

Unit 2: American Political Ideologies and Beliefs (Weeks 8-15)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Connecting the application of political science methods to the development of social and economic policies that Americans support, advocate for, and adopt is foundational to understanding the ideologies of political parties and patterns of political participation. American political beliefs are shaped by founding ideals, core values, linkage institutions (i.e., elections, political parties, interest groups, and the media in all its forms), and the changing demographics of citizens. These beliefs about government, politics, and the individual's role in the political system influence the creation of public policies.

ESSENTIAL QUESTIONS

- How does the United States define democracy?
- How are American political beliefs formed and how do they evolve over time?
- How do political ideology and core values influence government policy making?
- Which ideology is better, Liberal or Conservative?
- What party do you believe has impacted America the most throughout history?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

6.1.12.CivicsPI.2.b:

Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

6.1.12.EconoNM.10.b:

Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.GeoPP.13.b:

Use quantitative data and other sources to describe the extent to which changes in national policy impacted

immigration to New Jersey and the United States after 1965.

6.1.12.CivicsPI.14.d:

Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.CivicsCM.14.b:

Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.CivicsPD.14.a:

Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.GeoPP.14.a:

Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

SOC.6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
SOC.6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
SOC.6.1.12.CivicsCM.14.a	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
SOC.6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
SOC.6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

PFL.9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
PFL.9.1.12.EG.2	Explain why various forms of income are taxed differently.
PFL.9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

PRE-ASSESSMENTS

Kahoot game review of topics included in unit and those specifically on unit assessment to gauge level of previous knowledge of students.

INSTRUCTIONAL PLAN

MODULE 2

Political Socialization, Changes and Influences on Ideology

Student Learning Intentions (SLI) WALT:
(We are learning to...)

- understand how citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change.
- The relative importance of major political events to the development of individual political attitudes is an example of political socialization.
- Family, schools, peers, media, and social environments (including civic and religious organizations) contribute to the development of an individual's political attitudes and values through the process of political socialization
- Generational and life cycle effects also contribute to the political socialization that

	<p>influences an individual's political attitudes.</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Active lecture note taking • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Explain how cultural factors influence political attitudes and socialization. • Demonstrate how generational and life cycle effects also contribute to the political socialization that influences an individual's political attitudes. • Provide examples of the relative importance of major political events to the development of individual political attitudes.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Pear Deck interactive slide real time feedback • In class discussions • Low-stakes group work • Illustrated Vocabulary Assignment <ul style="list-style-type: none"> ○ Vocabulary Quiz
<p>Activities and Resources</p>	<p>Suggested Readings/Activities:</p> <ul style="list-style-type: none"> • Robert Putnam's "Bowling Alone: America's Declining Social Capital," Journal of Democracy (1995) • Current events

- Pear Deck/Google Sides lecture/note taking

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subject at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students

enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same

opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what

needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Bowling Alone Article.pdf](#)

[Social Capital](#)

[Theories & Policy](#)

[political ideology](#)

MODULE 1

American Attitudes About Government and Politics

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

- understand what basic attitudes are about government and politics.
- understand that different interpretations of

	<p>core values, including individualism, equality of opportunity, free enterprise, rule of law, and limited government, affect the relationship between citizens and the federal government and that citizens have with each other.</p> <ul style="list-style-type: none"> • Family, schools, peers, media, and social environments (including civic and religious organizations) contribute to the development of an individual's political attitudes and values through the process of political socialization
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Active lecture note taking • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups
<p>Success Criteria</p>	<p>Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Pear Deck interactive slide real time feedback • In class discussions • Low-stakes group work • Illustrated Vocabulary Assignment <ul style="list-style-type: none"> ○ Vocabulary Quiz
<p>Activities and Resources</p>	<ul style="list-style-type: none"> • Social capital lesson • Study of demography and it's impact of political socialization • Pear Deck/Google Sides lecture/note taking

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subject at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work

such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the

student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[2 - Public Opinion and Public Action.pptx](#)

MODULE 3

Measuring Public Opinion

Student Learning Intentions (SLI) WALT:
(We are learning to...)

- understand how public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions
- Public opinion data that can impact elections and policy debates is affected by such scientific polling types and methods as:
 - Type of poll (opinion polls, benchmark or tracking polls, entrance and exit polls)
 - Sampling techniques, identification of

	<ul style="list-style-type: none"> respondents, mass survey or focus group, sampling error ○ Type and format of questions ● The relationship between scientific polling and elections and policy debates is affected by the: <ul style="list-style-type: none"> ○ Importance of public opinion as a source of political influence in a given election or policy debate ○ Reliability and veracity of public opinion data
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> ● Active lecture note taking ● Close Reading ● Think-Pair-Share ● Case Notes ● Making Connections ● Debate/Socratic Seminar ● Short written responses ● Pear Deck responses ● Discussion Groups
<p>Success Criteria</p>	<ul style="list-style-type: none"> ● Describe the elements of a scientific poll. ● Explain the quality and credibility of claims based on public opinion data.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> ● Pear Deck interactive slide real time feedback ● In class discussions ● Low-stakes group work ● Illustrated Vocabulary Assignment <ul style="list-style-type: none"> ○ Vocabulary Quiz
<p>Activities and Resources</p>	<ul style="list-style-type: none"> ● Pew Research Data resources

- analyze, critique and create polls
- Varied analysis of modern and historical political polls and polling techniques

Pear Deck/Google Sides lecture/note taking

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Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subject at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Suggested Modifications

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[Polling-lesson-plan.pdf](#)

MODULE 4

Ideologies of Political Parties

Student Learning Intentions (SLI) WALT:
(We are learning to...)

- understand how and why widely held political ideologies shape policy debates and choices

	<p>in American policies.</p> <ul style="list-style-type: none"> • The Democratic Party (D or DEM) platform generally align more closely to liberal ideological positions, and the Republican Party (R or GOP) platforms generally align more closely to conservative ideological positions.
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Active lecture note taking • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Explain how ideologies of the two major parties shape policy debates. • Describe the difference between "republican democratic" and "Republican & Democrat"
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Pear Deck interactive slide real time feedback • In class discussions • Low-stakes group work • Illustrated Vocabulary Assignment <ul style="list-style-type: none"> ○ Vocabulary Quiz
<p>Activities and Resources</p>	<ul style="list-style-type: none"> • General overview of major political party ideologies, changes and trends over time <ul style="list-style-type: none"> ○ discussion of how prevailing social mores effect political ideologies

- data analysis

[Democratic Party platform](#)

[Republican Party platform](#)

Suggested Modifications

English Language Learners

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Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subject at hand.

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Students with 504 Plans

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may use a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may prefer to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[political ideology](#)

MODULE 5

Ideology and Policy Making

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

- understand how widely held political ideologies shape policy debates and choices in American policies.
- Because the U.S. is a democracy with a diverse society, public policies generated at any given time reflect the attitudes and beliefs of citizens who choose to participate in politics at that time.
- The balancing dynamic of individual liberty and government efforts to promote stability and order has been reflected in policy debates and their outcomes over time.
- The balancing dynamic of individual liberty and government efforts to promote stability and order has been reflected in policy debates and their outcomes over time.
- Ideological differences on marketplace regulation are based on different theoretical support, including Keynesian and supply-side positions on monetary and fiscal policies promoted by the president, Congress, and the Federal Reserve.
- Liberal ideologies tend to think that personal privacy—areas of behavior where government should not intrude—extends further than conservative ideologies do (except in arenas involving religious and educational freedom); conservative ideologies favor less government involvement to ensure social and economic equality; and libertarian ideologies disfavor any governmental intervention beyond the protection of private property and individual liberty.

Student Learning Strategies

- Active lecture note taking

	<ul style="list-style-type: none"> • Close Reading • Think-Pair-Share • Case Notes • Making Connections • Debate/Socratic Seminar • Short written responses • Pear Deck responses • Discussion Groups
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Explain how U.S. political culture (e.g., values attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time. • Describe different political ideologies on the role of government in regulating the marketplace. • Explain how political ideologies vary on the government’s role in regulating the marketplace • Explain how political ideologies vary on the role of the government in addressing social issues • Explain how different ideologies impact policy on social issues.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Pear Deck interactive slide real time feedback • In class discussions • Low-stakes group work • Illustrated Vocabulary Assignment <ul style="list-style-type: none"> ○ Vocabulary Quiz
<p>Activities and Resources</p>	<p><i>This topic is actually taught and re-visited constantly throughout the school year. As political, social and economic themes surface in the curriculum, we look at both current and</i></p>

historical policies of the government in regards to those issues.

- Analysis of various policies

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subject at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Suggested Modifications

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same

opportunity for support as special needs students.

Students at Risk of School Failure

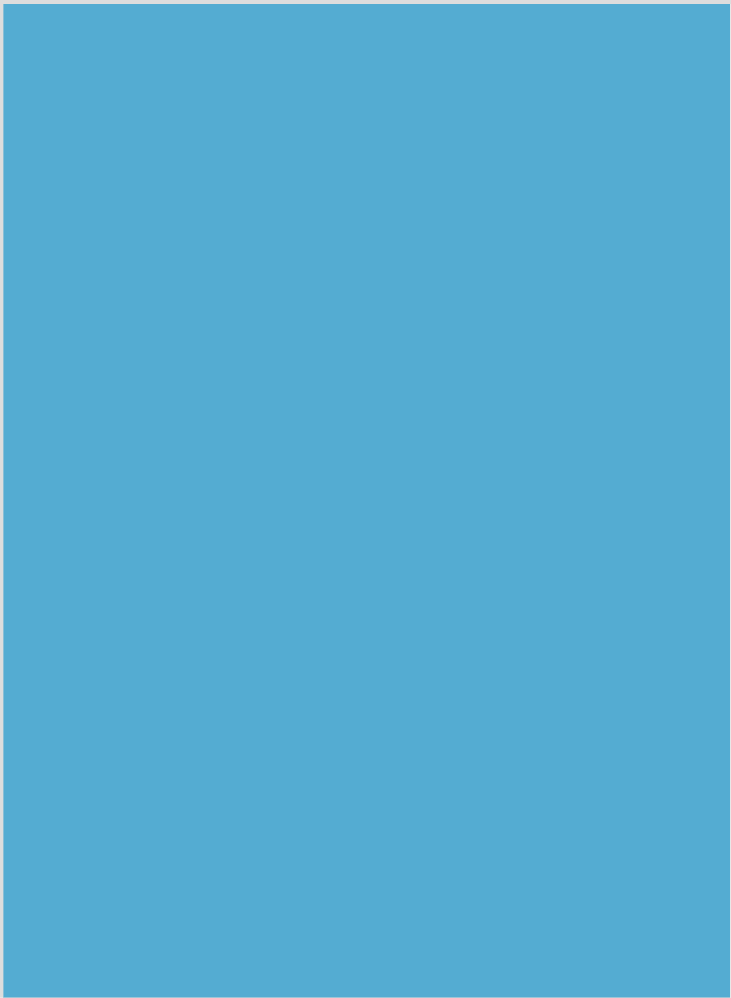
Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what



needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

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[Public Policy: A Crash Course in Real Time](#)

[GRADE Policy Analysis Tool_one pager2.pdf](#)

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.