

Vietnam War Studies Unit 2

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP	Weeks
Geography/Culture of Southeast Asia, Chinese Domination, Vietnamese Independence, French Colonization, Rise of Vietnamese Nationalism, WWII and Japanese Occupation, First Indo Chinese War, Cold War, to Assassination of John F Kennedy	1	9
Gulf of Tonkin Resolution/Incidents, LBJ's escalation of American involvement, 1968 TET Offensive, 1968 assassinations of MLK and RFK, American Homefront, Richard Nixon's Vietnamization, Peace in Vietnam, Watergate and Fall of Saigon, Vietnam Post 1975	2	9

Unit Overview

The influence of the French and the Americans have impacted both the physical characteristics and human inhabitants of the region over time. As a result native charismatic individual and group struggles have shaped the political and social structure in Vietnam. In addition, many assimilated cultural traditions and heritages contribute to Vietnam's evolving national diversity.

The U.S. view of issues and challenges in Southeast Asia may not have been the same as the views held by other countries and cultures at the time.

Not all social and economic problems and political differences can be solved without conflict. Individuals have a responsibility to critique government policy and the power to make positive changes in their society.

Enduring Understandings

1. Students will understand the social, political, economic, and military challenges that the Vietnamese people have faced due to foreign domination throughout their history.
2. Students will understand how the United States misinterpreted the internal conflicts within Vietnam were somehow apart of the larger brewing worldwide struggle between democracy and communism during the Cold War.
3. Students will understand how LBJ's escalation of American involvement in Southeast Asia led to a full scale commitment, and hence war, in the country of Vietnam.

4. Students will understand how Richard Nixon's policy to conduct the war in Vietnam through a "peace with honor" prism was at times paradoxical.

5. Students will understand how the war in Vietnam led to profound and unintended changes in American life.

6. Students will understand how even though the Vietnam War ended over 40 years ago, Americans are still being, both overtly and subtly, influenced by the American intervention in Southeast Asia.

Essential Questions

1. Why did the United States lose confidence in the democratic government of Ngo Dien Diem

and how did the collapse of Diem's government lead to a greater American military involvement?

2. How did the Gulf of Tonkin Incident and the resulting Gulf of Tonkin Resolution lead to active American military engagement between the forces on North Vietnam and its allies and South Vietnam and its allies?

3. What experiences did American soldiers undergo in Vietnam?

4. How did the American public feel about the war in Vietnam, and how did these feelings change over time?

5. How did the year 1968 serve to change American perspectives on the war help divide the nation regarding on the issue?

6. What different perspectives did young people take regarding the Vietnam War at the time?

7. How did the conduct of the war change under the Administration of Richard Nixon and what was the consequence to the Vietnamese and American people?

8. What events prompted America to conduct a withdrawal from Vietnam beginning in 1971- and what measures did the nation begin to take in healing its internal and external wounds?

9. In what ways was the Vietnam War a defining event for an entire generation of Americans?

10. Was it possible for the United States to have won the Vietnam War?

11. What was the Legacy of the Vietnam War to both the Vietnamese and American peoples?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
SOC.6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
SOC.6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
SOC.6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
SOC.6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
SOC.6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
SOC.6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
SOC.6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
SOC.6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

SOC.6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
SOC.6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.

Amistad Integration

We will implement the following materials and texts to integrate the history and contributions of African Americans:

Students will research and design a pamphlet that highlights the positive contributions of African Americans abroad(those who served in country) and domestically during the Vietnam War.

Students will research,read, and analyze LBJ's War on Poverty program known as, "Project 100,000".

Students will study and research the impact of the Civil Rights struggle in the United States had been transferred 12,000 miles to the war zone in Southeast Asia.

LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the

environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.12.A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
SOC.6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
SOC.6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
SOC.6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
SOC.6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
SOC.6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

Holocaust/Genocide Education

We will implement the following texts and materials to integrate the history of prejudice, discrimination, and genocide to help students take responsibility to fight hatred and racism.

Students will read a book(ie.: "Dan Thuy's New Life in America" or Dust of Life: 1980 History's Children) that details the challenges that many children experienced when the United States withdrew from Southeast Asia in 1975. They will then debate the policy of Congress and the Executive Branch concerning the fate of those left behind.

Students will view a series of Hollywood movies or documentaries portraying different dimensions of examples of genocide or atrocities committed in Southeast Asia during and after the war. Students will write an essay contrasting the "textbook" account with the videos.

Students will create a timeline based on their research of Pol Pot and the Khmer Rouge in Southeast Asia during the 1970's. They will then develop a Prezi presentaion to present to the class.

SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.

SOC.6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Interdisciplinary Connections

In connection with the English Department, students will practice and be assessed on argumentative writing, thesis -driven arguments, and will be able to incorporate evidence to support their claims.

LA.RH.11-12	Reading History
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Technology Standards

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

21st Century Themes/Careers

Students will understand how Americans have been at the forefront of political, social, economic, cultural, and technological changes that have generational consequences that can be seen as both positive and negative on the environment, people, and global communities.

Students will demonstrate 21st Century skills through the use of fact driven research, cooperative learning environments, and independent interests to enhance their communicative and critical thinking abilities.

Students will achieve these goals by studying the role of various political, economic, social, cultural and gender identities through the study of the period from the escalation of military involvement during the Administration of Lyndon B. Johnson in 1965 until the American evacuation and withdrawal from Southeast Asia in 1975.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
CAEP.9.2.12.C	Career Preparation

Financial Literacy Integration

The various financial challenges, topics , and ideas that began to emerge both nationally and globally from American escalation that began in 1965 through the evacuation and withdrawal from Southeast Asia in 1975.

Discussion on the long term economic and psychological effects of the effects of the military ordinance that was used and left behind on the battlefields throughout Vietnam.

Discussion on how Johnson's Great Society program was impacted by the choices made between the nation's investment in defense and civilian goods.

Discussion on how the GDP's of both Vietnam and the United States were impacted by the war and the effect they possibly had on the "recessions" that both countries experiences inthe mid to late 1970's.

SOC.6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.6.1.12.C.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
SOC.6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
SOC.6.1.12.C.9.a	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
SOC.6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
SOC.6.1.12.C.9.c	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
SOC.6.1.12.C.12.b	Assess the impact of agricultural innovation on the world economy.
SOC.6.1.12.C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
SOC.6.1.12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
SOC.6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on

	society.
SOC.6.1.12.C.15.b	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
SOC.6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.6.1.12.C.16.b	Predict the impact of technology on the global workforce and on entrepreneurship.
SOC.6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
SOC.6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
SOC.6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
SOC.6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
SOC.6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

Instructional Strategies & Learning Activities

Primary Source Analysis

Journal Entries

Class Discussions (large and small group)

Supplemental Readings (secondary sources, book chapters, journals, map analysis)

Analyzing images and cartoons

Anticipation Guides

Human Timeline

Graffiti Boards

Four Corners

Two minute interview

Whip around

Differentiated Instruction

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Self-Directed Learning
- Choice Boards
- Debate
- Mock Trial
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning

Student Interest & Inventory Data

Formative Assessments

- Nightly and or weekly out of class assignments(readings, notes/review, Canvas assignments) that follow the textbook sections and class material.
- Outside primary and secondary resources will be assigned for further understanding, mastery and enrichment pertaining to the World War II, The Cold War Period, and the Administrations of John F. Kennedy, Lyndon Johnson, Richard Nixon, and Gerald Ford.
- In class writing assignments and research assignments (maps, presentations, charts) developing the content in Unit III.
- Daily warm up activities.
- Big Picture activity

- Explain What Matters activity
- Three Questions activities
- Yes/No Charts
- Do's and Dont's activity

Summative Assessment

Each of the 2 evaluations will be assessed in various ways. They will range from traditional to non traditional. Multiple choice/ T-F/Matching/Short and longer answers will be utilized in the traditional assessment(s). Evaluations not tested traditionally will be assessed via a paper , essay or presentation on a particular historical event(TET OFFENSIVE of 1968) or historical figure in history(LBJ)

Benchmark Assessments

Monitoring writing progress by including at least one writing assignment per unit.

Alternate Assessments

- Provide visual aids
- Allow as much time as needed to complete tests/quizzes
- Take-home tests/quizzes
- Provide a vocabulary list with definitions
- Have test materials read to students
- Allow open note tests/quizzes
- Use a pass-fail system
- Allow for re-take for a better grade
- Visit a historical site and present
- give directions in small steps
- Divide tests into shorter sections.

- Use larger font on tests/quizzes

Resources & Technology

Examples of Technology:

One on One Chromebooks

Promethean Boards

3-D Printer

IPADS

Desk Top Computers

Computer Carts

Projectors

-

Examples of Resources:

Stanford History Group

PBS

Avalon Project

Library of Congress

Independent Historical Societies

Media Wise

Teaching with Primary Resources Library of Congress

Online Evidence Project through Spencer Foundation

Robert McCormick Foundation History and News Literacy

Sweden's Wallenberg Foundation, *Digital History in the Classroom and Beyond*

Bill and Melinda Gates Foundation, the *Historical Thinking for the 21st Century*

Investigating Historical Consciousness

Historical Sense-Making Project

American YAWP

American Historical Association

Teaching American History

BOE Approved Texts

NO TEXTBOOK

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.

- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)

- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

*Add to or remove any of these as you see fit.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

*Add to or remove any of these as you see fit.

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking