

Name of Unit/Course: Early U.S. History

Overall Unit Information (Required for MOOC participants)		Self-Check
Unit or Course Goal(s)	<p>Early U.S. History: In this unit, students will create a timeline of United States history from explorers all the way to the American Revolutionary War. Students will be able to describe key events that took place in the United States during the time of the explorers, the formation of the colonies, the events that led up to the American Revolution, and the war itself.</p> <p>This unit will be done fully online.</p>	See A1
Standards	<p><b>Name of standards:</b> Georgia Performance Standards  <b>Link to standards:</b> <a href="#">4th Grade Social Studies Standards</a>  <b>Grade/Year:</b> 4<sup>th</sup> grade – 9-10 year old students  <b>Subject:</b> Social Studies  <b>Standard (as written):</b>  <b>SS4H2 The student will describe European exploration in North America.</b>                      a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Núñez de Balboa, Juan Ponce de León, Christopher Columbus, Henry Hudson, and Jacques Cartier.                      b. Describe examples of cooperation and conflict between Europeans and Native Americans.  <b>SS4H3 The student will explain the factors that shaped British colonial America.</b>                      a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.                      b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.  <b>SS4H4 The student will explain the causes, events, and results of the American Revolution.</b>                      a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party.                      c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.                      d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.                      e. Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies).</p>	See A2

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<p>Learner Characteristics</p>	<p>These students are 4<sup>th</sup> graders in a Gwinnett County, GA elementary school.            Gifted Students: 26%            ESOL Students: 33%            Special Education: 11%            Testing: 80% of students met on the 3<sup>rd</sup> grade social studies section of the CRCT</p>	<p>See B1</p>
<p>Technology requirements</p>	<p>Internet connected computer            Kidblog account            Access to teacher's Time Toast account (account information is located on the course homepage)            Access to teacher's other Web 2.0 tool accounts such as Movenote, Animoto, and Thinglink (account information is located on the course homepage)            Textbook (eBook): <i>The United States: Making a New Nation</i>. - <a href="http://www.eharcourtschool.com/">http://www.eharcourtschool.com/</a> - Harcourt Publishers has given the school permission to use this textbook.            Webcam and working microphone            Gmail account</p>	<p>See D5</p>
<p>Prerequisite Skills</p>	<p>Fountas and Pinnell reading level of at least a "P" – differentiation provided for those below and above.            Synchronous communication software skills            Knowledge of how to use a computer            Basic knowledge of digital citizenship            Knowledge of how to use the internet to perform research and/or searches</p>	<p>See A4 &amp; D6</p>
<p>Introductory Communication Plans</p>	<p>At the beginning of the unit, all students are required to attend a synchronous session with the teacher so that they can hear about the course requirements. Throughout the course, students will blog once a week reflecting on their learning, and they will also respond to their peers' blogs. The teacher will host two synchronous sessions per week. One will be mandatory and will cover the instructions for the upcoming module. The second one will be for students to utilize if they have individual questions. If students need to get in contact with the teacher, they will refer to the teacher communication section of the syllabus. Students can communicate with one another via a discussion forum on the class page designed specifically for peer communication or group members can meet via a synchronous session with the teacher's assistance and approval.</p>	<p>See A4 B9 &amp; B10</p>

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Universal Design Principles Considered	Multiple ways of representation: Textbook, videos (in both English and Spanish), video transcripts, synchronous sessions Multiple forms of expression: Blogs, discussion forums, quizzes, Web 2.0 tools to share learning in the final project – Movenote, Animoto, Time Toast, etc. Multiple forms of engagement: Email, phone, synchronous sessions, blogs, discussion forums	See B4
Number of Modules or Weeks	This unit will last for six weeks and will include six modules. Each module will open up after the mandatory synchronous session explaining it on Monday mornings. The assignments in each module are due the following Monday by 7AM.	See A3

<b>Module 1 Plan</b> (Note: “module” and “lesson” used interchangeably) (Required for MOOC participants)		<b>Self-Check</b>
Module Objective(s)	<p><b>SS4H2 –</b></p> <ul style="list-style-type: none"> <li>• The student will be able to identify the accomplishments of Christopher Columbus, Vasco Nunez de Balboa, and John Cabot with 80% accuracy on the quiz at the end of the module.</li> <li>• Using the checklist for appropriate discussion posts, students will describe in a discussion forum the obstacles the explorers faced as they traveled.</li> <li>• In groups (either via Google Drive or a synchronous session assisted by the teacher), students will begin planning their final timeline project by first assigning roles and then planning/starting the explorer part of their project using the final project rubric and checklist.</li> </ul>	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>1. Quiz over the explorers covered (answer key)</li> <li>2. Discussion Forum: Describe the obstacles the explorers you learned about faced as they traveled and explored (checklist for appropriate discussion posts)</li> <li>3. Begin planning timeline project and start on the explorer section of the project (final project rubric and checklist)</li> <li>4. Kidblog: Reflect on your learning this week and respond to one peer (rubric)</li> </ol>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> <li>1. Students will watch a video about each explorer.</li> <li>2. Students will read about John Cabot, Vasco Balboa, and Christopher Columbus in the social studies textbook.</li> <li>3. Students will read the handouts provided on each explorer and/or visit websites about each explorer.</li> <li>4. Students will complete a handout that discusses what country each explorer came from, his goals, his obstacles, and his accomplishments.</li> <li>5. Students will participate in the discussion forum discussing the obstacles each explorer faced.</li> <li>6. Students will meet synchronously to discuss their final timeline project and begin working on the explorer section of the project.</li> </ol>	See A2 A3 B3 B4 & B10

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<p>Formative Evaluation &amp; Feedback</p>	<p>Synchronous class meeting on Monday to introduce the module – 8AM – 9AM.            Drop in synchronous session for individual questions on Wednesday from 8AM – 9AM.            Student blog posts reflecting on learning: Describe the three most important things you learned about these explorers this week.            Handout discussing explorers’ country, goal, obstacles, and accomplishments.            Discussion Post</p>	<p>See A3 C1 C3 &amp; C5</p>
<p>Physical Learning Materials</p>	<p>Social Studies Textbook</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Digital Learning Objects</p>	<p>Handouts about John Cabot, Vasco Balboa, and Christopher Columbus            Handout discussing explorers’ country, goal, obstacles, and accomplishments            Discovery Education videos about these three explorers embedded in the course content page            Articles about explorers from databases found in the Online Research Library that Gwinnett County students have access to via their student portal – specific databases students will visit include Britannica Online, TrueFlix, and World Book Student.</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Plans for Differentiation</p>	<p>For the final timeline project, students will be placed in collaborative groups based on their strengths and weaknesses.            Students reading below grade level such as ESOL students will be placed in a modified discussion forum in which they can record themselves speaking the answer to the question instead of writing the answer.            Students reading below grade level such as ESOL students will receive a modified blog rubric for their blog posts every week.            Students reading below grade level such as ESOL students will take a modified quiz every week. This quiz will only have three multiple choice answers to choose from as opposed to four.            Gifted students will receive a modified blog rubric for their blog posts every week. Their blogs will require some more critical thinking and in-depth responses as they reflect on their learning.            Students with an IEP will receive an outline of the notes discussed in each module.            Extra teacher communication and tutors will be utilized as needed.</p>	<p>See B1 B4 &amp; B6</p>

Module 2 Plan (Optional for MOOC participants)		Self-Check
Module Objective(s)	<p><b>SS4H2 –</b></p> <ul style="list-style-type: none"> <li>The student will be able to identify the accomplishments of Juan Ponce de Leon, Henry Hudson, and Jacques Cartier with 80% accuracy on the quiz at the end of the module.</li> <li>Using the checklist for appropriate discussion posts, students will describe in a discussion forum the obstacles the explorers faced as they traveled.</li> <li>In groups, students will finish the explorer part of their project using the final project rubric and checklist.</li> </ul>	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>Quiz over the explorers covered (answer key)</li> <li>Discussion Forum: Describe the obstacles the explorers you learned about faced as they traveled and explored (checklist for appropriate discussion posts)</li> <li>Finish the explorer section of the final timeline project (final project rubric and checklist)</li> <li>Kidblog: Reflect on your learning this week and respond to one peer(rubric)</li> </ol>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> <li>Students will watch a video about each explorer.</li> <li>Students will read about John Cabot, Vasco Balboa, and Ponce de Leon in the social studies textbook.</li> <li>Students will read the handouts provided on each explorer and/or visit websites about each explorer.</li> <li>Students will complete a handout that discusses what country each explorer came from, his goals, his obstacles, and his accomplishments.</li> <li>Students will participate in the discussion forum discussing the obstacles each explorer faced.</li> <li>Students will meet synchronously to finish the explorer section of their final timeline project.</li> </ol>	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	<p>Synchronous class meeting on Monday to introduce the module – 8AM – 9AM.                      Drop in synchronous session for individual questions on Wednesday from 8AM – 9AM.                      Student blog posts reflecting on learning: Describe the three most important things you learned about these explorers this week.                      Handout discussing explorers’ country, goal, obstacles, and accomplishments.                      Discussion Post</p>	See A3 C1 C3 & C5

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Physical Learning Materials	Social Studies Textbook	See A3, A9, B1, B4, & B6
Digital Learning Objects	<p>Handouts about Ponce de Leon, Henry Hudson, and Jacques Cartier</p> <p>Handout discussing explorers' country, goal, obstacles, and accomplishments</p> <p>Discovery Education videos about these three explorers embedded in the course content page</p> <p>Articles about explorers from databases found in the Online Research Library that Gwinnett County students have access to via their student portal – specific databases students will visit include Britannica Online, TrueFlix, and World Book student.</p>	See A3, A9, B1, B4, & B6
Plans for Differentiation	<p>For the final timeline project, students will be placed in collaborative groups based on their strengths and weaknesses.</p> <p>Students reading below grade level such as ESOL students will be placed in a modified discussion forum in which they can record themselves speaking the answer to the question instead of writing the answer.</p> <p>Students reading below grade level such as ESOL students will receive a modified blog rubric for their blog posts every week.</p> <p>Students reading below grade level such as ESOL students will take a modified quiz every week. This quiz will only have three multiple choice answers to choose from as opposed to four.</p> <p>Gifted students will receive a modified blog rubric for their blog posts every week. Their blogs will require some more critical thinking and in-depth responses as they reflect on their learning.</p> <p>Students with an IEP will receive an outline of the notes discussed in each module.</p> <p>Extra teacher communication and tutors will be utilized as needed.</p>	See B1 B4 & B6

<b>Module 3 Plan (Optional for MOOC participants)</b>		<b>Self-Check</b>
Module Objective(s)	<p><b>SS4H3 –</b></p> <ul style="list-style-type: none"> <li>The student will be able to describe the New England, Middle, and Southern colonies, specifically their geography, climate, economy, government, and products, with 80% accuracy on the quiz at the end of the module.</li> <li>Using the checklist for appropriate discussion posts, students will explain how the geography of each colonial area affected its economy and products and/or crops.</li> <li>In their groups, students will complete the colonies part of their final timeline project using the final project rubric and checklist.</li> </ul>	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>Quiz over the New England and Middle colonies (answer key)</li> <li>Discussion Forum: Explain how the geography of each colonial area affected its economy and products and/or crops. (checklist for appropriate discussion posts)</li> <li>Complete the colonies part of the final timeline project (final project rubric and checklist)</li> <li>Kidblog: Reflect on your learning this week and respond to a peer (rubric)</li> </ol>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> <li>Students will watch a video about the New England colonies, the Middle colonies, and the Southern colonies.</li> <li>Students will read about the New England colonies, the Middle colonies, and the Southern colonies in the social studies textbook.</li> <li>Students will complete a chart that describes the geography, climate, economy, government, and products of the New England, Middle, and Southern colonies.</li> <li>Students will participate in the discussion forum discussing how the geography of each colonial area affects its economy and products and/or crops.</li> <li>Students will meet synchronously to complete the colonies section of their final timeline project.</li> </ol>	See A2 A3 B3 B4 & B10



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<p>Formative Evaluation &amp; Feedback</p>	<p>Synchronous class meeting on Monday to introduce the module – 8AM – 9AM.                  Drop in synchronous session for individual questions on Wednesday from 8AM – 9AM.                  Student blog posts reflecting on learning: Describe three characteristics of each colonial region.                  Chart describing the geography, climate, economy, government, and products of the New England, Middle, and Southern colonies.                  Discussion Post</p>	<p>See A3 C1 C3 &amp; C5</p>
<p>Physical Learning Materials</p>	<p>Social Studies Textbook</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Digital Learning Objects</p>	<p>Handouts about each group of colonies                  Discovery Education videos about the New England, Middle, and Southern colonies embedded in the course content page                  Chart describing the geography, climate, economy, government, and products of the New England, Middle, and Southern colonies.                  Articles about colonies from databases found in the Online Research Library that Gwinnett County students have access to via their student portal – specific databases students will visit include Britannica Online, TrueFlix, and World Book student.</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Plans for Differentiation</p>	<p>For the final timeline project, students will be placed in collaborative groups based on their strengths and weaknesses.                  Students reading below grade level such as ESOL students will be placed in a modified discussion forum in which they can record themselves speaking the answer to the question instead of writing the answer.                  Students reading below grade level such as ESOL students will receive a modified blog rubric for their blog posts every week.                  Students reading below grade level such as ESOL students will take a modified quiz every week. This quiz will only have three multiple choice answers to choose from as opposed to four.                  Gifted students will receive a modified blog rubric for their blog posts every week. Their blogs will require some more critical thinking and in-depth responses as they reflect on their learning.                  Students with an IEP will receive an outline of the notes discussed in each module.                  Extra teacher communication and tutors will be utilized as needed.</p>	<p>See B1 B4 &amp; B6</p>

<b>Module 4 Plan (Optional for MOOC participants)</b>		<b>Self-Check</b>
Module Objective(s)	<p><b>SS4H4 –</b></p> <ul style="list-style-type: none"> <li>• The student will be able to describe the causes of the American Revolution, including the French and Indian War, Stamp Act, Boston Massacre, Boston Tea Party, and the Intolerable Acts, with 80% accuracy on the quiz at the end of the module.</li> <li>• Using the checklist for appropriate discussion posts, students will choose one event that contributed to the American Revolution and thoroughly explain it.</li> <li>• In their groups, students will complete the causes of the war part of their final timeline project using the final project rubric and checklist.</li> </ul>	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>1. Quiz over the events that caused the American Revolution (answer key)</li> <li>2. Discussion Forum: Choose one event that contributed to the American Revolution and thoroughly explain it. (checklist for appropriate discussion posts)</li> <li>3. Complete the causes of the war part of the final timeline project (final project rubric and checklist)</li> <li>4. Kidblog: Reflect on your learning this week and respond to a peer (rubric)</li> </ol>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> <li>1. Students will watch a video about each event that contributed to the American Revolution: French and Indian War, Stamp Act, Boston Massacre, Boston Tea Party, and the Intolerable Acts.</li> <li>2. Students will read about these events in the social studies textbook.</li> <li>3. Students will complete a cause and effect graphic organizer over two events that contributed to the war. Example – if they chose the Boston Tea Party, they would explain the event, what caused the event, and what resulted because of the event.</li> <li>4. Students will participate in the discussion forum explaining one event that contributed to the American Revolution.</li> <li>5. Students will meet synchronously to complete the causes of the war section of their final timeline project.</li> </ol>	See A2 A3 B3 B4 & B10

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<p>Formative Evaluation &amp; Feedback</p>	<p>Synchronous class meeting on Monday to introduce the module – 8AM – 9AM.            Drop in synchronous session for individual questions on Wednesday from 8AM – 9AM.            Student blog posts reflecting on learning: In your opinion, which event that you learned about had the MOST influence over the start of the war            Cause/Effect graphic organizer            Discussion post</p>	<p>See A3 C1 C3 &amp; C5</p>
<p>Physical Learning Materials</p>	<p>Social Studies Textbook</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Digital Learning Objects</p>	<p>Handout covering each event            Cause/Effect graphic organizer            Discovery Education videos about each event that contributed to the war embedded in the course content page            Articles about these events from databases found in the Online Research Library that Gwinnett County students have access to via their student portal – specific databases students will visit include Britannica Online, TrueFlix, and World Book student.</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Plans for Differentiation</p>	<p>For the final timeline project, students will be placed in collaborative groups based on their strengths and weaknesses.            Students reading below grade level such as ESOL students will be placed in a modified discussion forum in which they can record themselves speaking the answer to the question instead of writing the answer.            Students reading below grade level such as ESOL students will receive a modified blog rubric for their blog posts every week.            Students reading below grade level such as ESOL students will take a modified quiz every week. This quiz will only have three multiple choice answers to choose from as opposed to four.            Gifted students will receive a modified blog rubric for their blog posts every week. Their blogs will require some more critical thinking and in-depth responses as they reflect on their learning.            Students with an IEP will receive an outline of the notes discussed in each module.            Extra teacher communication and tutors will be utilized as needed.</p>	<p>See B1 B4 &amp; B6</p>

<b>Module 5 Plan (Optional for MOOC participants)</b>		<b>Self-Check</b>
Module Objective(s)	<p><b>SS4H4 –</b></p> <ul style="list-style-type: none"> <li>The student will be able to describe important battles that took place during the American Revolution – Lexington &amp; Concord, Saratoga, and Yorktown – with 80% accuracy on the quiz at the end of the module.</li> <li>Using the checklist for appropriate discussion posts, students will choose one battle that took place during the war and explain the details of the battle and the results of it.</li> <li>In their groups, students will begin the war part of their final timeline project using the final project rubric and checklist.</li> </ul>	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>Quiz over the important battles of the American Revolution (answer key)</li> <li>Discussion Forum: Choose one battle that took place during the war and explain the details of the battle and the results of it. (checklist for appropriate discussion posts)</li> <li>Begin the war part of the final timeline project (final project rubric and checklist)</li> <li>Kidblog: Reflect on your learning this week and respond to a peer (rubric)</li> </ol>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> <li>Students will watch a video about each important battle of the war: Lexington &amp; Concord, Saratoga, and Yorktown.</li> <li>Students will read about these events in the social studies textbook.</li> <li>Students will participate in the discussion forum explaining one important battle in the American Revolution.</li> <li>Students will meet synchronously to complete the causes of the war section of their final timeline project.</li> </ol>	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	<p>Synchronous class meeting on Monday to introduce the module – 8AM – 9AM.                      Drop in synchronous session for individual questions on Wednesday from 8AM – 9AM.                      Student blog posts reflecting on learning: Which battle that you learned about was the most interesting to you and why?                      Discussion Post</p>	See A3 C1 C3 & C5
Physical Learning Materials	Social Studies Textbook	See A3, A9, B1, B4, & B6

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<p>Digital Learning Objects</p>	<p>Discovery Education videos about each battle in the war embedded in the course content page            Articles about these events from databases found in the Online Research Library that Gwinnett County students have access to via their student portal – specific databases students will visit include Britannica Online, TrueFlix, and World Book student.</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Plans for Differentiation</p>	<p>For the final timeline project, students will be placed in collaborative groups based on their strengths and weaknesses.            Students reading below grade level such as ESOL students will be placed in a modified discussion forum in which they can record themselves speaking the answer to the question instead of writing the answer.            Students reading below grade level such as ESOL students will receive a modified blog rubric for their blog posts every week.            Students reading below grade level such as ESOL students will take a modified quiz every week. This quiz will only have three multiple choice answers to choose from as opposed to four.            Gifted students will receive a modified blog rubric for their blog posts every week. Their blogs will require some more critical thinking and in-depth responses as they reflect on their learning.            Students with an IEP will receive an outline of the notes discussed in each module.            Extra teacher communication and tutors will be utilized as needed.</p>	<p>See B1 B4 &amp; B6</p>

<b>Module 6 Plan (Optional for MOOC participants)</b>		<b>Self-Check</b>
Module Objective(s)	<p><b>SS4H4 –</b></p> <ul style="list-style-type: none"> <li>The student will be able to describe important people associated with the American Revolution – King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams – with 80% accuracy on the quiz at the end of the module.</li> <li>Using the checklist for appropriate discussion posts, students will choose two historical figures and thoroughly explain how they were associated with the American Revolution.</li> <li>In their groups, students will complete the war part of their final timeline project using the final project rubric and checklist.</li> </ul>	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>Quiz over the historical figures who were important to the American Revolution (answer key)</li> <li>Discussion Forum: Choose two historical figures and thoroughly explain how they were associated with the American Revolution. (checklist for appropriate discussion posts)</li> <li>Finish the war part of the final timeline project (final project rubric and checklist)</li> <li>Kidblog: Reflect on your learning this week and respond to a peer (rubric)</li> </ol>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> <li>Students will watch a video about each key historical figure: King George III, George Washington, Benjamin Franklin, Benedict Arnold, Thomas Jefferson, Patrick Henry, and John Adams.</li> <li>Students will read about these events in the social studies textbook.</li> <li>Students will participate in the discussion forum explaining two key historical figures of the American Revolution</li> <li>Students will complete a character graphic organizer over two historical figures</li> <li>Students will meet synchronously to complete the causes of the war section of their final timeline project.</li> </ol>	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	<p>Synchronous class meeting on Monday to introduce the module – 8AM – 9AM.                      Drop in synchronous session for individual questions on Wednesday from 8AM – 9AM.                      Student blog posts reflecting on learning: Which historical figure that you learned about is your favorite and why?                      Character Graphic Organizer</p>	See A3 C1 C3 & C5

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Physical Learning Materials	Social Studies Textbook	See A3, A9, B1, B4, & B6
Digital Learning Objects	<p>Character Graphic Organizer</p> <p>Discovery Education videos about each historical figure involved in the war embedded in the course content page</p> <p>Articles about these historical figures from databases found in the Online Research Library that Gwinnett County students have access to via their student portal – specific databases students will visit include Britannica Online, TrueFlix, and World Book student.</p>	See A3, A9, B1, B4, & B6
Plans for Differentiation	<p>For the final timeline project, students will be placed in collaborative groups based on their strengths and weaknesses.</p> <p>Students reading below grade level such as ESOL students will be placed in a modified discussion forum in which they can record themselves speaking the answer to the question instead of writing the answer.</p> <p>Students reading below grade level such as ESOL students will receive a modified blog rubric for their blog posts every week.</p> <p>Students reading below grade level such as ESOL students will take a modified quiz every week. This quiz will only have three multiple choice answers to choose from as opposed to four.</p> <p>Gifted students will receive a modified blog rubric for their blog posts every week. Their blogs will require some more critical thinking and in-depth responses as they reflect on their learning.</p> <p>Students with an IEP will receive an outline of the notes discussed in each module.</p> <p>Extra teacher communication and tutors will be utilized as needed.</p>	See B1 B4 & B6