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# **Fifth Grade Social Studies**

**Curriculum Guide**

**Dunmore School District**

**Dunmore, PA**



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Curriculum Guide**

**Fifth Grade Social Studies**

**Prerequisite:**

- Successful completion of fourth grade

**Course Description:**

The Fifth Grade Social Studies curriculum is designed to address state and national social studies standards. The curriculum prepares students to matriculate to the Sixth grade and for future study across the four standards of social studies. Students will explore their relationship to culture and their relationship to culture and their community. Students will also develop the base knowledge of history, geography, economics, and other areas of social sciences in preparation for advanced study at the secondary level.

**Special Education:**

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

<b>Subject: Fifth Grade Social Studies</b>	<b>Grade Level: 5</b>	<b>Date Completed: 4/8/2019</b>
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**1<sup>st</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
American People, American Land	Approved textbook- Social Studies <i>The United States</i> Notes Graded Classwork Worksheets Schoolhouse Rock Video: The Great American Melting Pot Schoolhouse Rock Video: The Preamble Read Works Passage and question set Quizlet	5.1.5.A. through F 5.2.5.A. through D 5.3.5.A 5.3.5.B 6.1.5.A. through D 6.2.5.A. through F 7.2.5.A 7.2.5.B 7.3.5.A 8.3.5.A 8.3.5.B 8.3.5.D .

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Spain Builds an Empire	Approved textbook- Social Studies <i>The United States</i>	8.4.5.A
	Notes	8.4.5.B
	Graded Classwork	7.1.5.B
	Worksheets	7.2.5.A
	World Map	7.3.5.B
	Discovery Education Video: Christopher Columbus	7.4.5.A
	Discovery Education Video: Cortes and Pizzaro	7.4.5.B
	Discovery Education Video: Spanish Explorers	
	Read Works Passage and question set	
	Quizlet	

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**2<sup>nd</sup> Quarter**

Topic	Resources	Standards
Spain Builds an Empire (continued from 1 <sup>st</sup> Quarter)	Approved textbook- Social Studies <i>The United States</i> Notes Graded Classwork Worksheets World Map Discovery Education Video: Christopher Columbus Discovery Education Video: Cortes and Pizzaro Discovery Education Video: Spanish Explorers Read Works Passage and question set Quizlet	8.4.5.A 8.4.5.B 7.1.5.B 7.2.5.A 7.3.5.B 7.4.5.A 7.4.5.B 5.2.5.B 5.3.5.F 5.3.5.G 6.1.5.C 6.1.5.D 6.3.5.B 6.4.5.B
The Struggle to Found Colonies	Approved textbook- Social Studies <i>The United States</i> Notes Graded Classwork Worksheets Colonial Life for Children Videos: Jamestown, The French and Colonial Quebec, Plimouth Plantation, The Dutch and New Amsterdam, William Penn and Pennsylvania, Roger Williams and Rhode Island. Read Works Passage and question set Quizlet	8.3.5.B through D 7.1.5.A 7.1.5.B 7.2.5.A 7.2.5.B 7.3.5.B 6.1.5.B 6.1.5.D 6.5.5.A 6.5.5.B

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**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
The Struggle to Found Colonies (continued from 2 <sup>nd</sup> Quarter)	Approved textbook- Social Studies <i>The United States</i> Notes Graded Classwork Worksheets Colonial Life for Children Videos: Jamestown, The French and Colonial Quebec, Plimouth Plantation, The Dutch and New Amsterdam, William Penn and Pennsylvania, Roger Williams and Rhode Island. Read Works Passage and question set Quizlet	8.3.5.A through D 8.2.5.B through D 7.1.5.A 7.1.5.B 7.2.5.A 7.2.5.B 7.3.5.A 6.1.5.B 6.1.5.D 6.4.5.D 6.5.5.D
Life in the English Colonies	Approved textbook- Social Studies <i>The United States</i> Notes Graded Classwork Worksheets Scholastic Book: <i>The Modern Inventions of Ben Franklin</i> Colonial Life for Children Video: Early Settlers Read Works Passage and question set Quizlet	8.3.5.B through D 7.1.5.A 7.1.5.B 7.2.5.A 7.2.5.B 7.3.5.B 6.1.5.B 6.1.5.D 6.5.5.A 6.5.5.B

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The Fight for a Continent	Approved textbook- Social Studies <i>The United States</i>	8.3.5.A 8.3.5.B 7.2.5.A 7.3.5.A
The Road to War	Approved textbook- Social Studies <i>The United States</i> Notes Graded Classwork Worksheets Scholastic Book: <i>The Midnight Ride of Paul Revere</i> Discovery Education video segment: Paul Revere and the Minutemen The American Revolution for Students Video: Causes of the Revolution Read Works Passage and question set Quizlet	8.3.5.A. through D 5.3.5.C 5.3.5.F 5.3.5.G 5.3.5.H 6.3.5.C

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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
The Road to War (continued from 3 <sup>rd</sup> Quarter)	Approved textbook- Social Studies <i>The United States</i> Notes Graded Classwork Worksheets Scholastic Book: <i>The Midnight Ride of Paul Revere</i> Discovery Education video segment: Paul Revere and the Minutemen The American Revolution for Students Video: Causes of the Revolution Read Works Passage and question set Quizlet	8.3.5.A. through D 5.3.5.C 5.3.5.F 5.3.5.G 5.3.5.H 6.3.5.C
Winning the Revolution	Approved textbook- Social Studies <i>The United States</i> Notes Graded Classwork Worksheets Teachers Pay Teachers booklet Schoolhouse Rock Videos: No More Kings and The Shot Heard Around the World Read Works Passage and question set Quizlet	8.3.5.A. through D 5.1.5.C 5.1.5.D 7.1.5. 7.1.5.B. 7.2.5.A



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States and Capitals	Approved textbook- Social Studies <i>The United States</i> United States Map States and Capitals packet worksheets	7.1.5.A 7.1.5.B 7.4.5.A
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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Overview-American People, American Land</b>	<p>The United States has a varied population that shares many ideals.</p> <p>The United States is a republic in which citizens elect their leaders.</p> <p>The free enterprise system gives Americans many economic freedoms.</p> <p>Thomas Edison was one of the most successful inventors and business men of his time.</p> <p>Dividing the United States into regions makes it easier to study our country's geography.</p> <p>George Washington Carver taught poor farmers modern farming practices and invented many products.</p> <p>Americans rely on natural resources for food, energy, and building materials.</p> <p>Marjory Stoneman Douglas fought to protect the Everglades.</p> <p><b>Vocabulary:</b> Culture Ideals</p>	<p><i>Social Studies: The United States</i></p> <p>Notes</p> <p>Graded Classwork</p> <p>Worksheets</p> <p>Schoolhouse Rock Video: The Great American Melting Pot</p> <p>Schoolhouse Rock Video: The Preamble</p> <p>Read Works Passage and question set</p> <p>Quizlet</p>	<p>Teacher prepared tests</p> <p>Series available assessments for Chapter tests</p> <p>Teacher prepared graded classwork</p>	<p>33 days</p>

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	<b>Ethnic Group</b> <b>Census</b> <b>Immigrants</b> <b>Democracy</b> <b>Republic</b> <b>Constitution</b> <b>Citizen</b> <b>Private Property</b> <b>Economy</b> <b>Free Enterprise</b> <b>Profit</b> <b>Supply</b> <b>Demand</b> <b>Export</b> <b>Import</b> <b>Consumer</b> <b>Entrepreneur</b> <b>Region</b> <b>Geography</b> <b>Agriculture</b> <b>Irrigation</b> <b>Climate</b> <b>Precipitation</b> <b>Interdependent</b> <b>Natural Resource</b> <b>Mineral</b> <b>Fossil Fuel</b> <b>Renewable Resource</b> <b>Nonrenewable Resource</b> <b>Conservation</b> <b>Environment</b> <b>Pollution</b>			
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**PA Academic Standards: History**

8.3. United States History

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.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

**PA Academic Standards: Civics and Government**

5.1. Principles and Documents of Government

5.1.5.A. Understand the rule of law in protecting property rights, individual rights and the common good.

5.1.5.B. Describe the basic purposes of government in the classroom, school, community, state, and nation.

5.1.5.C. Describe the principles and ideals shaping local, state, and national government.

- Liberty/Freedom
- Democracy
- Justice
- Equality

5.1.5.D. Interpret key ideas about government found in significant documents.

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

5.1.5.E. Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution.

5.1.5.F. Explain the significance of state symbols, national symbols, and national holidays.

5.2 Rights and Responsibilities

5.2.5.A Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.

5.2.5.B. Identify behaviors that promote cooperation among individuals.

5.2.5.C. Explain why individuals become involved in leadership and public service.

5.2.5.D. Identify specific ways individuals participate in school and community activities.

5.3 How Government Works

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- 5.3.5.A. Describe the responsibilities and powers of the three branches of government.  
5.3.5.B. Describe how the elected representative bodies function in making local, state, and national laws.

**PA Academic Standards: Geography**

7.2. Physical Characteristics of Places and regions

- 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.

7.3. Human Characteristics of Places and Regions

7.3.5.A. Identify the human characteristics of places and regions using the following criteria.

- Population
- Culture
- Settlement
- Economic activities
- Political activities

**PA Academic Standards: Economics**

6.1. Scarcity and Choice

- 6.1.5.A. Explain how limited and resources and unlimited wants cause scarcity.  
6.1.5.B. Explain ways in which people meet their basic needs and wants.  
    Demonstrate the use of human and capital resources in the production of a specific good.  
6.1.5.C. Explain how people's choices have different economic consequences.  
6.1.5.D. Demonstrate how the availability of resources affects choices.

6.2. Markets and Economic Systems

- 6.2.5.A. Describe how goods and services are distributed.  
6.2.5.B. Identify how pricing influences sellers and consumers.  
6.2.5.C. Explain how advertising causes people to change their behavior in predictable ways.  
6.2.5.D. Identify factors that cause changes in price.  
6.2.5.E. Describe the impact of businesses opening and closing on Pennsylvania economy.  
6.2.5.F. Compare and contrast the types of private economic institutions.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Spain Builds an Empire	<p>Columbus's voyages led to European settlement of the Americas and an exchange of people, animals, goods, and ways of life between East and West.</p> <p>European explorers, including Christopher Columbus and Amerigo Vespucci, reached the Americas and discovered new lands, new people, and new adventure.</p> <p>Spanish conquistadors established new colonies in North America and South America.</p> <p>Spain gained great wealth from the settlement and growth of New Spain.</p> <p>Bartolome de las Casas was dedicated to improving the way the Spanish treated native peoples in the Americas.</p> <p><b>Vocabulary:</b>  Expedition  Colony  Columbian Exchange  Conquistador  Ally  Conquest  Convert  Colonist  Society</p>	<p><i>Social Studies: The United States</i>  Notes  Graded Classwork  Worksheets  World Map  Discovery Education Video: Christopher Columbus  Discovery Education Video: Cortes and Pizzaro  Discovery Education Video: Spanish Explorers  Read Works Passage and question set  Quizlet</p>	<p>Teacher prepared tests</p> <p>Series available assessments for Chapter tests</p> <p>Teacher prepared graded classwork</p>	20 days

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	<b>Plantation Encomienda Missionary Mission</b>			
<p><b>PA Academic Standards: History</b></p> <p>8.4. World History</p> <p>8.4.5.A. Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.</p> <p>8.4.5.B. Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to world history.</p> <p><b>PA Academic Standards: Civics and Government</b></p> <p>5.2 Rights and Responsibilities of Citizenship</p> <p>5.2.5.B. Identify behaviors that promote cooperation among individuals</p> <p>5.3. How Government Works</p> <p>5.3.5.F. Examine different ways conflicts can be resolved.</p> <p>5.3.5.G. Describe how groups tried to influence others.</p> <p><b>PA Academic Standards: Geography</b></p> <p>7.1. Basic Geography Literacy</p> <p>7.1.5.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2 Physical Characteristics of Places and Regions</p> <p>7.2.5.A. Describe the characteristics of places and regions.</p> <p>7.3. Human Characteristics of Places and Regions</p> <p>7.3.5.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul> <p>7.4. Interactions Between People and the Environment</p>				

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7.4.5.A. Describe and explain the effects of the physical systems on people within regions.

7.4.5.B. Identify the effect of people on the physical systems within a community.

**PA Academic Standards: Economics**

6.1. Scarcity and Choice

6.1.5.C. Explain how people's choices have different economic consequences.

6.1.5.D. Demonstrate how availability of resources affects choices.

6.3. Functions of Government

6.3.5.B. Describe factors that influence government's economic decision making.

6.4. Economic Interdependence

6.4.5.B. Explain the growth in international trade.



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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>The Struggle to Found Colonies</b></p>	<p>England founded Jamestown, the first permanent English settlement in North America, in 1607.</p> <p>John Smith's survival and leadership skills were critical to helping the colonists survive in a new land.</p> <p>The search for a Northwest Passage led to the founding of French and Dutch colonies in North America.</p> <p>In search of religious freedom, English settlers established colonies in New England.</p> <p>By 1733 the English had established 13 colonies along the east coast of North America.</p> <p>William Penn established the colony of Pennsylvania which was guided by the ideal of religious freedom.</p> <p>Roger Williams established a settlement in Rhode Island, in which people of different religious beliefs were treated with respect.</p> <p>Vocabulary: Charter Stock</p>	<p><i>Social Studies: The United States</i> Notes Graded Classwork Worksheets Colonial Life for Children Videos: Jamestown, The French and Colonial Quebec, Plimouth Plantation, The Dutch and New Amsterdam, William Penn and Pennsylvania, Roger Williams and Rhode Island Read Works Passage and question set Quizlet</p>	<p>Teacher prepared tests</p> <p>Series available assessments for Chapter tests</p> <p>Teacher prepared graded classwork</p>	<p>29 days</p>

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	<b>Cash Crop</b> <b>Indentured servant</b> <b>House of Burgesses</b> <b>Northwest Passage</b> <b>Pilgrim</b> <b>Separatist</b> <b>Persecution</b> <b>Mayflower Compact</b> <b>Puritan</b> <b>Dissenter</b> <b>Proprietor</b> <b>Debtor</b> <b>Dissenter</b> <b>Proprietor</b> <b>Debtor</b>			
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**PA Academic Standards: History**

8.2. Pennsylvania History

8.2.5.B. Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.

8.2.5.C. Differentiate how continuity and change in Pennsylvania history are formed and operate.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.2.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

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**8.3. United States History**

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 have impacted U.S. history.

- Beliefs systems and religions
- Commerce and Industry
- Technology
- Politics and government
- Physical and human geography
- Social organization

8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

**PA Academic Standards: Civics and Government**

**5.1. Principles and Documents of Government**

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.

- Liberty/Freedom
- Democracy
- Justice
- Equality

**PA Academic Standards: Geography**

**7.1. Basic Geography Literacy**

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. Physical Characteristics of Places and regions**

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.

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7.3. Human Characteristics of Places and Regions

7.3.5.A. Identify the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

**PA Academic Standards: Economics**

6.1. Scarcity and Choice

6.1.5.D. Demonstrate how availability of resources affects choices.

6.4. Economic Interdependence

6.4.5.D. Identify various economic and noneconomic organizations that contribute to interaction among individuals and nations.

6.5. Income, profit, and Wealth

6.5.5.D. Explain how positive and negative incentives affect individual choices.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p><b>Life in the English Colonies</b></p>	<p>People on the 13 Colonies produced a wide variety of goods and developed thriving trading centers.</p> <p>The 13 Colonies had big cities, small towns, and farms of all sizes.</p> <p>Due to Elizabeth Lucas Pickney's success with growing indigo seeds, South Carolina became a major exporter of indigo.</p> <p>Going to school, attending religious services, and reading for news and entertainment were parts of everyday life in the colonies.</p> <p>Benjamin Franklin began as an apprentice printer to his brother and eventually took his skills and talents to Philadelphia.</p> <p>Slavery expanded rapidly in the English colonies during the 1700s, especially in the Southern Colonies.</p> <p><b>Vocabulary:</b>  Apprentice  Artisan  Triangular trade routes  Middle Passage  Self-sufficient</p>	<p><i>Social Studies: The United States</i>  Notes  Graded Classwork  Worksheets  Scholastic Book: <i>The Modern Inventions of Ben Franklin</i>  Colonial Life for Children Video:  Early Settlers  Read Works Passage and question set  Quizlet</p>	<p>Teacher prepared tests</p> <p>Series available assessments for Chapter tests</p> <p>Teacher prepared graded classwork</p>	<p>27 days</p>

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	<b>Town common</b> <b>Great Awakening</b> <b>Almanac</b> <b>Stono Rebellion</b>			
<p><b>PA Academic Standards: History</b></p> <p>8.3. United States History</p> <p>8.3.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States History.</p> <p>8.3.5.C. Differentiate how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> <li>• Beliefs systems and religions</li> <li>• Commerce and Industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p><b>PA Academic Standards: Civics and Government</b></p> <p>5.1. Principles and Documents of Government</p> <p>5.1.5.A Understand the rule of law in protecting property rights, individual rights and the common good.</p> <p>5.1.5.C. Describe the principles and ideals shaping local state, and national government.</p> <ul style="list-style-type: none"> <li>• Liberty/Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p><b>PA Academic Standards: Geography</b></p> <p>7.1. Basic Geography Literacy</p>				

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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. Physical Characteristics of Places and regions

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.

7.3. Human Characteristics of Places and Regions

7.3.5.A. Identify the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

**PA Academic Standards: Economics**

6.1. Scarcity and Choice

6.1.5.B. Explain ways in which people meet their basic needs and wants.

Demonstrate the use of human and capital resources in the production of a specific good.

6.1.5.D. Demonstrate how availability of resources affects choices.

6.5. Income, profit, and Wealth

6.5.5.A. Describe how the availability of goods and services is made possible by the work of members of the society.

6.5.5.B. Differentiate the requirements for different careers and occupations.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>The Fight for a Continent – The French and Indian War</b>	<p>In the French and Indian War, the British, French, and Native Americans fought for control of a large part of North America.</p> <p><b>Vocabulary:</b>  Backcountry  French and Indian War  Pontiac's Rebellion  Proclamation of 1763</p>	<i>Social Studies: The United States</i>	Teacher directed question and answer session	1 day
<p><b>PA Academic Standards: History</b>  8.3. United States History  8.3.5.A. Compare and contrast common characteristics of the social, political, cultural and economic groups in United States History.  8.5.5.B. Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States History.</p> <p><b>PA Academic Standards: Geography</b>  7.2. Physical Characteristics of Places and Regions  7.2.5.A. Describe the characteristics of places and regions.</p> <p>7.3. Human Characteristics of Places and Regions  7.3.5.A. Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Culture</li> <li>• Settlement</li> <li>• Economic activities</li> <li>• Political activities</li> </ul>				



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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>The Road to War</b>	<p>British Taxes led to greater cooperation among colonies.</p> <p>Events in Boston brought Britain and the colonies closer to war.</p> <p>George Washington learned about hard work, commitment, and leadership while working as a surveyor as a young man.</p> <p>The American Revolution began with the battles at Lexington and Concord.</p> <p><b>Vocabulary:</b>  Parliament  Stamp Act  Repeal  Sons of Liberty  Townshend Acts  Tariff  Boycott  Daughters of Liberty  Boston Massacre  Committee of Correspondence  Tea Act  Boston Tea Party  Intolerable Acts  Loyalists  First Continental Congress  Militia  Minutemen  American Revolution</p>	<p>Approved textbook- Social Studies <i>The United States</i></p> <p>Notes</p> <p>Graded Classwork</p> <p>Worksheets</p> <p>Scholastic Book: <i>The Midnight Ride of Paul Revere</i></p> <p>Discovery Education video segment: Paul Revere and the Minutemen</p> <p>The American Revolution for Students Video: Causes of the Revolution</p> <p>Read Works Passage and question set</p> <p>Quizlet</p>	<p>Teacher prepared tests</p> <p>Series available assessments for Chapter tests</p> <p>Teacher prepared graded classwork</p>	<b>25 days</b>

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	<b>Battle of Bunker Hill</b>			
<p><b>PA Academic Standards: History</b></p> <p>8.3. United States History</p> <p>8.3.5.A. Compare and contrast common characteristics of the social, political, cultural and economic groups in United States History.</p> <p>8.3.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States History.</p> <p>8.3.5.C. Differentiate how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> <li>• Beliefs systems and religions</li> <li>• Commerce and Industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p><b>PA Academic Standards: Civics and Government</b></p> <p>5.3. How Government Works</p> <p>5.3.5.C. Describe the role of local and state government officials.</p> <p>5.3.5.F. Examine different ways conflicts can be resolved.</p> <p>5.3.5.G. Describe how groups try to influence others.</p> <p>5.3.5.H. Identify various sources of mass media.</p> <p><b>PA Academic Standards: Economics</b></p> <p>6.3. Functions of Government</p> <p>6.3.5.C. Explore ways in which tax revenue is collected.</p>				

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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>Winning the Revolution</b>	<p>The American colonies declared independence from Britain in July 1776.</p> <p>Thomas Jefferson's love of learning helped him to become an important leader of the United States.</p> <p>The Contributions of a wide variety of people helped the Continental Army win important battles.</p> <p>Phillis Wheatley used her talents as a writer to share her views about freedom and to become the first African American to have a book of poetry published.</p> <p>Soldiers in the American Revolution wore distinctive uniforms to distinguish allies from enemies and officers and privates.</p> <p>With the help of France and Spain, the Continental Army won the American Revolution.</p> <p><b>Vocabulary:</b>            Second Continental Congress            Continental Army            Olive Branch Petition            Declaration of Independence            Traitor            Green Mountain Boys</p>	<p>Approved textbook- Social Studies <i>The United States</i></p> <p>Notes</p> <p>Graded Classwork</p> <p>Worksheets</p> <p>Teachers Pay Teachers booklet</p> <p>Schoolhouse Rock Videos: No More Kings and The Shot Heard Around the World</p> <p>Read Works Passage and question set</p> <p>Quizlet</p>	<p>Teacher prepared tests</p> <p>Series available assessments for Chapter tests</p> <p>Teacher prepared graded classwork</p>	<b>25 days</b>

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	<b>Mercenary Battle of Saratoga Treaty of Paris</b>			
<p><b>PA Academic Standards: History</b></p> <p>8.3. United States History</p> <p>8.3.5.A. Compare and contrast common characteristics of the social, political, cultural and economic groups in United States History.</p> <p>8.3.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States History.</p> <p>8.3.5.C. Differentiate how continuity and change have impacted U.S. history.</p> <ul style="list-style-type: none"> <li>• Beliefs systems and religions</li> <li>• Commerce and Industry</li> <li>• Technology</li> <li>• Politics and government</li> <li>• Physical and human geography</li> <li>• Social organization</li> </ul> <p>8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> <li>• Ethnicity and race</li> <li>• Working conditions</li> <li>• Immigration</li> <li>• Military conflict</li> <li>• Economic stability</li> </ul> <p><b>PA Academic Standards: Civics and Government</b></p> <p>5.1. Principles and Documents of Government</p> <p>5.1.5.C. Describe the principles and ideals shaping local, state, and national government.</p> <ul style="list-style-type: none"> <li>• Liberty/Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p>5.1.5.D. Interpret key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• United States Constitution</li> <li>• Bill of Rights</li> </ul>				

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- Pennsylvania Constitution

**PA Academic Standards: Geography**

7.1. Basic Geographic Literacy

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 Physical Characteristics of Places and Regions

7.2.5.A. Describe the characteristics of places and regions.

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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>States and Capitals</b>	<b>Northeast Region</b>  <b>Southeast Region</b>  <b>Midwest Region</b>  <b>Southwest Region</b>  <b>West Region</b>	<b>Approved textbook- Social Studies <i>The United States</i></b> <b>United States Map</b> <b>States and Capitals packet</b> <b>worksheets</b>	<b>Teacher prepared tests</b>	<b>20 days</b>
<b>PA Academic Standards: Geography</b> 7.1. Basic Geographic Literacy 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.  7.4. Interactions Between People and the Environment 7.4.5.A. Describe and explain the effects of the physical systems on people within regions.				

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<b>Appendix: A</b>			
<b>IEP Enhancements</b>			
<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Overview- American People, American Land	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling,</li> <li>• explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger Font</li> <li>• Access to computer to type written responses.</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Oral responses for open ended questions</li> <li>• Oral responses for essay questions</li> </ul> <p><b>Suggested Time:</b> 33 days as specified in the curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Spain Builds an Empire	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling,</li> <li>• explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger Font</li> <li>• Access to computer to type written responses.</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Oral responses for open ended questions</li> <li>• Oral responses for essay questions</li> </ul> <p><b>Suggested Time:</b> 20 days as specified in the curriculum with additional time as needed per individual student</p>



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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
The Struggle to Found Colonies	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling,</li> <li>• explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger Font</li> <li>• Access to computer to type written responses.</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Oral responses for open ended questions</li> <li>• Oral responses for essay questions</li> </ul> <p><b>Suggested Time:</b> 29 days as specified in the curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Life in the English Colonies	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling,</li> <li>• explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger Font</li> <li>• Access to computer to type written responses.</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Oral responses for open ended questions</li> <li>• Oral responses for essay questions</li> </ul> <p><b>Suggested Time:</b> 27 days as specified in the curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
The Fight for a Continent-The French and Indian War	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling,</li> <li>• explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger Font</li> <li>• Access to computer to type written responses.</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Oral responses for open ended questions</li> <li>• Oral responses for essay questions</li> </ul> <p><b>Suggested Time:</b> 1 day as specified in the curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
The Road to War	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling,</li> <li>• explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger Font</li> <li>• Access to computer to type written responses.</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Oral responses for open ended questions</li> <li>• Oral responses for essay questions</li> </ul> <p><b>Suggested Time:</b> 25 days as specified in the curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Winning the Revolution	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling,</li> <li>• explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger Font</li> <li>• Access to computer to type written responses.</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Oral responses for open ended questions</li> <li>• Oral responses for essay questions</li> </ul> <p><b>Suggested Time:</b> 25 days as specified in the curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
States and Capitals	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Use of Computer (When Available)</li> <li>• Interactive Online Videos</li> <li>• Visual Aids</li> <li>• Anchor Charts</li> <li>• Breaking tasks down into more manageable increments</li> <li>• Breaking down directions with one directive given at a time</li> <li>• Frequent Breaks to maintain focus</li> <li>• Modified Assignments - examples (not limited to) less questions on page, reduction of questions, reduced number of answers, larger font on typed worksheets, vocabulary words defined</li> <li>• Extra time to complete assignments</li> <li>• Additional textbook sent home</li> <li>• Multi-Modality instruction including modeling,</li> <li>• explicit instruction, repetition, rephrasing, visual cues, and chunking of material</li> <li>• Sample Problems provided</li> <li>• Directions read aloud</li> <li>• Colored overlay for reading</li> <li>• Guided Reading Strip</li> <li>• Larger Font</li> <li>• Access to computer to type written responses.</li> <li>• Small group reteach</li> <li>• One-on-one Instruction</li> <li>• Larger lined paper for writing assignments</li> <li>• Graphic Organizer</li> <li>• Copy of notes provided</li> <li>• Audio recordings of text</li> <li>• Mark texts with highlighter</li> <li>• Extended Wait time after asking a question</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Elimination of 1-2 Answer Choices</li> <li>• Questions &amp; Answer Choices read aloud</li> <li>• Use of highlighter to highlight important details</li> <li>• Frequent breaks to maintain focus</li> <li>• Modified Assessments</li> <li>• Provide Study Guides</li> <li>• Change testing location</li> <li>• Chunking tests into more manageable sections</li> <li>• Oral responses for open ended questions</li> <li>• Oral responses for essay questions</li> </ul> <p><b>Suggested Time:</b> 20 days as specified in the curriculum with additional time as needed per individual student</p>