Totowa Public Schools

Social Studies

Grade K

Aligned to NJSLS 2020 Standards

BOE Adopted: 8/31/2022

Revised: 12/14/2022

Units of Study & Pacing Guide

Unit of Study	Timeline	Notes
Unit 1: Civics, Government, and Human Rights	9 Weeks	Lessons in this unit satisfy DEI, AAPI, and Amistad mandates
Unit 2: Geography, People and the Environment	9 Weeks	Lessons in this unit satisfy DEI, Climate Change and Amistad mandates
Unit 3: Economics, Innovation and Technology	9 Weeks	Lessons in this unit satisfy DEI mandate
Unit 4: History, Culture, and Perspectives	9 Weeks	Lessons in this unit satisfy DEI and AAPI mandate
		Curricular Mandate List

Title	Civics, Government, and Human Rights
Unit Duration	9 Weeks
Unit Summary & Rationale	*In this unit, students revive an introduction to their neighborhood, school, and community. Ideals such as what makes a person a good citizen are introduced, and how to be a good person and friend.*
Unit Goals	
Essential Questions	- How can people in my school and neighborhood help people around them? - Why is it important to be a good friend? - What are my responsibilities within my school and neighborhood to demonstrate good citizenship? - Explain how symbols, landmarks, and documents can unite you with others and fill your role as a good citizen.
Enduring Understandings	- There are social skills that are necessary for working in a group. - Students have responsibilities in the school and neighborhood. - There are symbols, landmarks, and documents that represent the school, neighborhood, state, and nation.
Learning Outcomes	- Behaviors that contribute to cooperation within groups at school and in a neighborhood. - The roles and responsibilities of being a member of a group. - School, neighborhood, and community symbols and landmarks (e.g. songs, firehouse, library). **Let's Work It Out Lesson Plan (Holocaust Law)** **Caring Makes a Difference (Holocaust Law)** **Reduce, Reuse, Recycle (Climate Change)** **You Can Help the Environment!	PBS LearningMedia (Climate Change)** **Amazing and Important Women Article-A-Day (Diversity, Equity & Inclusion/Amistad Law)**

Assessment Evidence	
Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative and Benchmark	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments Benchmark – Teacher generated unit assessments, projects, checkpoint assessments Formative, Summative, Alternative and Benchmark Assessments

Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents. **Let's Work It Out Lesson Plan (Holocaust Law)** **Caring Makes a Difference (Holocaust Law)** Goods vs. Services SmartPath **Reduce, Reuse, Recycle (Climate Change)** **You Can Help the Environment!	PBS LearningMedia (Climate Change)** **Amazing and Important Women Article-A-Day (Diversity, Equity & Inclusion/Amistad Law)** Approved Class Resource List Social Studies Primary Source List

Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
Core Ideas	**Performance Expectation**
Rules for all to live by are a result of the actions of government, organizations, and individuals.	• 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

The actions of individuals and government affect decisions made for the common good.	• 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. • 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	• 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. • 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	• 6.1.2.CivicsPR.1: Determine what makes a good rule or law. • 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. • 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
Processes and rules should be fair, consistent, and respectful of the human rights of all people.	• 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
Certain character traits can help individuals become productive members of their community.	• 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. • 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Social Studies Practices	

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers

and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

- Developing Questions and Planning Inquiry

- Gathering and Evaluating Sources

- Seeking Diverse Perspectives

- Developing Claims and Using Evidence

- Presenting Arguments and Explanations

- Engaging in Civil Discourse and Critiquing Conclusions

- Taking Informed Action

NJ: 2016 SLS: English Language Arts

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
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- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

• W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	

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• 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
• 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
• 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
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• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
• 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors
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Title	Geography, People and the Environment

Unit Duration	9 Weeks
Unit Summary & Rationale	*In this unit, students begin to explore and understand maps. Students will understand that everyone is part of a larger neighborhood and community with various roles.*

Unit Goals	

Essential Questions	• How are maps and globes different? • Why are maps helpful? • How can people in my school and my community help people around them? • What are the different jobs that people have in your community?
Enduring Understandings	• Maps help us to find and display places in our homes, schools and neighborhoods. • Maps use symbols to represent things. • Everyone in our neighborhood is important and has a role to perform.
Learning Outcomes	• Students will know: • Career Exploration - Roles of community helpers (police officer, firefighter, mail carrier, grocer, mechanic, plumber, miner, farmer, doctor). • How to use a map • Understand the different features found on a map and globe. • **Think It Through: Alma's Way (Diversity, Equity & Inclusion)** • **Meet the Helpers: Teachers are Helpers (Diversity, Equity & Inclusion)** • **Meet the Helpers: Counselors Are Helpers (Amistad Law)** • **Amazing and Important Women Article-A-Day (Diversity, Equity & Inclusion/Amistad Law)** • **Starting Habits for Conservation Early | PBS LearningMedia (Climate Change)** • **Kids Go Green: Waste Less (Climate Change)**

Assessment Evidence	

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Resources to Promote Learning

Resources & Equipment Needed	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents **Think It Through: Alma's Way (Diversity, Equity & Inclusion)** **Meet the Helpers: Teachers are Helpers (Diversity, Equity & Inclusion)** **Meet the Helpers: Counselors Are Helpers (Amistad Law)** **Amazing and Important Women Article-A-Day (Diversity, Equity & Inclusion/Amistad Law)** **Starting Habits for Conservation Early | PBS LearningMedia (Climate Change)** **Kids Go Green: Waste Less (Climate Change)** **Jobs** Building Relationships | Cultivating Good Neighbor Skills | PBS LearningMedia Approved Class Resource List Social Studies Primary Source List

Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
Core Ideas	**Performance Expectation**
Local community and government leaders have roles and responsibilities to provide services for their community members.	• 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
The actions of individuals and government affect decisions made for the common good.	• 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. • 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
When all members of the group are given the opportunity to participate in the decision- making process everyone's voice is heard.	• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
Certain character traits can help individuals become productive members of their community.	• 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
A map is a symbolic representation of selected characteristics of a place.	• 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). • 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
Geographic data can be used to identify cultural and environmental characteristics of places.	• 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
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- Developing Questions and Planning Inquiry

- Gathering and Evaluating Sources

- Seeking Diverse Perspectives

- Developing Claims and Using Evidence

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NJSLS Performance Expectations (By the end of 2nd Grade)

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- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary/21st Century Connections	
Connections and Skills	• Critical thinking • Collaboration and Teamwork • Problem Solving
Math	• K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Health/Physical Education	• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). • 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors

Title	Economics, Innovations, and Technology
Unit Duration	9 Weeks
Unit Summary & Rationale	*In this unit, students begin to explore what it is like to be a member of society who earns their money with a job. Students are exposed to basic economic principles of needs and wants.*
<center>**Unit Goals**</center>
Essential Questions	• How do people earn money? • What are the main differences between goods and services? • What role does money play in the purchasing of goods and services?
Enduring Understandings	• Goods and services meet people's needs. • Simple economic concepts such as: goods, services, wages, and expenses.
Learning Outcomes	• Students will know: • How to use currency to exchange goods and services. • The differences between needs and wants. • How to perform a service in which they are earning currency at the primary level. • In order to be a member of society, they need to earn money. • There are different ways to earn money. • The importance of earning money. • Goods and services meet people's needs. • Simple economic concepts such as: goods, services, wages, and expenses. • **Reduce, Reuse, Recycle (Climate Change)** • **Kids Go Green: Reducing Air Pollution (Climate Change)**

Assessment Evidence	
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Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	

Core Ideas	Performance Expectation
When all members of the group are given the opportunity to participate in the decision- making process everyone's voice is heard.	• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Global interconnections occur between human and physical systems across different regions of the world.	• 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
Individuals make decisions based on their needs, wants, and the availability of resources.	• 6.1.2.EconET.1: Explain the difference between needs and wants.
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	• 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

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• Developing Questions and Planning Inquiry
• Gathering and Evaluating Sources
• Seeking Diverse Perspectives
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Interdisciplinary/21st Century Connections	
Connections and Skills	- Critical thinking - Collaboration and Teamwork - Problem Solving
Mathematics	- K.CC.A. Know number names and the count sequence. - K.CC.B. Count to tell the number of objects. - K.CC.C. Compare numbers.
Health/Physical Education	2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors

Title	History, Culture, and Perspective
Unit Duration	9 Weeks
Unit Summary & Rationale	*In this unit, students explore what history and culture is. Students will explore holidays and traditions of all different people.*
Unit Goals	
Essential Questions	- How do people and events teach us about the past? - How can cultural differences impact a classroom and a community? - How do people within a family help each other? - How do people within a classroom help each other? - How do people within a community help each other?
Enduring Understandings	- Goods and services meet people's needs. - Simple economic concepts such as: goods, services, wages, and expenses.
Learning Outcomes	Students will know:

- Their role in their family, classroom, and community.
- Traditions associated with holidays celebrated throughout the year.
- Three facts about their family's traditions and culture.
- Identify holidays on a calendar.
- Use reading, speaking, and listening skills to obtain knowledge of the diversity in their classroom community.
- Identify the roles of members in a family.
- Identify the roles of people in the schools.
- Identify the roles of people in community.
- VIrtual Visit National Japanese American Memorial (AAPI)
- **Kareem's Playdate, Kindergarten Reading Passage (Diversity, Equity & Inclusion)**
- **What's Fair? (Diversity, Equity & Inclusion)**
- **Learning About Friends Video (Diversity, Equity & Inclusion)**
- **Let's Work It Out Lesson Plan (Holocaust Law)**

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6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</td></tr>
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Environmental characteristics influence the how and where people live.	• 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). • 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
Understanding the past helps to make sense of the present.	• 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	• 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. • 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
The nature of history involves stories of the past preserved in a variety of sources.	• 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

- Developing Questions and Planning Inquiry

- Gathering and Evaluating Sources

- Seeking Diverse Perspectives

- Developing Claims and Using Evidence

- Presenting Arguments and Explanations

- Engaging in Civil Discourse and Critiquing Conclusions

- Taking Informed Action

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary/21st Century Connections	
Connections and Skills	- Critical thinking - Collaboration and Teamwork - Problem Solving
Mathematics	K.CC.A. Know number names and the count sequence.
Health/Physical Education	2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors

Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs		
Time/General	**Processing**	**Comprehension**
- Allow extra time - Repeat and clarify directions - Provide breaks in between tasks - Have student verbalize directions - Provide timelines/due dates for reports and projects	- Provide extra response time - Have student verbalize steps - Repeat directions - Provide small group instruction - Include partner work	- Provide reading material on student's level - Have student underline important points - Assist student on how to use context clues to identify words/phrases - Ensure short manageable tasks

Tests/Quizzes/Grading	Behavior/Attention	Organization
• Provide extended time • Provide study guides • Limit number of responses	• Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task	• Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge

- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level

- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations

- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.