

COURSE/SUBJECT: Science

LEVEL/GRADE: Kindergarten

UNIT/FOCUS: Materials and Motion

TIMEFRAME: 12 Weeks

Transfer

Students will be able to independently use their learning to...

- Ask questions based on observations to find more information about the natural and/or designed world(s).
- Define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple model based on evidence to represent a proposed object or tool.
- With guidance, plan and conduct an investigation in collaboration with peers.
- Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.
- Make predictions based on prior experiences.
- Record information (observations, thoughts, and ideas).
- Use and share pictures, drawings, and/or writings of observations.
- Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems.
- Use counting and numbers to identify and describe patterns in the natural and designed world(s).
- Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs.
- Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena.
- Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem.
- Construct an argument with evidence to support a claim.
- Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world.
- Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.
- Simple tests can be designed to gather evidence to support or refute student ideas about causes.
- Events have causes that generate observable patterns.
- Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower).
- Objects and organisms can be described in terms of their parts.
- Systems in the natural and designed world have parts that work together.
- Objects may break into smaller pieces, be put together into larger pieces, or change shapes.
- The shape and stability of structures of natural and designed objects are related to their function(s).

Essential Questions (EQs)

Students will keep considering...

- How do particles combine to form the variety of matter one observes?
- How can one predict an object's continued motion, changes in motion, or stability?
- What underlying forces explain the variety of interactions observed?
- What is meant by conservation of energy?
- How are forces related to energy?
- How do humans depend on Earth's resources?
- How do humans change the planet?
- What is a design for?
- What are the criteria and constraints of a successful solution?
- What is the process for developing potential design solutions?
- How can the various proposed design solutions be compared and improved?
- What are the relationships among science, engineering, and technology?
- How do science, engineering, and the technologies that result from them affect the ways in which people live? How do they affect the natural world?

Acquisition

Knowledge	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. • Different properties are suited to different purposes. • A great variety of objects can be built up from a small set of pieces. • Pushes and pulls can have different strengths and directions. (KPS2-1),(K-PS2-2) • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. • When objects touch or collide, they push on one another and can change motion. • Sunlight warms Earth’s surface. • A bigger push or pull makes things go faster. • Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. • Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. • A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. • Asking questions, making observations, and gathering information are helpful in thinking about problems. • Before beginning to design a solution, it is important to clearly understand the problem. • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. • Because there is always more than one possible solution to a problem, it is useful to compare and test designs. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. • Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. • Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. • Make observations to determine the effect of sunlight on Earth’s surface. • Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. • Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. • Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. • Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. • Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

<p align="center">Aligned Concepts, Topics, and Skills</p>	<p align="center">Pacing Guide</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Observing Wood • Wood and Water • Testing a Raft • Sanding Wood • Sawdust and Shavings • Making Particleboard • Making Plywood • Paper Hunt • Using Paper • Paper and Water • Paper Recycling • Papier-Mache • Feely Boxes and Fabric Hunt • Taking Fabric Apart • Water and Fabric • Graphing Uses • Reuse and Recycle Resources • Building Structures • Pushes and Pulls • Colliding Objects • Rolling Outdoors • Balloon Rockets 	<ul style="list-style-type: none"> • Approximately 2 weeks per investigation
<p align="center">21st Century Life and Career Ready Practices</p>	<p align="center">Interdisciplinary Connections</p>
<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence. 	<ul style="list-style-type: none"> • Science and Engineering Practices • Cross-Cutting Concepts • Create a wood chart • List wood items from home • Making a paper chart • Weave a paper mat • Make word and fabric cards • Count seams • Make patter quilts • Describe a roller coaster • Compare runways

Instructional Resources	Benchmark / Summative Assessments
<ul style="list-style-type: none"> • FOSS Kits • FOSS Science Resource Books • FOSS Online Activities 	<ul style="list-style-type: none"> • Investigations <ul style="list-style-type: none"> ○ Getting to Know Wood ○ Getting to Know Paper ○ Getting to Know Fabric ○ Getting Things to Move • I-Checks • Self-Assessments • FOSS Post Test
Supports / Modifications for ELLs	Supports / Modifications for Students w/ 504s and or IEPs
<ul style="list-style-type: none"> • Preview content • Utilize visuals, images, actions, and talk • Scaffold development of comprehension process vocabulary AND content-specific vocabulary • Display anchor charts for language structures • Provide assessments with graphic supports • Utilize prepared sentence stems • Graphic organizers • Flexible grouping • Additional time for processing and assessment 	<ul style="list-style-type: none"> • Differentiate content, process, product, and learning environment • Provide alternative or high interest text at student’s reading level. • Provide summaries of materials for student. • Shorten assignments and assessments to focus on mastery of key concepts. • Substitute alternatives for written assignments. • Specify and review often exactly what the student will need to learn to pass. • Modify expectations based on student needs. • Provide a “designated notetaker” or photocopy of other student or teacher notes. • Provide a print copy of assignments or notes. • Go over directions orally. • Provide additional time on tests. • Read test materials to the student, and allow oral responses. • Use enlarged graph paper to write problems to help the student keep numbers in columns. • Break long-term assignments into small steps, with daily monitoring and frequent grading. • Use both oral and printed directions.
Supports / Modifications for At Risk Students	Supports / Modifications for Gifted & Talented Students
<ul style="list-style-type: none"> • Review the classroom rules frequently. • Evaluate classroom structure against the student’s needs (flexible structure, firm limits, etc.). • Keep workspace clear of unrelated materials. • Keep classroom quiet during intense learning times. • Reduce visual distractions in the classroom (mobiles, etc.). • Seat the student close to the teacher / instruction, and away from distractions. • Keep extra supplies of classroom materials (pencils, books) on hand. • Alert student several minutes before a transition from one activity to another is planned; give several reminders. • Reinforce (often) when a student displays positive behavior. • Develop an individualized behavior intervention plan that consistent with the student’s ability and skills. • Arrange for a student to leave the classroom for a designated “safe place” when highly stressed. • Develop a system or a code word to let a student know when behavior is not appropriate. • Ignore behaviors that are not seriously disruptive. 	<ul style="list-style-type: none"> • Provide opportunities to pursue advanced level work • Expose students to higher level thinking skills • Provide enrichment centers • pursue a self-selected interest • work in groups with students having common interests • move to a higher grade for specific subject area instruction • work with students of comparable ability across classrooms at the same grade level • work on an advanced curriculum unit on a teacher-selected topic • participate in competitive programs focusing on thinking skills/problem solving • receive concentrated instruction in critical thinking and creative problem solving

COURSE/SUBJECT: Science

LEVEL/GRADE: Kindergarten

UNIT/FOCUS: Trees and Weather

TIMEFRAME: 12 Weeks

Transfer

Students will be able to independently use their learning to...

- Ask questions based on observations to find more information about the natural and/or designed world(s).
- Compare models to identify common features and differences.
- Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s).
- Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.
- Make predictions based on prior experiences.
- Record information (observations, thoughts, and ideas).
- Use and share pictures, drawings, and/or writings of observations.
- Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems.
- Compare predictions (based on prior experiences) to what occurred (observable events).
- Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena.
- Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem.
- Construct an argument with evidence to support a claim.
- Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world.
- Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.
- Events have causes that generate observable patterns.
- Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower).
- Objects and organisms can be described in terms of their parts.
- Systems in the natural and designed world have parts that work together.
- The shape and stability of structures of natural and designed objects are related to their function(s).
- Some things stay the same while other things change.
- Things may change slowly or rapidly.

Essential Questions (EQs)

Students will keep considering...

- How do the structures of organisms enable life's functions?
- How do organisms obtain and use the matter and energy they need to live and grow?
- What regulates weather and climate?
- How do living organisms alter Earth's processes and structures?
- How do humans depend on Earth's resources?
- How do natural hazards affect individuals and societies?
- What is meant by conservation of energy?
- What is the process for developing potential design solutions?

Acquisition

Knowledge	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. • All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. • Plants and animals can change their environment. • Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. • Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. • Sunlight warms Earth’s surface. • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. • 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use observations to describe patterns of what plants and animals (including humans) need to survive. • Use and share observations of local weather conditions to describe patterns over time. • Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. • Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. • Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. • Make observations to determine the effect of sunlight on Earth’s surface. • Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

<p align="center">Aligned Concepts, Topics, and Skills</p>	<p align="center">Pacing Guide</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Observing Schoolyard Trees • Tree Parts • Tree Puzzles • Tree-Silhouette Cards • Adopt Schoolyard Trees • A Tree Comes to Class • Leaf Walk • Leaf Shapes • Comparing Leaves • Matching Leaf Silhouettes • Leaf Books • Weather Calendar • Recording Temperature • Wind Direction • Fall • Winter • Spring 	<ul style="list-style-type: none"> • Approximately 2 weeks per investigation
<p align="center">21st Century Life and Career Ready Practices</p>	<p align="center">Interdisciplinary Connections</p>
<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence. 	<ul style="list-style-type: none"> • Science and Engineering Practices • Cross-Cutting Concepts • Make a tree-observation class book • Make tree puzzles • Measure circumference with strings • Make invitations • Make leaf rubbings • Read weather literature • Make a temperature bar graph • Make a tree bulletin board
<p align="center">Instructional Resources</p>	<p align="center">Benchmark / Summative Assessments</p>
<ul style="list-style-type: none"> • FOSS Kits • FOSS Science Resource Books • FOSS Online Activities 	<ul style="list-style-type: none"> • Investigations <ul style="list-style-type: none"> ○ Observing Trees ○ Observing Leaves ○ Observing Weather ○ Trees through the Seasons • I-Checks • Self-Assessments • FOSS Post Test

<p align="center">Supports / Modifications for ELLs</p>	<p align="center">Supports / Modifications for Students w/ 504s and or IEPs</p>
<ul style="list-style-type: none"> • Preview content • Utilize visuals, images, actions, and talk • Scaffold development of comprehension process vocabulary AND content-specific vocabulary • Display anchor charts for language structures • Provide assessments with graphic supports • Utilize prepared sentence stems • Graphic organizers • Flexible grouping • Additional time for processing and assessment 	<ul style="list-style-type: none"> • Differentiate content, process, product, and learning environment • Provide alternative or high interest text at student’s reading level. • Provide summaries of materials for student. • Shorten assignments and assessments to focus on mastery of key concepts. • Substitute alternatives for written assignments. • Specify and review often exactly what the student will need to learn to pass. • Modify expectations based on student needs. • Provide a “designated notetaker” or photocopy of other student or teacher notes. • Provide a print copy of assignments or notes. • Go over directions orally. • Provide additional time on tests. • Read test materials to the student, and allow oral responses. • Use enlarged graph paper to write problems to help the student keep numbers in columns. • Break long-term assignments into small steps, with daily monitoring and frequent grading. • Use both oral and printed directions.
<p align="center">Supports / Modifications for At Risk Students</p>	<p align="center">Supports / Modifications for Gifted & Talented Students</p>
<ul style="list-style-type: none"> • Review the classroom rules frequently. • Evaluate classroom structure against the student’s needs (flexible structure, firm limits, etc.). • Keep workspace clear of unrelated materials. • Keep classroom quiet during intense learning times. • Reduce visual distractions in the classroom (mobiles, etc.). • Seat the student close to the teacher / instruction, and away from distractions. • Keep extra supplies of classroom materials (pencils, books) on hand. • Alert student several minutes before a transition from one activity to another is planned; give several reminders. • Reinforce (often) when a student displays positive behavior. • Develop an individualized behavior intervention plan that consistent with the student’s ability and skills. • Arrange for a student to leave the classroom for a designated “safe place” when highly stressed. • Develop a system or a code word to let a student know when behavior is not appropriate. • Ignore behaviors that are not seriously disruptive. 	<ul style="list-style-type: none"> • Provide opportunities to pursue advanced level work • Expose students to higher level thinking skills • Provide enrichment centers • pursue a self-selected interest • work in groups with students having common interests • move to a higher grade for specific subject area instruction • work with students of comparable ability across classrooms at the same grade level • work on an advanced curriculum unit on a teacher-selected topic • participate in competitive programs focusing on thinking skills/problem solving • receive concentrated instruction in critical thinking and creative problem solving

COURSE/SUBJECT: Science

LEVEL/GRADE: Kindergarten

UNIT/FOCUS: Animals Two by Two

TIMEFRAME: 12 Weeks

Transfer

Students will be able to independently use their learning to...

- Ask questions based on observations to find more information about the natural and/or designed world(s).
- Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s).
- With guidance, plan and conduct an investigation in collaboration with peers (for K).
- Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.
- Make predictions based on prior experiences.
- Record information (observations, thoughts, and ideas).
- Use and share pictures, drawings, and/or writings of observations.
- Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems.
- Compare predictions (based on prior experiences) to what occurred (observable events).
- Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena.
- Construct an argument with evidence to support a claim.
- Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world.
- Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.

Meaning

Enduring Understandings (EUs)

Students will understand that...

- Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.
- Events have causes that generate observable patterns.
- Objects and organisms can be described in terms of their parts.
- Systems in the natural and designed world have parts that work together.
- The shape and stability of structures of natural and designed objects are related to their function(s).

Essential Questions (EQs)

Students will keep considering...

- How do the structures of organisms enable life's functions?
- How do organisms obtain and use the matter and energy they need to live and grow?
- How do living organisms alter Earth's processes and structures?
- How do humans depend on Earth's resources?

Acquisition

Knowledge

Students will know...

- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.
- Plants and animals can change their environment.
- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

Skills

Students will be able to...

- Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

<p align="center">Aligned Concepts, Topics, and Skills</p>	<p align="center">Pacing Guide</p>
<p>Topics:</p> <ul style="list-style-type: none"> • Structure of Goldfish • Caring for Goldfish • Goldfish Behavior • Comparing Guppies to Goldfish • Comparing Schoolyard Birds • Observing water snails • Shells • Land Snails • The Structure of Redworms • Redworm Behavior • Comparing Redworms to Night Crawlers • Isopod Observations • Identifying Isopods • Isopod Movement • Animals Living Together 	<p>Approximately 3 weeks per investigation</p>
<p align="center">21st Century Life and Career Ready Practices</p>	<p align="center">Interdisciplinary Connections</p>
<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP3. Attend to personal health and financial well-being. • CRP4. Communicate clearly and effectively and with reason. • CRP5. Consider the environmental, social and economic impacts of decisions. • CRP6. Demonstrate creativity and innovation. • CRP7. Employ valid and reliable research strategies. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP9. Model integrity, ethical leadership and effective management. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence. 	<ul style="list-style-type: none"> • Science and Engineering Practices • Cross-Cutting Concepts • Write a Facts about fish book • Count fish in the tanks • Make your room an aquarium • Use shells for addition and subtraction • Make paper bowl snails • Keep a classroom work book • Compare length of worms • Make an isopod journal
<p align="center">Instructional Resources</p>	<p align="center">Benchmark / Summative Assessments</p>
<ul style="list-style-type: none"> • FOSS Kits • FOSS Science Resource Books • FOSS Online Activities 	<ul style="list-style-type: none"> • Investigations <ul style="list-style-type: none"> ○ Goldfish and Guppies ○ Water and Land Snails ○ Big and Little Worms ○ Pill Bugs and Sow Bugs • I-Checks • Self-Assessments • FOSS Post Test

Supports / Modifications for ELLs	Supports / Modifications for Students w/ 504s and or IEPs
<ul style="list-style-type: none"> • Preview content • Utilize visuals, images, actions, and talk • Scaffold development of comprehension process vocabulary AND content-specific vocabulary • Display anchor charts for language structures • Provide assessments with graphic supports • Utilize prepared sentence stems • Graphic organizers • Flexible grouping • Additional time for processing and assessment 	<ul style="list-style-type: none"> • Differentiate content, process, product, and learning environment • Provide alternative or high interest text at student’s reading level. • Provide summaries of materials for student. • Shorten assignments and assessments to focus on mastery of key concepts. • Substitute alternatives for written assignments. • Specify and review often exactly what the student will need to learn to pass. • Modify expectations based on student needs. • Provide a “designated notetaker” or photocopy of other student or teacher notes. • Provide a print copy of assignments or notes. • Go over directions orally. • Provide additional time on tests. • Read test materials to the student, and allow oral responses. • Use enlarged graph paper to write problems to help the student keep numbers in columns. • Break long-term assignments into small steps, with daily monitoring and frequent grading. • Use both oral and printed directions.
Supports / Modifications for At Risk Students	Supports / Modifications for Gifted & Talented Students
<ul style="list-style-type: none"> • Review the classroom rules frequently. • Evaluate classroom structure against the student’s needs (flexible structure, firm limits, etc.). • Keep workspace clear of unrelated materials. • Keep classroom quiet during intense learning times. • Reduce visual distractions in the classroom (mobiles, etc.). • Seat the student close to the teacher / instruction, and away from distractions. • Keep extra supplies of classroom materials (pencils, books) on hand. • Alert student several minutes before a transition from one activity to another is planned; give several reminders. • Reinforce (often) when a student displays positive behavior. • Develop an individualized behavior intervention plan that consistent with the student’s ability and skills. • Arrange for a student to leave the classroom for a designated “safe place” when highly stressed. • Develop a system or a code word to let a student know when behavior is not appropriate. • Ignore behaviors that are not seriously disruptive. 	<ul style="list-style-type: none"> • Provide opportunities to pursue advanced level work • Expose students to higher level thinking skills • Provide enrichment centers • pursue a self-selected interest • work in groups with students having common interests • move to a higher grade for specific subject area instruction • work with students of comparable ability across classrooms at the same grade level • work on an advanced curriculum unit on a teacher-selected topic • participate in competitive programs focusing on thinking skills/problem solving • receive concentrated instruction in critical thinking and creative problem solving