S. history are formed and operate.
- 8.3.5.D
  - Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.
- 6.3.5.B
  - Describe factors that influence government's economic decision making.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Social Studies	<b>TIME FRAME:</b>	27 days
<b>UNIT #8:</b>	Civil War	<b>GRADE:</b>	5

## UNDERSTANDINGS

Students will understand the causes of the Civil War in 1861 as well as the political and economic implications this war had on defining America.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Research Project on a Civil War Personality or Event

### KNOW

- Several events lead up to the Civil War conflict such as: Compromise of 1850, Fugitive Slave Laws, Harriet Beacher Stowe’s *Uncle Tom’s Cabin* (1852), Kansas-Nebraska Act (1854), Caning of Senator Sumner (1856), Dred Scott Decision (1857), Lincoln-Douglas Debates (1858), and Lincoln’s election in 1860.
- Some major causes of the Civil War included economic and political issues such as disagreement over tariffs, power of the federal government, slavery ( a major issue), and finally, Lincoln is elected as President which causes SC to secede from the Union on Dec. 20, 1860 followed by GA, FL, AL, MS, LA and TX on February 8<sup>th</sup> of 1861. Eventually eleven states seceded from the Union, thus forming the CSA (Confederate States of America).

### DO

- Investigate methods some slaves used to escape slavery (i.e. Harriet Tubman, Frederick Douglass, Henry “Box” Brown, Ellen and William Craft, etc.)
- Assess the dangers of running away from a slave’s point of view and also as a conductor of the Underground Railroad.
- Analyze some of the events leading up to the Civil War to determine their influence on the escalation of the conflict between North and South.
- Construct a timeline of the events leading to the Civil War.
- Construct a map with a key shading in three different colors: Union states, Confederate states, border states.
- Critique the concept of secession and analyze it from a Northern and Southern perspective.

Therefore, many were fighting to preserve the union of the United States of America as well.

- Slavery was a major influence in the cause of the Civil War, and abolitionists formed the Underground Railroad to help slaves escape from slavery.
- A Civil War has many interconnected relationships such as friend fighting friend, brother fighting brother, and so forth.
- Although women were not allowed to technically “fight” during this time period, they played a major role (i. e. nurse, spy, some disguised themselves as men, etc.)
- Millions of people in America were affected by the Civil War in some way, each playing his/her role.
- Major battles impacted the outcome of the Civil War between 1861-1865.
- The Emancipation Proclamation was issued by Abraham Lincoln after the Battle of Antietam which said that all slaves in the states in rebellion would be free after January 1<sup>st</sup>, 1863.
- Gettysburg was the turning point battle of the war on July 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> of 1863.
- As a result of the Civil War, Amendments 13, 14 and 15 are added to the Constitution.

- Compare and contrast the varying viewpoints of the North versus the South which eventually lead to war.
- Analyze the point of view of a Northerner soldier versus a Southerner soldier as to their motive for fighting.
- Research human interest stories which demonstrate the human aspect and interconnectedness of a Civil War.
- Research Civil War personalities using primary and secondary sources (i.e. Robert E. Lee, Ulysses S. Grant, “Stonewall” Jackson, George G. Meade, James Ewell Brown Stuart, George B. McClellan, etc.)
- Investigate some women who played major roles in the war (i.e. Dorothea Dix, Elizabeth Van Lew, Belle Boyd, Clara Barton)
- Draw conclusions about the impact some key battles had on the war (i.e. Fort Sumter (April 1865), First Bull Run (July 1861), Monitor and Merrimac (April 1862), Second Bull Run (August 1862), Peninsula Campaign (March – July 1862), Antietam (September 1862) Fredericksburg (December 1862), Chancellorsville (May 1863) , Gettysburg (July 1863)....(and so forth)..... Appomattox (April 1865)...
- Examine the events of each of the three days of Gettysburg as well as the events before and after Gettysburg to evaluate its importance as the turning point battle of the Civil War and in preparation for a possible field trip to this local battlefield.
- Assess decisions commanders made during the battle of Gettysburg which impacted the outcome.
- Assess the importance of the Emancipation Proclamation as well as the addition of Amendments 13, 14, and 15 to the Constitution as it defines America.

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)

