



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: Township of Ocean Intermediate School

Course: Spanish, Grade 8

Department: World Language

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

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Introduction and conversation, everyday conversation and discussion about oneself and interactions with others such as peers and family. The house, verb "to be", adjectives, school vocabulary and clothing, school, friends and stores	21	Winter and Summer, Cinco De Mayo
2	Introduction and conversation, everyday conversation and discussion about oneself and interactions with others such as peers and family. The house, verb "to be", adjectives, school vocabulary and clothing, school, friends and stores	22	Winter and Summer, Cinco De Mayo
3	Introduction and conversation, everyday conversation and discussion about oneself and interactions with others such as peers and family. The house, verb "to be", adjectives, school vocabulary and clothing, school, friends and stores	23	Winter and Summer, Cinco De Mayo
4	Introduction and conversation, everyday conversation and discussion about oneself and interactions with others such as peers and family. The house, verb "to be", adjectives, school vocabulary and clothing, school, friends and stores	24	Winter and Summer, Cinco De Mayo
5	Introduction and conversation, everyday conversation and discussion about oneself and interactions with others such as peers and family. The	25	Winter and Summer, Cinco De Mayo

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	house, verb “to be”, adjectives, school vocabulary and clothing, school, friends and stores		
6	Introduction and conversation, everyday conversation and discussion about oneself and interactions with others such as peers and family. The house, verb “to be”, adjectives, school vocabulary and clothing, school, friends and stores	26	Winter and Summer, Cinco De Mayo
7	Introduction and conversation, everyday conversation and discussion about oneself and interactions with others such as peers and family. The house, verb “to be”, adjectives, school vocabulary and clothing, school, friends and stores	27	Winter and Summer, Cinco De Mayo
8	Introduction and conversation, everyday conversation and discussion about oneself and interactions with others such as peers and family. The house, verb “to be”, adjectives, school vocabulary and clothing, school, friends and stores	28	Winter and Summer, Cinco De Mayo
9	.Introduction and conversation, everyday conversation and discussion about oneself and interactions with others such as peers and family. The house, verb “to be”, adjectives, school vocabulary and clothing, school, friends and stores	29	Winter and Summer, Cinco De Mayo
10	Introduction and conversation, everyday conversation and discussion about oneself and interactions with others such as peers and family. The house, verb “to be”, adjectives, school vocabulary and clothing, school,	30	Winter and Summer, Cinco De Mayo

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	friends and stores		
Week	Marking Period 2	Week	Marking Period 4
11	Health and Travel	31	Past-Times and Hobbies, Culminating Activities and Review
12	Health and Travel	32	Past-Times and Hobbies, Culminating Activities and Review
13	Health and Travel	33	Past-Times and Hobbies, Culminating Activities and Review
14	Health and Travel	34	Past-Times and Hobbies, Culminating Activities and Review
15	Health and Travel	35	Past-Times and Hobbies, Culminating Activities and Review
16	Health and Travel	36	Past-Times and Hobbies, Culminating Activities and Review
17	Health and Travel	37	Past-Times and Hobbies, Culminating Activities and Review
18	Health and Travel	38	Past-Times and Hobbies, Culminating Activities and Review
19	Health and Travel	39	Past-Times and Hobbies, Culminating Activities and Review

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20	Health and Travel	40	Past-Times and Hobbies, Culminating Activities and Review
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Core Instructional & Supplemental Materials including various levels of Texts
<p><i>Como te va Textbook, Como te va workbook (green), Flashcards, Kahoot, Prezi, Flipgrid, Adobe Movie Maker, Teacher Generated Learning Tasks-Tiered for Novice Mid & Novice High Learners , Quia, Youtube videos on Spanish culture, Google voice</i></p>

Time Frame	Weeks 1-10
Topic	
<p>Basic introduction and conversation to everyday conversation and discussion about oneself and interactions with others such as peers and family. The house, verb “to be,” adjectives, school vocabulary and clothing, school, friends and stores.</p>	
Essential Questions	
<ul style="list-style-type: none"> ● How do I approach, address, and greet my audience? ● What greetings are used in formal and informal situations? ● What are the customs associated with greetings? ● Who am I? ● Where am I from? ● How do I describe myself and others around me? ● How do I express how I feel? ● How do I communicate about school related topics? ● What is the fundamental sound system of the target language (TL) to ensure correct pronunciation and accentuation? ● How do I describe the family and family functions? ● How do I identify and describe school supplies 	

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- How do I tell what belongs to you and to others?
- What are some general characteristics about Spanish-speaking countries?
- How do I talk about sports?
- How do I communicate about what you begin to, want to, and prefer to do?
- How do I talk about people's activities?
- How do I express what interests, bores or pleases you?
- How do I discuss the role of sports in the Spanish-speaking world?
- What is a career that interests me?
- How does knowing the Spanish language make me more marketable for each career?

Enduring Understandings

- 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.
- Interpreting spoken and written language is essential to good communications and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
Communication in the target language is important while traveling to other countries in order to interact with community businesses
- Knowing a second language is a very important skill and will make me more marketable in the career that one chooses in today's society.

Alignment to Standards

[NJSL- 7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5.,](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will discuss importance of learning a foreign language
2. Students will compare/contrast cultural differences
3. Students will follow and apply classroom commands
4. Students will greet friends and family

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5. Students will use numbers 1,000-200,000 to count and tell time
6. Students will communicate about the weather and season
7. Students will discuss and communicate about their family and peers
8. Students will communicate about their age
9. Students will be able to describe their home
10. Students will be able to identify and describe school supplies
11. Students will be able to state colors and sizes
12. Students will be able identify career choices in Spanish, subjects in school, and college level courses.

Grammar

1. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives
3. Use adjectives appropriately
4. Use the verb SER-to be to help express where I am from and who am I?
5. Stem-changing verbs

Culture

1. Importance of second language acquisition
2. Being an active member in today's cultural society
3. Increase in cultural sensitivity
4. Exposure to general characteristics of some Spanish-speaking countries
5. Popularity of soccer and several sports in the Spanish-speaking world

Assessments

Formative:

- Audio Activities:Situational Dialogues
- Reading Activities
- Listening Activities
- Teacher Observation
- Do Now
- Exit Ticket
- Homework Assessment
- Class reading/notes
- Kahoot
- Quizlet
- Google Voice

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- Writing Assessments

Summative:

- Latino Sports Figure Interview Project

Benchmark:

- Skills (speaking & writing)/Culture Content Assessment

Alternative:

- Flipgrid, Student generated Google Slides presentation on famous Latino sports figure.

Career Education

CRP4,CRP12- Students will research while using global competence clearly and effectively conduct a mock interview with a Latino sports figure

21st Century Skills

9.3.12.AR- AV.4- Students will work with educational technology specialists in the media center to design a mock interview with a famous Latino sports figure using green screen technology.

Interdisciplinary Connections

English Language Arts- SL.8.1.- Students will work with educational technology specialists in the media center to produce an mock interview with a famous Latino sports figure using green screen technology.

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

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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 demonstrate oral proficiency.
- Students will use Google slides to synthesize and present information.
- Students will use the media center and green screen technology to produce a mock interview with their peers on famous Latino sports figure.

Time Frame	Weeks 11-20
Topic	
Health and Travel	
Essential Questions	
<ul style="list-style-type: none">● How do I explain a minor illness to a doctor?● How do I describe some feelings?● How do I have a prescription filled at a pharmacy?● How do I describe characteristics and conditions?● How do I tell where things are and where they're from?● How do I tell where someone or something is now?● How do I tell what happens to you or to someone else?● How discuss past actions and events?● How do I refer to people and things already mentioned?● How do I talk about resorts in the Spanish-speaking world?● How do I check in for a flight?● How do I get through the airport after deplaning?● How do I tell what you or others are currently doing?● How do I tell what I know and whom you know?● How do I discuss the importance of air travel in South America?	

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Enduring Understandings

- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, entertainment 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.
- Interpreting spoken and written language is essential to good communications and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Alignment to Standards

[NJSL- 7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5, 7.1.NH.A 1-5, 7.1 NH.B. 1-5, 7.1 NH C. 1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will be able to describe symptoms of a minor illness.
 2. Students will be able to explain their illness to a doctor.
 3. Students will be able to communicate feelings and symptoms to a doctor.
 4. Students will be able to describe origin and location.
 5. Students will be able to describe characteristics and conditions.
 6. Students will be able to get a prescription filled at a pharmacy.
 7. Students will be able to check in for a flight, communicate in an airport using learned vocabulary.
 8. Students will be able to describe a trip from beginning of travel to the end.
- Students will be able to describe different methods of travel.

Grammar

1. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives
3. Use adjectives appropriately
4. Ser vs. estar "to be"
5. Present progressive
6. Indirect object pronoun

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7. Saber vs. Conocer “to know”
8. Yo go verbs

Culture

1. Importance of second language acquisition
2. Being an active member in today’s cultural society
3. Increase in cultural sensitivity
4. Exposure to general characteristics of some Spanish-speaking countries
5. Students will be able to compare and contrast medical services in the U.S and Spanish-Speaking countries.
6. Learn about the Nasca Lines.
 - Communicate a brief description of myself and or a friend via poster, power point, virtual story book, etc.
 - TPR physical characteristics and personality traits
 - Daily oral participation
 - Brief writings related to lesson
 - Oral and written assessments by teacher generated questions, paired activities, and small group activities
 - Oral and written quizzes and tests
 - Perform dialogues to include greetings, introductions, accurate pronunciation and diction
 - Boarding Passes
 - Essay “Un Viaje
 - Comprehension activities
 - Apply new vocabulary
 - Picture prompt activities
 - Video/website activities
 - Visual organizer
 - Cooperative learning activities
 - Recognize cognates and borrowed words
 - Utilize interrogatives
 - identify self using necessary agreement of nouns, adjectives, and articles, in number and gender
 - Understand and use the present tense of the verb “to have”
 - Know and talk about the colors of objects

Assessments

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Formative:

- Do Now Activity
- Exit Ticket
- Written Assessment-Tiered
- Oral Assessment-Tiered
- Class discussion
- Teacher observation
- Collaborative Dialogues-Tiered
- Kahoot
- Quizlet

Summative:

- Unit Oral and Written Assessment

Benchmark:

-

Alternative:

- Google Voice

Career Education

21st Century Skills

Interdisciplinary Connections

Language Arts- W.8.4. Students will produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Technology Integration

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- 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 demonstrate oral proficiency.

Time Frame	Weeks 21-30
Topic	
Winter, Summer & Cinco de Mayo	
Essential Questions	
<ul style="list-style-type: none"> ● How do I talk about people's activities? ● How do I describe summer and winter weather? ● How do I talk about summer sports and summer activities? ● How do I talk about winter sports? ● How do I discuss past actions and events? ● How do I refer to people and things already mentioned? ● How do I talk about resorts and things already mentioned? ● What does Cinco de Mayo mean to Mexico and how is it celebrated each year? ● How do I communicate at a festival in the target language? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● In today's multicultural society there are several languages used to communicate in the global community. 	

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- The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.
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Alignment to Standards

[NJSL- 7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5, 7.1.NH.A 1-5, 7.1 NH.B. 1-5, 7.1 NH C. 1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will be able to describe winter and summer vocabulary.
2. Students will identify summer weather and activities.
3. Students will talk about past actions and events.
4. Students will communicate in the target language at a cinco de mayo celebration in order to buy and sell food and crafts.

Grammar

1. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives
3. Use adjectives appropriately
4. Past tense
5. Indirect object pronoun

Culture

1. Through video and discussion students gain an awareness of geography, history, climate, food and other aspects of the cultural of Spanish-speaking countries
2. Authentic foods and crafts of Mexico and other Spanish-speaking countries
3. Students will discuss through making comparisons and similarities of Spanish speaking culture to their own.
4. History of Cinco de Mayo and its relation to U.S History in a film.

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Assessments

Formative:

- Situational Dialogues-Tiered
- Reading Comprehension Activities
- Flash Cards
- Do Now
- Exit Ticket
- Teacher Observation
- Oral Expressions
- Homework Review
- Writing Task in target language-tiered
- Quizlet
- Kahoot

Summative:

- Oral/Written Unit Assessment

Benchmark:

-

Alternative:

- Google Voice, Student generated cultural celebration/presentations on the history of Cinco de Mayo.

Career Education

CRP4, CRP7- Students will employ valid and reliable research strategies to investigate the various regions of Italy using valid and reliable strategies to communicate clearly and effectively about history of Cinco de Mayo.

21st Century Skills

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Interdisciplinary Connections
Technology Integration
<ul style="list-style-type: none">● 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<ul style="list-style-type: none">○ 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 demonstrate oral proficiency.○ Students will use Google slides to create presentation on Cinco de Mayo.

Time Frame	Weeks 31-40
Topic	
Pastimes and Hobbies/Culminating Activity/Review	
Essential Questions	
<ul style="list-style-type: none">● How do I discuss movies, museums, and concerts● How do I relate more past actions or events and talk about what doesn't happen?● What are some cultural activities that are popular in the Spanish-speaking world?● What is Lazarillo de Tormes?● How can I put together what I have been learning all year in order to communicate	

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effectively through writing about a picture?

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Alignment to Standards

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Learning Activities & Key Concepts and Skills

Communication

1. Students talk about going to the movies or renting movies.
2. Student discuss going to a concert or attending an art exhibit at a museum.
3. Students communicate using negatives to express what does not happen.
4. Students the preterite tense in order to communicate about events that happened in

the past.

Grammar

1. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives
3. Past tense
4. Negatives
5. Irregular verbs in preterite

Culture

1. Students study a classic novel and discuss
2. Students read and discuss about several Latino artists
3. Students study different types of artists in Spanish-speaking world

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Assessments

Formative:

- Picture Sequences
- Reading Activities (sequencing & paraphrasing)
- Listening Activities
- Do Now
- Exit Ticket
- Teacher Observation
- Quiz
- Class participation
- Situational Dialogues-Tiered
- Written Assessment-Tiered

Summative:

- Spanish speaking country culminating project.

Benchmark:

- Oral/Written Assessment/Culture Assessment

Alternative:

- Spanish speaking country culminating project.

Career Education

CRP4, CRP6- Students will present clearly and effectively as well as demonstrate creativity and innovation their Spanish speaking country culminating project created through various media platforms such as Google slides, adobe movie maker, etc.

21st Century Skills

Interdisciplinary Connections

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Language Arts- RL.8.9- Students will analyze and reflect on how a modern work of fiction draws on themes, patterns of events, etc through reading a historic Spanish novel.

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 demonstrate oral proficiency.
 - Students will use Google slides to synthesize and present information on Spanish speaking countries.

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

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- 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
- 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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