



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Ocean Township High School

Course: Italian IV

Department: World Language

Board Approval	Supervisor	Notes
September 2012	Steve Sarles	Born Date
June 2016	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review

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Pacing Guide			
Week	Marking Period 1		Marking Period 3
1	Importance of being a multilingual and multicultural individual in the 21st century society	11	Students learn about contemporary vs. historical Italian art, artists, music, and musicians.
2	Importance of being a multilingual and multicultural individual in the 21st century society	12	Students learn about contemporary vs. historical Italian art, artists, music, and musicians.
3	Students learn about the geography and culture of Italy and will learn vocabulary related to leisure travel to northern, central, southern Italy, and its islands.	13	Students learn about contemporary vs. historical Italian art, artists, music, and musicians.
4	Students learn about the geography and culture of Italy and will learn vocabulary related to leisure travel to northern, central, southern Italy, and its islands.	14	Students learn about contemporary vs. historical Italian art, artists, music, and musicians.
5	Students learn about the geography and culture of Italy and will learn vocabulary related to leisure travel to northern, central, southern Italy, and its islands.	15	Students learn about contemporary vs. historical Italian art, artists, music, and musicians.
	Marking Period 2		Marking Period 4
6	Students learn about entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture	16	Students learn the importance of the true Italian influence in the United States and will discuss media, technology and communication.

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7	Students learn about entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture	17	Students learn the importance of the true Italian influence in the United States and will discuss media, technology and communication.
8	Students learn about entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture	18	Students learn the importance of the true Italian influence in the United States and will discuss media, technology and communication.
9	Students learn about entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture	19	Students learn the importance of the true Italian influence in the United States and will discuss media, technology and communication.
10	Students learn about entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture	20	Students learn the importance of the true Italian influence in the United States and will discuss media, technology and communication.

Core Instructional & Supplemental Materials including various levels of Texts

Sentierei Textbook and online lab manual(College Prep), Duolingo, Youtube, Adobe Spark, Edpuzzle.com, Quizlet.com, Kahoot, Zoom/SKYPE, www.elimagazines.com (Ciao & Azzurro), Supplemental Guided Readers www.almaedizioni.it w/CD (College Prep), Google Voice, Digital Voice Recorders, Various DVD movies in target language w/subtitles, Bantam New College Italian & English Dictionaries(College Prep/ADV), Sei Pronto...a cominciare?, Scrivi bene!, Mosaici, Migrazioni Contemporanee, Ace the AP(AP) Teacher generated materials tiered for college prep and advanced level classes.

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Time Frame	Weeks 1-2
Topic	
The Importance of being a multilingual and multicultural individual in 21st century society	
Essential Questions	
<ul style="list-style-type: none">● How are languages other than English used to communicate?● What are cultural differences?● How will learning another language be useful in other aspects of life?● How can I become a more effective reader, writer, speaker, and listener in languages other than English?● How does the language I am studying help me to better understand my native language?● How does learning a new language help me to become an active global citizen?	
Enduring Understandings	
<ul style="list-style-type: none">● In today's multicultural society there are several languages used to communicate in the global community.● The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.● Self-reflection is an important part of creating growth in language acquisition.● Understanding other cultures creates cultural sensitivity and acceptance.	
Alignment to Standards	
NJSL- 7.1.IM.A.1-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5, 7.1.IH.A.1-5, 7.1.IH.A.7-8, 7.1.IH.B.1-6, 7.1.IH.C.1-6	
Learning Activities & Key Concepts and Skills	
Communication <ol style="list-style-type: none">1. Students will discuss importance of learning a foreign language2. Students will compare/contrast cultural differences3. Students will self assess their language acquisition	
Grammar	

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1. Review conjugation rules
2. Review sentence structure
3. Expressing desires/ wants

Culture

1. Bilingual professions
 2. Importance of second language acquisition
 3. Being an active member in today's global society
 4. Increase in cultural sensitivity
- Video activities (you tube importance of language acquisition)
 - Visual organizers
 - Creation of online poster (Why study a foreign language)
 - Reading activities (sequencing and paraphrasing)
 - Writing activities (emails and creating classified ad)
 - Oral activities: opinions on language acquisition
 - Grammar charts and organizers conjugation of verbs
 - Cooperative learning activities
 - Writing and reading narrative of job search
 - Authentic newspaper articles
 - Venn diagram of idiomatic expressions
 - Listening activities to reinforce pronunciation and diction
 - Web quests for bilingual jobs
 - Map completions to identify Italian regions and cities
 - Audio activities: situational dialogues
 - Online bilingual job search

Assessments

Formative:

- Interpersonal speaking prompts
- Journal entries
- Cultural comparisons
- Oral Presentations
- Teacher observation

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- Do Now Activity
- Class notes
- Exit ticket
- Quiz
- Homework assessment
- Skits
- Persuasive essay: Why learn another language?

Summative:

- Unit Oral and written assessment

Benchmark:

- Skills (Written/Oral) Culture Benchmark

Alternative:

- Webquest on Bilingual professions, oral presentation of mock job interview

Career Education

CRP4,CRP10 - Students will communicate clearly and effectively with reason when conducting their mock job interviews.

21st Century Skills

9.2.12.C.5- Students will research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Interdisciplinary Connections

English Language Arts- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively in the target language. SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. W.11-12.1. Write arguments to support claims

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in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will use Google Slides in order to synthesize and present information.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google voice to demonstrate oral proficiency.

Time Frame	Weeks 5-10
Topic	
Geography and Culture of Italy	
Essential Questions	
<ul style="list-style-type: none">● Why are the northern, central, southern, and the islands so distinct?● What is the essential vocabulary for car travel and car rental abroad?● What is the driving etiquette in Italy?● What are some traffic and pollution problems in Italy?● How do environmental issues around the world affect me, my town and my country?● What are some common summer sports in other countries?● What is the useful vocabulary for renting summer sports gear?	
Enduring Understandings	

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- Students will understand geographical landmarks and culture of regions of Italy.
- Discuss travel by car and alternative means of transportation in Italy.
- Describe traffic and reduction of pollution problems in Italy and the U.S.
- Read and discuss articles about summer sports for vacationers.

Alignment to Standards

[NJSLs- 7.1.IM.A.1-8, 7.1.IM.B.1-5, 7.1.IM.C.1-5, 7.1.IH.A.1-5, 7.1.IH.A.7-8, 7.1.IH.B.1-6, 7.1.IH.C.1-6](#)

Learning Activities & Key Concepts and Skills

Communication

1. How to discuss the geography, history and culture of Italy
2. To discuss/learn some driving etiquette particular to Italy
3. Students will acquire useful vocabulary to rent a vehicle in Italy
4. Students will design pollution solutions as global citizens

Grammar

1. Commands
2. Conditional tense
3. Future

Culture

1. Foods of Italy
2. Summer sports
3. Italian families and hospitality
4. Familiarization of the different regions of Italy
5. Authentic literary pieces and conversation in Italian
 - Map creations
 - Audio activities- Newscast regarding pollution problems in Italy- YouTube TG3 Video – Explore the use of bicycles in Florence, Italy
 - Video activities- You tube clips of drivers in Italy- In groups of 4, students retell the video story to the class
 - Film in target language – “Il ladro di biciclette” by Vittorio DeSica

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- Oral activities-Compare and contrast cultural differences.
- Dramatization-American traveler stopped by an Italian officer
- Picture prompt activities-Summer sports
- Foldable-summer sports vocabulary
- Visual organizers-pollution problems
- Venn Diagram-compare and contrast driving in US vs. Italy
- Interactive online vocabulary quizzes
- Provide written driving directions
- Reading activities (sequencing and paraphrasing of current events)
- Writing activities (compositions, lists, journal entries)
- Song lyrics analysis- Giro, giro tondo
- Grammar charts and organizers-Future tense
- Cooperative learning activities-skit creation (traveling scenario)
- Writing and reading narratives
- Note taking
- Listening activities to reinforce pronunciation and diction
- Oral activities-Describe popular summer sports
- Podcasting-What would you do with your summer?
- Web quests-driving in Italy/popular summer sports

Assessments

Formative:

- Audio Activities
- Picture Prompts
- Graphic Organizers
- Visual Organizers
- Reading/Writing Activities
- Grammar Charts
- Do Now Activity
- Exit Ticket
- Teacher observation
- Class notes
- Quizlet
- Skits
- Webquest
- Homework assessment
- Journal entry

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- Persuasive essay

Summative:

- Unit oral and written assessment

Benchmark:

-

Alternative:

- Webquest, Student generated skits, Student generated presentation on pollution and driving rules in Italy using Google slides.

Career Education

CRP4, CPR5, CPR8- Students will communicate clearly and effectively with reason and consider the environmental, social, and economic impacts of pollution in Italy and use critical thinking to make sense of the problem and persevere in solving it.

21st Century Skills

9.3.GV.4- Students will describe the implementation of plans and policies used by both the Italian and United States government when responding to environmental needs in government and government agencies.

Interdisciplinary Connections

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the target language.
W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

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- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information.
- Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
- Students will complete a Italian webquest using their chromebooks.

Time Frame	Weeks 10-15
Topic	
Entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture	
Essential Questions	
<ul style="list-style-type: none"> ● What are some popular Italian dialects found in Italy? ● What are the popular pastimes and sports in Italy? ● Which countries favor which sports and why? ● How do Italian films differ from American films? ● How does Cinecitta` differ from Hollywood? ● What are some popular traditional dishes of each Italian region? ● How do you properly order food in Italy? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Students will be able to engage in conversations and discussions regarding entertainment and culture in Italy ● Students will compare and contrast the cultural differences among the 20 regions of Italy. ● Students will communicate about traditional foods and will appreciate the cuisine of Italy. ● Students will discuss their vacation preferences when traveling to Italy. 	

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Alignment to Standards

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Learning Activities & Key Concepts and Skills

Communication

1. How to discuss the geography, travel and culture of Italy
2. Students will acquire useful vocabulary to order food in restaurants
3. Students will discuss favorite pastimes and famous athletes from Italy

Grammar

1. Regular and Irregular of comparatives and superlatives (inequalities)
2. Stating likes and qualities (tanto-quanto, piu` di, meno di, -issimo)

Culture

1. Foods of the Italian regions
 2. Familiarization of the 20 regions of Italy
 3. Famous athletes from the professional sports of Italy
 4. Authentic literary pieces and conversations in Italian
- Venn diagram-compare and contrast daily teen activities
 - Authentic newspaper articles
 - Graphic organizer-information activity on U.S vs Italy
 - Listening activities to reinforce pronunciation and diction
 - Teacher tube videos Immagina Text L'italiano senza confine. Cortometraggio- short movie to view and critique
 - On-line at Immagina.vhlcentral.com
 - Research: Traditional Dances (Tarantella)
 - Interactive game-guess which country?
 - Recordings of oral speaking
 - Analysis of historical films related to Italy
 - Map creation of Italian regions
 - Design a class sports t-shirt
 - Organize a soccer game
 - Reading Comprehension-Recipes/Current Events/Menu/Travel Magazines

Assessments

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Formative:

- Do Now Activity
- Exit Ticket
- Audio Activities
- Reading Activities
- Writing Assessment
- Grammar Charts
- Picture Prompts
- Oral Dialogues
- Graphic Organizer
- Class Participation
- Presentational writing prompt
- Presentational speaking prompt
- Google voice
- Webquest
- Journal Entry
- Podcast
- Skits

Summative:

- Unit Oral and Written Assessment

Benchmark:

-

Alternative:

- Webquests, Student presentations on various regions of Italy. Student generated podcast

Career Education

CPR4, CRP6- Students will demonstrate creativity and innovation and communicate clearly and effectively when creating a podcast of a cooking show in the target language.

21st Century Skills

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Interdisciplinary Connections

English Language Arts- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in the target language. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will use Google voice to complete oral assessments.
 - Student will work in the media center to produce and create podcasts

Time Frame	Weeks 15-20
Topic	

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Importance of the true Italian influence in the United States and will discuss media, technology and communication.

Essential Questions

- Where are the major Italian communities located in the United States?
- What are some major historical influences of Italian in the United States?
- What are the Italian food influences in the United States?
- Who are some Italians in the United States who have had a positive influence on American culture?
- What Latin/Italian words have been adopted by speakers of English?
- What are the most popular Italian speaking television channels, newspapers, magazines and radio stations?
- What are the common trends of Italian immigration to the United States today?
- Why is technology here to stay?
- Where is technology going from here?
- Can anyone survive a week without electronics in Italy or the U.S.?

Enduring Understandings

- Students will be able to engage in conversations and discussions regarding the geography, history and culture of the Italians and the Italian population in the United States.
- Students will compare and contrast the cultural differences between the different Italian groups in the United States.
- Students will appreciate the influence of the Italian culture in different aspects of the United States (not a melting pot but a salad bowl).
- Students will learn about the immigration of different Italians into the United States.
- Students will be able to identify positive Italian role models in the United States.
- How did we get from the industrial revolution to the electronic age in just two centuries?

Alignment to Standards

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Learning Activities & Key Concepts and Skills

Communication

1. How to discuss the geographical, historical and cultural influences of Italians in the United States
2. To discuss/learn about the influence American media has on the Italian and Italian-American image
3. Students will be able to compare and contrast the trends and patterns of different immigrant groups in the United States
4. Students will discuss how recent immigrant groups are perceived within the United States

Grammar

1. Adverbs ending in -mente
2. Modern Italian technological vocabulary- cell phone/computer speaking and texting
3. Subjunctive tense- expression of doubt

Culture

1. Presence of the Italian population in the United States
2. Authentic literature by Italians and Italian-Americans
3. Research well-known Italian and Italian- American figures in sports, politics, music, theater and television personalities

- Audio activities-Use cellphones in class for learning- cellular phone conversations in target language
- Comprehension activities
- Cultural reading- Immagina Text L'italiano senza confini. Le meraviglie del Duemila by Emilio Salgari
- Prepare a news broadcast
- Video Interview of an Italian immigrant in Italian
- Watch a TV program or newscast in Italian
- Video activities- Immagina Text L'italiano senza confine. "L'eta del fuoco". A short movie of Mauro Calvone
- Visual organizers-origins of different Italian groups in the US
- Venn diagrams-Compare Italian-Americans vs. Italians
- Identify Italian population in NJ
- Creating and participating in a blog- each student must make a weekly entry for the remainder of year
- Write an email to a friend in Italy
- Skype with online friends in Italy
- Reading activities (immigration trends)

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- Writing activities (poetry, compositions)
- Oral activities-class discussion of small business development
- Cooperative learning activities
- Writing and reading narratives
- Note taking
- Authentic newspaper articles
- Listening activities to reinforce pronunciation and diction

Assessments

Formative:

- Class notes
- Do Now Activity
- Exit Ticket
- Presentational writing/speaking prompt
- Homework assessment
- Teacher observation
- Quiz
- Kahoot
- Quizlet
- Class Participation
- Class notes

Summative:

- Unit Oral/Written Assessment

Benchmark:

- Final Skills (Oral/Written) Culture Benchmark assessment

Alternative:

- News broadcast presentations, Skype with international students, student generated Google slide presentations on famous Italian figure in the United States.

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Career Education

CRP4, CRP10- Students will research various job fields that they might be interested in and conduct a mock employee interview clearly and effectively with reason in the target language.

21st Century Skills

9.2.12.C.5- Students will research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Interdisciplinary Connections

English Language Arts- W.11-12.4, SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the target language, and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations

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- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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