

**Califon Public School
Curriculum**



Subject: World Language-Spanish	Grade: 3rd	Unit #: 1	Pacing: 13 weeks
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Unit Title: Soy Yo (It's Me!)

OVERVIEW OF UNIT:

This unit encourages students to describe themselves using physical characteristics, personality traits, and feelings. Interests and leisure activities are shared with classmates, as well as information about family members. Greetings, introductions, and leave-takings are used in simple conversations.

Big Ideas

- Physical characteristics do not tell us what a person is like inside.
- All people are unique with different interests and abilities.
- There are many different types of families in the world.

Essential Questions

- Can you tell what a person is like just by looking at him/her?
- Are all families the same?

Objectives

- Students will be able to describe people using characteristics that are not physical.
- Students will be able to explain ways in which people are unique with different interests and abilities.
- Students will be able to identify differences in families.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- *alegre* – joyful
- *gracioso/a* – funny, amusing
- *serio/a* – serious
- *tímido/a* – shy

- *valiente* – brave
- *loco/a* – crazy
- *contento(a)* — content
- *feliz* — happy
- *preocupado(a)* — worried
- *nervioso(a)* — nervous
- *tranquilo(a)* — tranquil
- *calmado(a)* — calm
- *emocionado(a)* — excited

Resources & Materials

- “Hola” textbook
- “Viva el Español” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Google Classroom will be utilized to provide access to Internet resources pertaining to describing people using internal characteristics and using Spanish vocabulary to describe themselves to other people.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

Interdisciplinary Integration

Activities:

- Students will research internal characteristics of people and use Spanish vocabulary to describe themselves to other people.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

21st Century Life Skills Standards

Activities:

- Students will research internal characteristics of people and use Spanish vocabulary to describe themselves to other people.

Standard	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.

Careers

Activities:

- Students will research internal characteristics of people and use Spanish vocabulary to describe themselves to other people.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards	
Standard #	Standard Description
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.PRSENT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Differentiation	
Students with 504 plans	
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan 	
Special Education	
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position the student near a helping peer or have quick access to the teacher ● Modify or reduce assignments/tasks ● Reduce the length of the assignment for different modes of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill-building ● Provide teacher notes ● Use collaborative grouping strategies, such as small groups 	

- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language-Spanish	Grade: 3rd	Unit #: 2	Pacing: 13 weeks
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Unit Title: Donde Vivo Yo (Family, House, and Pets)

OVERVIEW OF UNIT:

Students will use the target language to communicate with peers about their family and home life. They will also explore some families and homes of the Spanish-speaking world.

Big Ideas

- Homes have differences and similarities throughout the world.
- The verb "to have" is common in many Spanish expressions.

Essential Questions

- How can I share and request information in Spanish?
- How is my home different compared with homes in other parts of the world?
- What kinds of pets do kids in Spanish-speaking countries have?

Objectives

- Students will be able to share and request information in Spanish.
- Students will be able to explain how their home is different compared with homes in other parts of the world.
- Students will be able to describe what kinds of pets kids have in Spanish-speaking countries.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- *el gato* — cat
- *el perro* — dog
- *el conejo* — rabbit
- *el pollo* — chicken

- *la gallina* — hen
- *el gallo* — rooster
- *la vaca* — cow
- *Yo* — I
- *tú (informal)* — you
- *usted (formal)* — you
- *él* — he
- *ella* — she
- *nosotros/nosotras* — we
- *ustedes* — you all
- *ellos* — they
- *ellas(females)* — they
- *(yo) tengo ... años* — i am ... years old.
- *old* — *viejo/a*
- *young* — *joven*
- *middle-aged* — *de mediana edad*
- *youthful* — *juvenil*
- *nuevo/a* – new
- *el padre* — father
- *el papá* — dad
- *la madre* — mother
- *la mamá* — mom
- *el hermano* — brother
- *la hermana* — sister
- *el hijo* — son
- *la hija* — daughter
- *la familia cercana* — close family

Resources & Materials

- “Hola” textbook
- “Viva el Espanol” – systems A,B
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- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom

- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Google and Internet resources will be utilized to collect data on the types of animals people have as pets in other countries and compare this information to what they know about pets we have in our country.

Standard	Standard Description
8.1.5.DA.5	Propose cause-and-effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Integration**Activities:**

- Google and Internet resources will be utilized to collect data on the types of animals people have as pets in other countries and compare this information to what they know about pets we have in our country.

Resources:

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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
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Standard	Standard Description
NJSL-ELA W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

21st Century Life Skills Standards**Activities:**

- Google and Internet resources will be utilized to collect data on the types of animals people have as pets in other countries and compare this information to what they know about pets we have in our country.

Standard	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.

Careers	
Activities:	
<ul style="list-style-type: none"> Google and Internet resources will be utilized to collect data on the types of animals people have as pets in other countries and compare this information to what they know about pets we have in our country. 	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

Differentiation
Students with 504 plans
<ul style="list-style-type: none"> Preferential seating Guided notes Extra time Teacher check-ins Use graphic organizers Redirect attention Prioritize tasks Small group testing Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
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English Language Learners (ELL)

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- Use of a translation dictionary or software
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Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
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- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
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**Califon Public School
Curriculum**



Subject: World Language-Spanish	Grade: 3rd	Unit #: 3	Pacing: 13 weeks
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Unit Title: El Mundo Grande

OVERVIEW OF UNIT:

In today's interconnected world, kids hear different languages, see different types of clothing, and eat food from different countries every day. They find labels on toys, clothing, and electronics that say where they were made. This unit focuses on finding out about other countries in our world, who lives there, and what kind of things they do, with a special focus on what they eat!

Big Ideas

- Even though we come from different backgrounds, we all have values, beliefs, and traditions.
- Foods and clothing differ in Hispanic countries.

Essential Questions

- How are we dependent on people in other countries?
- How are we the same?
- What kind of food do people eat in other countries?

Objectives

- Students will be able to identify ways in which we are the same and different from people in other cultures.
- Students will be able to explain what types of food are eaten in other countries.
- Students will be able to describe how we are dependent on people in other countries.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- *la comida* — food
- *las bebidas* — drinks

- *las verduras* — vegetables
- *las frutas* — fruits
- *cocinar* — to cook
- *tengo hambre* — i'm hungry
- *tengo sed* — i'm thirsty
- *la res* — beef
- *el pollo* — chicken
- *la gallina* — chicken
- *el cordero* — lamb
- *la barbacoa* — grilled
- *el cerdo* — pork
- *el perrito caliente* — hot dog
- *el jamón* — ham
- *la hamburguesa* — hamburger
- *el tocino* — bacon
- *el pescado* — fish
- *la zanahoria* — carrot
- *la lechuga* — lettuce
- *el tomate* — tomato
- *la maíz* — corn
- *la papa* — potato
- *la patata* — potato
- *las papas* — french fries
- *las patatas fritas* — french fries
- *el brocoli* — broccoli
- *la espinaca* — spinach
- *la cebolla* — onion
- *la col* — cabbage
- *la ensalada* — salad
- *la aceituna* — olive
- *las calabacitas* — squash
- *el hongo* — mushroom
- *el pepino* — cucumber
- *la manzana* — apple
- *la pera* — pear
- *la fresa* — strawberry
- *la frambuesa* — raspberry
- *la zarzamora* — blackberry
- *el arándano* — blueberry
- *el arándano rojo* — cranberry
- *la naranja* — orange
- *la mandarina* — tangerine
- *la toronja* — grapefruit

- *el limón* — lemon
- *la lima* — lime
- *el plátano* — banana
- *la piña* — pineapple
- *el coco* — coconut
- *el mango* — mango
- *la papaya* — papaya

Resources & Materials

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Technology Infusion

Teacher Technology:

- Chromebook
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Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Google and Internet resources will be utilized to collect data on the food eaten in other countries and what are cause and effect relationships that exist between the climate of the country and the food eaten. The students will use Google Apps for Education to present the information.

Standard	Standard Description
8.1.5.DA.5	Propose cause-and-effect relationships, predict outcomes, or communicate ideas using data.

Interdisciplinary Integration

Activities:

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7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSENT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSENT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSENT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

Differentiation
Students with 504 plans
<ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan
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Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
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**Califon Public School
Curriculum**



Subject: World Language-Spanish	Grade: 3rd	Unit #: 4	Pacing: Integrated Throughout
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Unit Title: Numeros y Calendarios

OVERVIEW OF UNIT:

Using information from a calendar is important and will be ongoing throughout the year. It enables students to gather information about days, weeks, months, seasons, and numbers. Learners become familiar with times of day and daily routines. Hispanic holidays are introduced with explanations of why, how, and when they are celebrated.

Big Ideas

- Language is an essential part of reading and using a calendar.
- Calendars are important tools that we use to keep track of time, dates, and events.
- Many holidays celebrate the anniversaries of great events, but these differ in various countries. Customs are celebrated with diverse festivities.

Essential Questions

- Can you read a calendar without language?
- How do people in other countries celebrate holidays?

Objectives

- Students will be able to utilize calendars in other languages.
- Students will be able to describe how holidays are celebrated in other countries.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- *cero* — zero
- *uno* — one
- *dos* — two

- *tres* — three
- *cuatro* — four
- *cinco* — five
- *seis* — six
- *siete* — seven
- *ocho* — eight
- *nueve* — nine
- *diez* — ten
- *anteayer* — day before yesterday
- *ayer* — yesterday
- *el año* — year
- *el día* — day
- *el mes* — month
- *el siglo* — century
- *la hora* — hour
- *hoy* — today
- *la semana* — week
- *madrugada* — dawn, very early in the morning
- *mañana* — tomorrow
- *mañana* — morning
- *medianoche* — midnight
- *mediodia* — noon
- *el minuto* — minute
- *la noche* — night
- *el pasado mañana* — day after tomorrow
- *los segundos* — seconds
- *la tarde* — afternoon
- *Enero* — January
- *Febrero* — February
- *Marzo* — March
- *Abril* — April
- *Mayo* — May
- *Junio* — June
- *Julio* — July
- *Agosto* — August
- *Septiembre* — September
- *Octubre* — October
- *Noviembre* — November
- *Diciembre* — December
- *Domingo* — Sunday
- *Lunes* — Monday
- *Martes* — Tuesday
- *Miércoles* — Wednesday

- *Jueves* — Thursday
- *Viernes* — Friday
- *Sabado* — Saturday

Resources & Materials

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- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will utilize Chromebooks and Internet resources to research different Spanish-speaking countries and create a project depicting the holiday celebrations for that country.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

Interdisciplinary Integration

Activities:

- Students will utilize Chromebooks and Internet resources to research different Spanish-speaking countries and create a project depicting the holiday celebrations for that country.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>

<ul style="list-style-type: none"> • Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html • NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fIViko • PBS STEM - http://www.pbs.org/teachers/stem/#content • STEM Works - http://stem-works.com/activities • What Every Educator Should Know About Using Google by Shell Education • Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml • International Literacy Association Read Write Think - http://www.readwritethink.org/ 	
Standard	Standard Description
NJSLS-ELA W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

21st Century Life Skills Standards

Activities: <ul style="list-style-type: none"> • Students will utilize Chromebooks and Internet resources to research different Spanish-speaking countries and create a project depicting the holiday celebrations for that country. 	
Standard	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.

Careers

Activities: <ul style="list-style-type: none"> • Students will utilize Chromebooks and Internet resources to research different Spanish-speaking countries and create a project depicting the holiday celebrations for that country. 	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards

Standard #	Standard Description
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources