WL Curriculum

Standard 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.

Strand A: Technology Operations and Concepts		WL Elementary K-2	WL Elementary 3-5	Beginning French I	Beginning French 2	French Intro	French 1A	French 2A	French 3 Honors	French 4 Honors	French AP	Beginning German I	Beginning German 2	German Intro	German 1A	German 2A	German 3 Honors	German 4 Honors	German AP	Beginning Spanish 1	Beginning Spanish 2	Spanish Intro	Spanish 1A	Spanish 2A	Spanish 3 Honors	Spanish 4 Honors	Spanish AP
Select and use applications effectively and productively.	**8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Strand B: Creativity and Innovation																											
Apply existing knowledge to generate new ideas, products, or processes.	**8.1.P.B.1** Create a story about a picture taken by the student on a digital camera or mobile device.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Create original works as a means of personal or group expression.	**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Strand C: Communication and Collaboration																											
and media. Communicate information and ideas to multiple audiences using a variety of media and formats.	**8.1.P.C.1** Collaborate with peers by participating in interactive digital games or activities.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Develop cultural understanding and global awareness by engaging with learners of other cultures.	**8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Strand D: Digital Citizenship																											
Advocate and practice safe, legal, and responsible use of information and technology. Demonstrate personal responsibility for lifelong learning. Exhibit leadership for digital citizenship.	**8.1.8.D.2** Demonstrate the application of appropriate citations to digital content.					x	x	x	x						x	x	x	x					x	x	x	x	
	8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.					x	x	x	x						x	x	x	x					x	x	x	x	
Strand E: Research and Information Fluency																											
Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.	**8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.					x	x	x	x	x	x			x	x	x	x	x	x			x	x	x	x	x	x

WL Curriculum	Standard 9: 21st Century Life & Careers Strands & Standard Statements	WL Elementary K-2	WL Elementary 3-5	Beginning French I	Beginning French 2	French Intro	French 1A	French 2A	French 3 Honors	French 4 Honors	French AP	Beginning German I	Beginning German 2	German Intro	German 1A	German 2A	German 3 Honors	German 4 Honors	German AP	Beginning Spanish I	Beginning Spanish 2	Spanish Intro	Spanish 1A	Spanish 2A	Spanish 3 Honors	Spanish 4 Honors	Spanish AP
9.1.8.A.4	Relate earning power to quality of life across cultures.									x	x							x	x							x	x
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.									x	x							x	x							x	x
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.									x	x							x	x							x	x
9.3.12.AR-AV.4	Design an audio, video and/or film production.			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9.3.12.AR-JB3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.									x	x							x	x							x	x
9.3.HT-REC.11	Compare and contrast various types of recreation, amusement and attraction venues.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9.3.HT-TT.6	Use common travel and tourism terminology used to communicate within the industry.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9.3.HT-TT.11	Design promotional packages to effectively market travel and tourism.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9.3.IT.WD.2	Apply the design and development process to produce user-focused Web and digital communications solutions.									x	x							x	x							x	x
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9.3.ST-ET.2	Display and communicate STEM information.									x	x							x	x							x	x
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.									x	x							x	x							x	x

	WORLD LANGUAGE				FCS		ESL			
SPECIAL EDUCATION - Addendum	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
CONTENT/MATERIAL										
Access to accurate notes			x	x	x	x			x	x
Provide copy of class notes			x	x	x	x			x	x
Additional time to complete tasks/long-term projects with adjusted due dates			x	x	x	x		x	x	x
Adjust number of items student is expected to complete	x	x	x	x	x	x		x	x	x
Limit number of items student is expected to learn at one time	x	x	x	x	x	x	x	x	x	x
Allow extra time for task completion	x	x	x	x	x	x	x	x	x	x
Allow verbal rather than written responses	x	x	x	x	x	x	x	x	x	x
Modify curriculum content based on student's ability level	x	x	x	x	x	x	x	x	x	x
Reduce readability level of materials	x	x					x	x		
Allow typed rather than handwritten responses			x	x	x	x		x	x	x
Use of calculator										
Use of a math grid										
Access to electronic text (e.g. Downloaded books)						x		x	x	x
Provide books on tape, CD or read aloud computer software							x	x	x	x
Modified homework assignments (modify content, modify amount, as appropriate)	x	x	x	x	x	x		x	x	x
ORGANIZATION										
Assistance with organization of planner/schedule					x	x		x	x	x
Assistance with organization of materials/notebooks	x	x	x	x	x	x		x	x	x
Use a consistent daily routine	x	x	x	x	x	x		x	x	x
Assist student in setting short-term goals										
Break down tasks into manageable units	x	x	x	x	x	x		x	x	x
Provide benchmarks for long-term assignments and/or projects	x	x	x	x	x	x		x	x	x
Use of checklists	x	x	x	x	x	x		x	x	x
Use of an assignment notebook or planner								x	x	x
Check homework on a daily basis										
Provide timelines for work completion	x	x	x	x	x	x				
Develop monthly calendars with assignment due dates marked										
Provide organizational support through teacher websites			x	x	x	x		x	x	x

SPECIAL EDUCATION - Addendum	WORLD LANGUAGE				FCS		ESL			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
Enlarge work space areas	x	x					x			
Provide organizers/study guides			x	x	x	x		x	x	x
Require classroom notebooks and/or folders										
INSTRUCTION										
Frequently check for understanding	x	x	x	x	x	x	x	x	x	x
Color code important information	x	x					x	x		
Simplify task directions	x	x	x	x	x	x	x	x	x	x
Provide hands-on learning activities	x	x	x	x	x	x	x	x	x	x
Provide modeling	x	x	x	x	x	x	x	x	x	x
Provide guided instruction	x	x	x	x	x	x	x	x	x	x
Modify pace of instruction to allow additional processing time	x	x	x	x	x	x	x	x	x	x
Provide small group instruction	x	x			x	x	x	x	x	x
Present information via the visual modality(written material to supplement verbal explanation, models, illustrations, assignments written on board, etc.)	x	x	x	x	x	x	x	x	x	x
Provide outline in advance of lecture										
Demonstrate directions and provide a model or example of completed task	x	x	x	x	x	x	x	x	x	x
Emphasize multi-sensory presentation of data	x	x					x			
Encourage use of mnemonic devices										
Provide oral as well as written instructions/directions	x	x	x	x	x	x	x	x	x	x
Allow for repetition and/or clarification of directions, as needed	x	x	x	x	x	x	x	x	x	x
Reinforce visual directions with verbal cues	x	x	x	x	x	x	x	x	x	x
Give direct and uncomplicated directions	x	x	x	x	x	x	x	x	x	x
Orient to task and provide support to complete task	x	x	x	x	x	x	x	x	x	x
Provide easier tasks first	x	x	x	x	x	x	x	x	x	x
Help to develop metacognitive skills (self-talk and self-correction)	x	x	x	x	x	x	x	x	x	x
Directions repeated, clarified or reworded	x	x	x	x	x	x	x	x	x	x
Have student demonstrate understanding of instructions/task before beginning assignment	x	x			x	x	x	x	x	x
Allow wait time for processing before calling on student for response	x	x	x	x	x	x	x	x	x	x
Read directions aloud	x						x			

SPECIAL EDUCATION - Addendum	WORLD LANGUAGE				FCS		ESL			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
Administer work in small segments	x	x	x	x	x	x	x	x	x	x
Provide visual models of completed tasks	x	x	x	x	x	x	x	x	x	x
Give verbal as well as written directions	x	x	x	x	x	x	x	x	x	x
Use interests to increase motivation	x	x	x	x			x	x	x	x
Use marker (e.g. index card, ruler) for visual tracking	x	x					x	x		
Enlarge print										
ASSESSMENT										
Modified grading	x	x	x	x						
Additional time to complete classroom tests/quizzes	x	x	x	x	x	x				
Announce test with adequate prep time	x	x	x	x	x	x				
Small group administration of classroom tests/quizzes	x	x			x	x				
Provide larger white work space on quizzes and tests, particularly in										
Modified tests/quizzes	x	x	x	x	x	x				
Modify the number of choices on tests/quizzes			x	x	x	x				
Modify length of test			x	x	x	x				
Modify the content of tests/quizzes	x	x	x	x	x	x				
Adjust test format to student's ability level	x	x	x	x	x	x				
Provide manipulative examples										
Develop charts, visual outlines, diagrams, etc.	x	x			x	x				
Verbally guide student through task steps			x	x	x	x				
Allow for oral rather than written responses on tests			x	x	x	x				
Allow for oral follow-up for student to expand on written response	x	x			x	x				
Allow use of a computer	x	x	x	x	x	x				
Provide a word bank for fill-in-the blank tests			x	x	x	x				
Allow dictated responses in lieu of written responses	x	x	x	x	x	x				
Do not penalize for spelling errors	x	x	x	x	x	x				
Allow typed rather than handwritten responses	x	x	x	x	x	x				
Allow student to circle responses directly on test rather than use	x	x	x	x						

	WORLD LANGUAGE				FCS		ESL			
SPECIAL EDUCATION - Addendum	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
Provide word banks for recall tests	x	x	x	x	x	x				
Read test aloud	x	x	x	x						
Allow student to make test corrections for credit	x	x	x	x	x	x				
Mark answers in test booklet	x	x								
Point to response										
Alternate test-taking site	x	x	x	x						
ATTENTION/FOCUS										
Seat student near front of room	x	x	x	x	x	x				
Preferential seating	x	x	x	x	x	x				
Monitor on-task performance	x	x	x	x	x	x				
Arrange private signal to cue student to off-task behavior	x	x	x	x	x	x				
Establish and maintain eye contact when giving oral directions	x	x	x	x	x	x				
Stand in proximity to student to focus attention	x	x	x	x	x	x				
Provide short breaks when refocusing is needed	x	x	x	x	x	x				
Use study carrel										
Arrange physical layout to limit distractions	x	x								
Frequently ask questions to engage student	x	x	x	x	x	x				
Refocusing and redirection	x	x	x	x	x	x				
Behavior/time management system	x	x	x	x	x	x				
WRITTEN LANGUAGE										
Include brainstorming as a pre-writing activity	x	x	x	x	x					
Edit written work with teacher guidance	x	x	x	x	x					
Allow use of word processor		x	x	x	x					
Use graphic organizers	x	x	x	x	x					
SOCIAL/BEHAVIORAL										
Discuss behavioral issues privately with student	x	x	x	x	x	x				

SPECIAL EDUCATION - Addendum	WORLD LANGUAGE				FCS		ESL			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
Provide opportunities for peer interactions	x	x	x	x	x	x				
Utilize student in development of tasks/goals	x	x	x	x	x	x				
Encourage student to self-advocate	x	x	x	x	x	x				
Minimize negative behavior	x	x	x	x	x	x				
Present alternatives to negative behavior	x	x	x	x	x	x				
Establish positive scripts			x	x	x	x				
Desensitize student to anxiety causing events	x	x	x	x	x	x				
Monitor for overload, excess stimuli	x	x	x	x	x	x				
Identify triggers			x	x	x	x				
Help student manage antecedents	x	x			x	x				
Develop signal for when break is needed	x	x	x	x	x	x				
Give student choices to allow control	x	x	x	x	x	x				
Provide positive reinforcement	x	x	x	x	x	x				
Provide consistent praise to elevate self-esteem	x	x	x	x	x	x				
Model and role play problem solving	x	x	x	x	x	x				
Provide counseling										
Use social skills group to teach skills and provide feedback					x	x				

SPECIAL EDUCATION - Addendum	WORLD LANGUAGE				FCS		ESL			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

SPECIAL EDUCATION - Addendum	WORLD LANGUAGE				FCS		ESL			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

SPECIAL EDUCATION - Addendum	WORLD LANGUAGE				FCS		ESL			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

SPECIAL EDUCATION - Addendum	WORLD LANGUAGE				FCS		ESL			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

SPECIAL EDUCATION - Addendum	WORLD LANGUAGE				FCS		ESL			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

SPECIAL EDUCATION - Addendum	WORLD LANGUAGE				FCS		ESL			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

SPECIAL EDUCATION - Addendum	WORLD LANGUAGE				FCS		ESL			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

ENGLISH LANGUAGE LEARNERS	FCS		WORLD LANGUAGE			
	6-8	9-12	K-2	3-5	6-8	9-12
GRADING						
Standard Grades vs Pass/Fail (Student Profiles)						
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT						
PreK-K WIDA CAN DO Descriptors			x			
Grades 1-2 WIDA CAN DO Descriptors			x			
Grades 3-5 WIDA CAN DO Descriptors				x		
Grades 6-8 WIDA CAN DO Descriptors	x				x	
Grades 9-12 WIDA CAN DO Descriptors		x				x
SIOP COMPONENTS AND FEATURES						
PREPARATION						
Write content objectives clearly for students	x	x			x	x
Write language objectives clearly for students	x	x			x	x
Choose content concepts appropriate for age and educational	x	x			x	x
Identify supplementary materials to use	x	x				
Adapt content to all levels of students proficiency	x	x			x	x
Plan meaningful activities that intergrate lesson concepts with	x	x			x	x
BUILDING BACKGROUND						
Explicitly link concepts to students' backgrounds and experiences	x	x	x	x	x	x
Explicitly link past learning and new concepts	x	x	x	x	x	x
Emphasize key vocabulary for students	x	x	x	x	x	x
COMPREHENSIBLE INPUT						
Use speech appropriate for students' proficiency level	x	x	x	x	x	x
Explain academics tasks clearly	x	x	x	x	x	x
Use a variety of techniques to make content concepts clear (e.g.	x	x	x	x	x	x
STRATEGIES						

	FCS		WORLD LANGUAGE			
ENGLISH LANGUAGE LEARNERS	6-8	9-12	K-2	3-5	6-8	9-12
Provide ample opportunities for students to use strategies (e.g.	x	x	x	x	x	x
Use scaffolding techniques consistently throughout lesson	x	x	x	x	x	x
Use a variety of question types including those that promote higher-	x	x	x	x	x	x
INTERACTION						
Provide frequent opportunities for interaction and discussion between	x	x	x	x	x	x
Use group configurations that support language and content	x	x	x	x	x	x
Provide sufficient wait time for student responses consistently	x	x	x	x	x	x
Give ample opportunities for students to clarify key concepts in LI as	x	x	x	x	x	x
PRACTICE/APPLICATION						
Provide hands-on materials and/ manipulatives for students to	x	x	x	x	x	x
Provide activities for students to apply conent and language	x	x	x	x	x	x
Provide activities that integrate all language skills	x	x	x	x	x	x
LESSON DELIVERY						
Support content objectives clearly	x	x	x	x	x	x
Support language objectivies clearly	x	x	x	x	x	x
Engage students approximately 90-100% of the period	x	x	x	x	x	x
Pace the lesson appropriately to the students' ability level	x	x	x	x	x	x
REVIEW/EVALUATION						
Give a comprehensive review of key vocabulary	x	x		x	x	x
Give a comprehensive review of key content concepts	x	x		x	x	x
Provide feedback to students regulary on their output	x	x	x	x	x	x
Conduct assessments of students comprehension and learning	x	x	x	x	x	x

ENGLISH LANGUAGE LEARNERS	FCS		WORLD LANGUAGE			
	6-8	9-12	K-2	3-5	6-8	9-12

	FCS		WORLD LANGUAGE			
ENGLISH LANGUAGE LEARNERS	6-8	9-12	K-2	3-5	6-8	9-12

ENGLISH LANGUAGE LEARNERS	FCS		WORLD LANGUAGE			
	6-8	9-12	K-2	3-5	6-8	9-12

ENGLISH LANGUAGE LEARNERS	FCS		WORLD LANGUAGE			
	6-8	9-12	K-2	3-5	6-8	9-12

ENGLISH LANGUAGE LEARNERS	FCS		WORLD LANGUAGE			
	6-8	9-12	K-2	3-5	6-8	9-12

ENGLISH LANGUAGE LEARNERS	FCS		WORLD LANGUAGE			
	6-8	9-12	K-2	3-5	6-8	9-12

ENGLISH LANGUAGE LEARNERS	FCS		WORLD LANGUAGE			
	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
ACADEMICS										
Provide necessary services (Lit Support, Math Support, OT, PT, ...)	x	x	x	x						
Literacy Support Interventions (Appendix B of IS forms)										
Prompt before directions/questions are verbalized with visual cue ...	x	x	x	x	x	x	x	x	x	x
Task list laminated and placed on desk for classroom routines and ...					x		x	x		
Preferential seating	x	x	x	x	x	x	x	x	x	x
Provide structure and positive reinforcements	x	x	x	x	x	x	x	x	x	x
Sustained working time connected to reward (If/Then statement)			x	x			x	x		
Frequently check for understanding	x	x	x	x	x	x	x	x	x	x
Graphic organizers	x	x	x	x	x	x	x	x	x	x
Tracker										
Slant board										
Access to accurate notes			x	x	x	x			x	x
Additional time to complete tasks/long-term projects with adjusted due ...	x	x	x	x	x	x			x	x
Limit number of items student is expected to learn at one time					x		x	x	x	x
Break down tasks into manageable units	x	x	x	x	x	x	x	x	x	x
Directions repeated, clarified, or reworded	x	x	x	x	x	x	x	x	x	x
Frequent breaks during class	x	x	x	x	x		x	x	x	x
Allow verbal rather than written responses	x	x	x	x	x	x	x	x	x	x
Modify curriculum content based on student's ability level	x	x	x	x					x	x
Reduce readability level of materials	x	x	x	x	x	x	x	x		
Allow typed rather than handwritten responses	x	x	x	x	x	x		x	x	x
Use of calculator										
Use of a math grid										
Provide models/organizers to break down independent tasks	x	x	x	x	x	x	x	x	x	x
Access to electronic text (e.g. Downloaded books)	x	x	x	x	x	x		x		
Provide books on tape, CD, or read aloud computer software	x	x	x	x						
Provide opportunities for using a Chromebook as well as assistive ...	x	x	x	x	x	x	x	x	x	x
Provide buddy system							x	x	x	x
Adjust activity, length of assignment, and/or number of problems, ...	x	x	x	x	x		x	x	x	x

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
Provide assessments in a small group setting			x	x						
Educate/train relevant staff with regards to the signs/symptoms,					x	x	x	x	x	x
Communication with parents	x	x	x	x	x	x	x	x	x	x
Gradual release of responsibility related to writing prompts (Proximity,	x	x	x	x	x	x	x	x	x	x
Rubric-based checklist	x	x	x	x	x	x	x	x		
Target specific number of detaiils and focus on organization with post-					x	x	x	x		
Accept late work/homework without penalty	x	x	x	x	x	x	x	x		
Previewing material (access to PowerPoint slides, novels, syllabus,			x	x	x	x				
SOCIAL/EMOTIONAL										
Children's books addressing presenting problem	x	x								
Student jots down presenting problem and erase when it goes away					x	x	x	x		
Meet with guidance counselor			x	x	x	x	x	x		
Attendance plan					x	x	x	x		
Utilize nurse during episodes of presenting problem			x	x	x	x	x	x	x	x
Provide short breaks	x	x	x	x	x	x	x	x	x	x
Communication with parents	x	x	x	x	x	x	x	x	x	x
Assign "jobs" to reduce symptoms							x	x		
Counseling check-ins										
Praise whenever possible	x	x	x	x	x	x	x	x		
ATTENTION/FOCUS										
Seat student near front of room	x	x	x	x	x	x	x	x	x	x
Preferential seating	x	x	x	x	x	x	x	x	x	x
Monitor on-task performance	x	x	x	x	x	x	x	x	x	x
Arrange private signal to cue student to off-task behavior	x	x			x	x	x	x	x	x
Establish and maintain eye contact when giving oral directions	x	x	x	x	x	x	x	x	x	x
Stand in proximity to student to focus attention	x	x	x	x	x	x	x	x	x	x
Provide short breaks when refocusing is needed	x	x	x	x	x	x	x	x	x	x
Use study carrel	x	x					x	x		

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
Arrange physical layout to limit distractions	x	x	x	x	x	x	x	x		
Frequently ask questions to engage student	x	x	x	x	x	x	x	x	x	x
Refocusing and redirection	x	x	x	x	x	x	x	x	x	x
Behavior/time management system										
Group directions 1 step at a time			x	x						
Assign "jobs" to reduce symptoms										
Educate/train relevant staff with regards to the signs/symptoms,					x	x	x	x	x	x
Extended time on assignments/assessments	x	x	x	x	x	x			x	x
Provide assessments in a small group setting			x	x						
Provide buddy system										
Establish and maintain eye contact when giving oral directions	x	x	x	x	x	x	x	x	x	x
Permit the use of headphones while working	x	x	x	x	x	x	x	x		
SCHOOL REFUSAL/ELEVATED ABSENTEEISM										
Attendance plan										

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

GIFTED AND TALENTED STUDENTS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
CURRICULUM										
Acceleration	x	x								x
Compacting	x	x	x	x	x	x		x	x	x
Advanced Placement Courses				x		x				x
INSTRUCTION										
Grouping	x	x	x	x	x	x	x	x	x	x
Independent Study	x	x	x	x	x	x	x	x	x	x
Differentiated Conferencing	x	x					x	x	x	x
Project-Based Learning	x	x	x	x	x	x	x	x	x	x
Competitions			x	x	x	x			x	x
Cluster Grouping Model with Flexible Grouping	x	x	x				x	x		
Differentiated Instruction	x	x	x	x	x	x	x	x	x	x
Summer Work						x				x
Parent Communication	x	x	x	x	x	x	x	x	x	x

GIFTED AND TALENTED STUDENTS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

GIFTED AND TALENTED STUDENTS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

GIFTED AND TALENTED STUDENTS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

GIFTED AND TALENTED STUDENTS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

GIFTED AND TALENTED STUDENTS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

GIFTED AND TALENTED STUDENTS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

GIFTED AND TALENTED STUDENTS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS WITH 504 PLANS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
ACADEMICS										
Provide necessary services (Lit Support, Math Support, OT, PT, ...)	x	x	x	x						
Preferential seating	x	x	x	x	x	x	x	x	x	x
Provide structure and positive reinforcements	x	x	x	x	x	x	x	x	x	x
Frequently check for understanding	x	x	x	x	x	x	x	x	x	x
Graphic organizers			x	x	x	x	x	x	x	x
Tracker										
Slant board										
Access to accurate notes			x	x	x	x			x	x
Provide enlarged copies of notes/textbooks					x	x		x	x	x
Access to notes ahead of time			x	x	x	x				
Provide a print out of weekly assignments			x	x	x	x			x	x
Additional time to complete tasks/long-term projects with adjusted due ...	x	x	x	x	x	x			x	x
Limit number of items student is expected to learn at one time			x	x	x	x	x	x	x	x
Break down tasks into manageable units	x	x			x	x	x	x	x	x
Directions repeated, clarified, or reworded	x	x	x	x	x	x	x	x	x	x
Frequent breaks during class	x	x	x	x	x	x	x	x	x	x
Provide books on tape, CD, read aloud computer software, or ...	x	x	x	x						
Provide opportunities for using a Chromebook as well as assistive ...	x	x	x	x	x	x		x	x	x
Use of closed captioned videos/film/television					x	x	x	x		
Provide buddy system			x	x			x	x	x	x
Modify schedule			x	x						
Modify deadlines			x	x	x	x			x	x
Adjust activity, length of assignment, and/or number of problems, ...	x	x	x	x	x	x	x	x	x	x
Modification in grading system			x	x	x		x	x	x	x
Educate/train relevant staff with regards to the signs/symptoms, ...					x	FCS	x	x	x	x
Communication with parents	x	x	x	x	x	x	x	x	x	x
Recommended use of Tutorial Center/Extra help from teachers			x	x	x	x	x	x	x	x
Use of Viking Academy										
Allow verbal rather than written responses	x	x	x	x	x	x	x	x	x	x

STUDENTS WITH 504 PLANS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
Modify curriculum content based on student's ability level	x	x	x	x			x	x	x	x
Reduce readability level of materials	x	x	x	x	x	x	x	x		x
Allow typed rather than handwritten responses	x	x	x	x	x	x	x	x	x	x
Use of calculator										
Use of a math grid										
ASSESSMENTS										
Utilize dictionary on assessments									x	x
Use paper-based assessments or assignments					x	x			x	x
Provide assessments in a small group setting										
Provide oral assessments					x	x	x	x	x	x
Permission to elaborate orally on written assessments									x	x
Permit use of scrap paper on assessments										
Permit to write directly on assessments in liey of using Scantron forms					x	x				
Option to retake assessments							x	x	x	x
Provide a study guide					x	x	x	x	x	x
Modify spatial layout of assessments					x	x	x	x		
SOCIAL/EMOTIONAL										
Children's books addressing presenting problem	x	x								
Student jots down presenting problem and erase when it goes away										
Meet with guidance counselor										
Attendance plan										
Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem										
Provide short breaks	x	x			x	x	x	x	x	x
Communication with parents	x	x			x	x	x	x	x	x
Assign "jobs" to reduce symptoms										
Behavior management system					x	x	x	x	x	x

STUDENTS WITH 504 PLANS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
ATTENTION/FOCUS										
Seat student near front of room	x	x			x	x	x	x	x	x
Preferential seating	x	x			x	x	x	x	x	x
Monitor on-task performance	x	x			x	x	x	x	x	x
Arrange private signal to cue student to off-task behavior	x	x			x	x	x	x	x	x
Establish and maintain eye contact when giving oral directions	x	x			x	x	x	x	x	x
Stand in proximity to student to focus attention	x	x			x	x	x	x	x	x
Provide short breaks when refocusing is needed	x	x			x	x	x	x	x	x
Use study carrel	x	x								
Arrange physical layout to limit distractions	x	x								
Frequently ask questions to engage student	x	x			x	x	x	x	x	x
Refocusing and redirection	x	x			x	x	x	x	x	x
Behavior/time management system	x	x			x	x	x	x	x	x
Group directions 1 step at a time	x	x			x	x	x	x	x	x
Assign "jobs" to reduce symptoms										
Frequently ask questions to engage student	x	x			x	x	x	x	x	x
Educate/train relevant staff with regards to the signs/symptoms,					x	x	x	x	x	x
Extended time on assignments/assessments	x	x			x	x	x	x	x	x
Provide assessments in a small group setting	x	x			x	x	x	x		
Provide buddy system							x	x	x	x
Establish and maintain eye contact when giving oral directions	x	x			x	x	x	x	x	x
PHYSICAL										
Preferential seating	x	x			x	x	x	x	x	x
Arrange physical layout	x	x					x	x		
Educate/train relevant personnel with regards to the signs/symptoms,					x	FCS	x	x	x	x
Utilize nurse during episodes of presenting problem					x	x	x	x	x	x
Attendance plan										
Communication with parents	x	x			x	x	x	x	x	x

STUDENTS WITH 504 PLANS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12
Use of alternative settings										
Excessive physical activities kept to a minimum										
Excused from activities that affect presenting issue										
Include in emergency plans of presenting issue									x	x
Allow use of assistive devices	x	x			x	x	x	x	x	x
Monitor presenting issue	x	x			x	x	x	x	x	x

STUDENTS WITH 504 PLANS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS WITH 504 PLANS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS WITH 504 PLANS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS WITH 504 PLANS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS WITH 504 PLANS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS WITH 504 PLANS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

STUDENTS WITH 504 PLANS	ESL				FCS		WORLD LANGUAGE			
	K-2	3-5	6-8	9-12	6-8	9-12	K-2	3-5	6-8	9-12

ASSESSMENTS	FCS		WORLD LANGUAGE				ESL			
	6-8	9-12	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12
Formative										
Exit ticket	x	x			x	x			x	x
confering	x	x	x	x	x	x	x	x	x	x
Informal observation of students	x	x	x	x	x	x	x	x	x	x
Whiteboards	x	x								
Turn and talk	x	x								
Q&A	x	x	x	x	x	x	x	x	x	x
Pre-assessment	x	x	x	x	x	x	x	x	x	x
Temperature checks										
SUMMATIVE										
product or service solution created as a result a PBL	x	x								
Global Student Challenge	x									
Circulation records will indicate regular checkout and timely return of materials.										
Student drawing or labeling of parts of a book and/or story elements.										
Digital database research project and presentation.	x	x								
Students will draw visualizations of poems they read or hear										
Students will verbally describe how a poem makes them feel.										
Author Day projects that reflect student understandings of the author's work.										
Parts of a book assessment.										
Completed Graphic Organizer	x	x			x	x	x	x	x	x
Completed individualized computer program.										
Artistic Output (Creating, Performing/Presenting/Producing in the Arts)			x	x	x	x	x	x	x	x
Traditional tests	x	x			x	x			x	x
Performance Tasks	x	x	x	x	x	x	x	x	x	x
BENCHMARK										
NWEA MAP										
F&P										
NJSLA	x	x								

ALTERNATIVE

Dynamic Learning Map (DLM)