

Grade 6 ELA Appendix B

Unit Modifications for Special Population Students Unit 1

Advanced Learners	<p><u>Scheduling/ Pacing:</u></p> <ul style="list-style-type: none"> The teacher-student establishment of learning goals followed by the in-class provision of time and related opportunities to work towards those goals. The provision of a teacher/adult mentor to oversee student work and pace student learning experience; in-depth exploration of concepts through independent studies and investigations that are student-teacher selected. Student-selected and content-related reading and writing in order to increase student background knowledge and expand learning schemas. <p><u>Narrative Anchor Texts:</u></p> <ul style="list-style-type: none"> The use of higher level questioning that spark students’ investigation into related causes, experiences, and additional facts that enhance students’ understanding. The use of additional higher-leveled texts and related supplemental materials with more abstract concepts. Exploration of varying points of view on a narrative topic. Increased use of open-ended questioning intended to stimulate learner inquiry and the active exploration of concepts. <p><u>The Narrative Writing Process:</u></p> <ul style="list-style-type: none"> Increased study of complex, narrative texts and the utilization of narrative writing components (e.g., plot, conflict, and themes) in their own written work. Extensive use of figurative language techniques including imagery, similes, metaphors, symbols, and so forth. <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> Pre-assessment in order to distinguish skills and knowledge that is already familiar from that which must be taught. Completion of student-choice assignments and assessments that will encourage learners to generate ideas and/or ways to showcase their knowledge and skills where risk-taking is encouraged in the creation of such things as websites, wikis, podcasts, Movie-makers, and game creation.
Struggling Learners	<p><u>Narrative Anchor Texts:</u></p> <ul style="list-style-type: none"> The teacher provision of anchor text summaries and/or synopses for on-going concept reference and review. Teacher directed identification of key words, and/or phrases and sentences to further showcase meaning, relationships, text structure, and so forth. Differentiation of texts by readability (when available). <p><u>The Narrative Writing Process:</u></p> <ul style="list-style-type: none"> Teacher modeling of each step of the writing process (i.e., pre-writing, drafting, revising, editing, and publishing). Authentic writing samples to provide students with a better sense of assignment requirements and planning within a specified timeframe. The provision of regular, teacher guidance (writing conferences) and appropriate supervision to plan writing assignments, especially unit writing pieces, which can take several days or weeks to complete. The provision of exemplars to understand rubric scoring. <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> The provision of other opportunities, methods, and/or test formats to demonstrate what is known.
English Language Learners	<p><u>Scheduling/ Pacing:</u></p> <ul style="list-style-type: none"> As needed, the provision of extended time to complete assignments, assessments, and projects. Omission of assignments, assessments, projects, as needed.

	<p><u>Narrative Anchor Texts:</u></p> <ul style="list-style-type: none"> • The building of background on topics and themes that may be unknown to students of different cultures (e.g., sports, American history, customs, holidays, etc.). • Incorporating cultural lessons that allow students to share their culture, language, and traditions with the class. • The use of alternative texts and leveled narrative reading materials with similar concepts. • The provision of narrative content showcased in another medium (e.g., movie, audiotapes, visual aids, etc.). • Simplified language; use of supplementary materials to contain precise and specified vocabulary. • Use of bilingual dictionaries, language learner dictionaries, and/or electronic translating programing; pre-teaching of concept vocabulary. • Use of mapping devices and graphic organizers (e. g. outlines, study guides, question preview, etc.) to further showcase how concepts/ideas/narrative themes are related and further establish concept schemas. • Use of role-playing, simulations and/or concrete examples to exemplify real life situations. • Teacher-created checks for text and concept understanding/review. <p><u>The Narrative Writing Process:</u></p> <ul style="list-style-type: none"> • The provision of concise directions worded in small, distinct steps • The provision of oral clues and/or prompts throughout the writing process • Writing tasks broken into shorter, segmented sections • The provision of teacher selected and/or created argument samplings as exemplars • Required use teacher-provided graphic organizers, outlines, concept maps to further assist learners to visualize and attend to all necessary parts of narrative writing construction. • Regular use of computer or word processor throughout the writing process (drafting, revising, editing, publishing) to further organize and communicate student thinking, in addition to addressing minor writing errors (i.e. grammatical, spelling) <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> • Permission to answer comprehension questions orally. • The use multiple choice responses when appropriate. • Directions read to students. • Provision of assignments, assessments, and projects that are shorter in length and that contain step by step instructions. • The use of abbreviated story versions as provided in the supplemental workbooks, when appropriate. • The provision of technology software programs that can provide students extra help and practice (e.g. Study Island). • Permission for alternative assignments: <ul style="list-style-type: none"> ○ artistic creations ○ exhibits ○ charts ○ graphs ○ tables ○ photo essays ○ maps ○ review games
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p>

	<p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> <p>Modifications for Special Needs Learners</p> <p>Modifications and accommodations to the curriculum are used as directed by the student’s Individualized Education Program. A list of common modifications and accommodations to enable all special education students to be successful can be found by clicking here .</p> <p>The Pull-out Resource English Language Arts class is a double period class. The first period of the class follows the general education standards and unit progression. Using American Reading Company materials, the second period of the class is dedicated to individualized instruction on the students independent reading level. This level is established using the Independent Reading Level Assessment Framework (IRLA). The IRLA also identifies the skills students must acquire to improve their reading level.</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections Unit 1

Indicators:

- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Understand other nations and cultures, including the use of non-English languages.
- When possible, collaborate with teachers in other content areas to select narrative texts related to the themes and concepts taught in other disciplines.

Suggested interdisciplinary units and activities:

- **Olweus/Township Tuesday, Art, and Technology**

After reading narrative selections that highlight character traits (e.g., “Dragon, Dragon” or “Street Magic”), students can reflect upon their own character traits in an effort to respond to the questions “What Makes Us Who We Are?” and “What Makes a Hero?”. Students can make connections between their own unique character traits and the character traits promoted by the district’s anti-bullying initiative: Olweus. Students can utilize skills learned in art, music, and technology classes to create a poster (print or digital) or other creative endeavor that identifies the character traits that make them who they are.

- **Social Studies**

After reading narrative selections that focus on the traits of heroes, students can connect these ideas to their social studies classes by identifying individuals from history who were heroes in their time. Students can research these heroes, identify the deeds and characteristics that made this individual a hero. Students can produce a creative project that identifies why this individual is considered a hero.

Unit Modifications for Special Population Students Unit 2

Advanced Learners	<p><u>Scheduling/ Pacing:</u></p> <ul style="list-style-type: none"> • The teacher-student establishment of learning goals followed by the in-class provision of time and related opportunities to work towards those goals. • The provision of a teacher/adult mentor to oversee student work and pace student learning experience; in-depth exploration of concepts through independent studies and investigations that are student-teacher selected. • Student-selected and content-related reading and writing in order to increase student background knowledge and expand learning schemas. <p><u>Literary Analysis Anchor Texts:</u></p> <ul style="list-style-type: none"> • The provision of complex, rigorous, mentor texts, and related supplemental materials (e.g. novels, short stories, eBooks, poems, dramas, primary documents etc.) with advanced abstract concepts. • The use of the Internet to research information to support reading and to provide rich examples of literary analyses. <p><u>The Literary Analysis Writing Process:</u></p> <ul style="list-style-type: none"> • Encouragement to produce elaborate responses to challenging writing prompts. • The provision of opportunities to respond to classmates' written analyses. <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> • Differentiation and adaption of instruction to include goal-specific choices as determined by formative and summative assessment data such as STAR, AR, and benchmark assessments. • Permission to self-select from a given selection of texts that are age, ability, and topic-appropriate. • Higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e. analysis and knowledge utilization). • The encouragement of divergent thinking by empowering students to respond to texts in various ways (e.g. essays, poems, collages, podcasts, songs, game creation, etc.). • Enrichment and collaborative opportunities through the use of technology (e.g. blogs, emails, iPads, software programs, and the Internet). • Provision of leadership activities such as assisting other students with specific academic tasks. • Collaboration with Humanities teachers to assign parallel texts.
Struggling Learners	<p><u>Scheduling/Pacing:</u></p> <ul style="list-style-type: none"> • As determined by observation and assessments, the provision of additional opportunities to practice, review, and strengthen weaker skills. • Extended time to complete assignments, assessments, and projects. • The provision of alternative teaching scenarios such as parallel teaching, or small groups, when appropriate. • Differentiation of instruction by utilizing small groups and collaborative learning. • Instruction scaffolded into digestible bites.

	<ul style="list-style-type: none"> • Opportunities to create self-selected academic goals and self-assessment of progress. <p><u>Literary Analysis Anchor Texts:</u></p> <ul style="list-style-type: none"> • Encouragement of the use of graphic organizers to support learning. • When possible, utilization of literature circles with leveled reading material. • Use of supplemental resources and workbooks to support the text. • Previewing of difficult vocabulary prior to reading. • As needed, the use of assistive technologies that read materials aloud to the student during independent reading. <p><u>Literary Analysis Writing Process:</u></p> <ul style="list-style-type: none"> • Teacher modeling of each step in the writing process (i.e., pre-writing, drafting, revising, editing, and publishing). • Authentic writing samples to provide students with a sense of assignment requirements and strategies for planning within a specified timeframe. • The provision of regular, teacher guidance (writing conferences) and appropriate supervision to plan writing assignments, especially unit writing pieces, which can take several days or weeks to complete. • The provision of exemplars to understand rubric scoring. <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> • The provision of alternative opportunities, methods, and/or test formats to demonstrate what is known.
<p>English Language Learners</p>	<p><u>Scheduling/Pacing:</u></p> <ul style="list-style-type: none"> • The provision of extended time to complete assignments, assessments, and projects, as needed. • Omission of assignments, assessments, projects, as needed. <p><u>Literary Analysis Anchor Texts:</u></p> <ul style="list-style-type: none"> • The building of background on topics and themes that may be unknown to students of different cultures (e.g., sports, American history, customs, holidays, etc.). • The incorporation of cultural lessons that allow students to share their culture, language, and traditions with the class. • The use of alternative texts and leveled narrative reading materials with similar concepts. • The provision of narrative content showcased in another medium (e.g., movie, audiotapes, visual aids, etc.). • Simplified language; use of supplementary materials to contain precise and specified vocabulary. • Use of bilingual dictionaries, language learner dictionaries, and/or electronic translating programing; pre-teaching of concept vocabulary. • Use of mapping devices and graphic organizers (e. g. outlines, study guides, question preview, etc.) to showcase how concepts/ideas/narrative themes are related and enhance concept schemas. • Use of role-playing, simulations and/or concrete examples to exemplify real life situations. • Teacher-created checks for text and concept understanding/review. <p><u>Literary Analysis Writing Process:</u></p> <ul style="list-style-type: none"> • The provision of concise directions worded in small, distinct steps. • The provision of oral clues and/or prompts throughout the writing process. • Writing tasks broken into shorter, segmented sections. • The provision of teacher selected and/or created exemplars of literary analyses. • Teacher modeling the completion of graphic organizers. • Required use of graphic organizers, outlines, or concepts maps to assist learners in visualizing and attending to all parts of literary analysis. • The utilization of word processing throughout the writing process to effectively organize and express ideas in addition to addressing grammatical and spellings. <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> • Permission to answer comprehension questions orally. • The use multiple choice responses, when appropriate. • Directions read to students.

- The provision of assignments, assessments, and projects that are shorter in length and that contain step by step instructions.
- The use of abbreviated story versions as provided in the supplemental workbooks, when appropriate.
- The provision of technology software programs that can provide students with extra help and practice (e.g. Study Island).
- Permission for alternative assignments:
 - Artistic creations
 - Exhibits
 - Charts
 - Graphs
 - Tables
 - Photo essays
 - Maps
 - Review games

<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> <p>Modifications for Special Needs Learners</p> <p>Modifications and accommodations to the curriculum are used as directed by the student’s Individualized Education Program. A list of common modifications and accommodations to enable all special education students to be successful can be found by clicking here .</p> <p>The Pull-out Resource English Language Arts class is a double period class. The first period of the class follows the general education standards and unit progression. Using American Reading Company materials, the second period of the class is dedicated to individualized instruction on the students independent reading level. This level is established using the Independent Reading Level Assessment Framework (IRLA). The IRLA also identifies the skills students must acquire to improve their reading level.</p>
<p>Learners with a 504</p>	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections Unit 2

Indicators:

- Learn from, and work collaboratively with, individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue.
- Include and reference district character education initiatives such as Olweus when completing related assignments.
- When possible, collaborate with teachers in other content areas to address related themes and/or topics.

Suggested interdisciplinary units and activities:

- **Social Studies**

In social studies classes, students will study The Silk Road. As a follow up to a PARCC 2015 Literary Analysis task, students can read this excerpt from *A Single Shard* by Park and a poem: “Turn Turn My Wheel” by Longfellow. These texts are both focused on the subject of a potter at his wheel. Since ancient pottery techniques were originally imported into Europe via The Silk Road, students can connect their discussion of these two selections to the related social studies unit.

- **Social Studies**

After viewing such films as *Selma*, *Lord, Selma* and *Ruby Bridges* in social studies classes, students can compare how the filmmakers approach the topics of discrimination, segregation, and civil rights with the ways authors approach similar topics in selections such as “Looking for America” by Partridge, “The Shutout” by McKissack and McKissack, and “Satchel Paige” by Littlefield.

- **Social Studies/ 21st Century Skills**

Reading selections from *Glencoe Literature* such as “The Circuit” in conjunction with other texts found in *Scholastic Scope* magazine such as “I Almost Died Making Your Clothes,” and additional resources such as articles found on [Newsela](#), students can consider critical issues like child labor. Students can then demonstrate their understanding of these issues with such methods as a [Pop-Up Debate](#) or present their ideas in digital format such as [Glogster](#).

Unit Modifications for Special Population Students Unit 3

Advanced Learners	<u>Scheduling/ Pacing:</u>
	<ul style="list-style-type: none"> • The teacher-student establishment of learning goals followed by the in-class provision of time and related opportunities to work towards those goals. • The provision of a teacher/adult mentor to oversee student work and pace student learning experience; in-depth exploration of concepts through independent studies and investigations that are student-teacher selected.

- Student-selected and content-related reading and writing in order to increase student background knowledge and expand learning schemas.

Argument/Informational Anchor Texts:

- The use of higher level questioning regarding a topic that can spark students' investigation into such things as its causes, similar experiences, and additional facts.
- Exploration of advanced, Tier Three vocabulary words.
- The use of higher-level texts and related supplemental materials with abstract concepts.
- Independent research and exploration of additional digital sources including videos, infographics, timelines, and so forth.
- Exploration of varying viewpoints on an argument topic.
- Increased use of open-ended questioning intended to stimulate learner inquiry and active exploration of concepts.
- Opportunities to utilize and evaluate the effectiveness of different graphic organizers and mind-mapping tools.
- Encouragement of creative expression and thinking by allowing students to choose how to approach a problem or assignment.
- Restraint from having students complete more work in the same manner.

The Informational/Argument Writing Process:

- Increased study of complex, informational texts and utilization of argument writing components (e.g., evidence and claims) in their own written work.
- Extensive use of evidence and figurative language techniques including imagery, similes, metaphors, symbols, and so forth.

Alternative Assignments:

- Pre-assessment in order to distinguish skills and knowledge that is already familiar from that which must be taught.
- Completion of student-choice assignments and assessments that will encourage learners to generate ideas and/or ways to showcase their knowledge and skills where risk-taking is encouraged in the creation of such things as websites, wikis, podcasts, Movie-makers, and game creation.

<p>Struggling Learners</p>	<p><u>Scheduling/Pacing:</u></p> <ul style="list-style-type: none"> • As determined by observation and assessments, the provision of additional opportunities to practice, review, and strengthen weaker skills. • Extended time to complete assignments, assessments, and projects. • The provision of alternative teaching scenarios such as parallel teaching, or small groups, when appropriate. • Differentiation of instruction by utilizing small groups and collaborative learning. • Instruction scaffolded into digestible bites. • Opportunities to create self-selected academic goals and self-assessment of progress. <p><u>Argument/Informational Anchor Texts:</u></p> <ul style="list-style-type: none"> • Provision of anchor/mentor text summaries and/or synopses for on-going concept reference and review. • Teacher directed identification of key words, and/or phrases and sentences to further showcase meaning, relationships, text structure, and so forth. • Differentiation of texts by readability (when available). <p><u>The Informational/Argument Writing Process:</u></p> <ul style="list-style-type: none"> • Teacher modeling of each step of the writing process (i.e. Pre-writing, drafting, revising, editing, and publishing). • Provision of authentic writing samples to give students a sense of assignment requirements and strategies for planning within a specified timeframe. • The provision of regular, teacher guidance (writing conferences) and appropriate supervision to plan writing assignments, especially unit writing pieces which can take several days or weeks to complete. • The provision of exemplars to understand rubric scoring. <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> • The provision of alternative opportunities, methods and/or test formats to demonstrate what is known.
<p>English Language Learners</p>	<p><u>Scheduling/ Pacing:</u></p> <ul style="list-style-type: none"> • As needed, the provision of extended time to complete assignments, assessments, and projects. • Omission of assignments, assessments, projects, as needed. <p><u>Argument/Informational Anchor Texts:</u></p> <ul style="list-style-type: none"> • The building of background on topics and themes that may be unknown to students of different cultures (e.g., sports, American history, customs, holidays, etc.). • Incorporating cultural lessons that allow students to share their culture, language, and traditions with the class. • The use of alternative texts and leveled narrative reading materials with similar concepts. • The provision of argumentative content showcased in another medium (e.g., movie, audiotapes, visual aids, etc.). • Simplified language; use of supplementary materials to contain precise and specified vocabulary. • Use of bilingual dictionaries, language learner dictionaries, and/or electronic translating programing; pre-teaching of concept vocabulary. • Use of mapping devices and graphic organizers (e. g. outlines, study guides, question preview, etc.) to showcase how concepts/ideas/narrative themes are related and enhance concept schemas. • Use of role-playing, simulations and/or concrete examples to exemplify real life situations. • Teacher-created checks for text and concept understanding/review. <p><u>The Informational/Argument Writing Process:</u></p> <ul style="list-style-type: none"> • The provision of concise directions worded in small, distinct steps. • The provision of oral clues and/or prompts throughout the writing process. • Writing tasks broken into shorter, segmented sections, • The provision of teacher selected and/or created argument exemplars. • Teacher modeling the completion of graphic organizers. • Required use of graphic organizers/outlines/mapping skills to further assist learners in visualizing and attending to all parts of argument construction • The utilization of word processing throughout the writing process to effectively organize and express ideas and to address grammatical and spellings.

	<p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Permission to answer comprehension questions orally. • The use multiple choice responses when appropriate. • Directions read to students. • Provision of assignments, assessments, and projects that are shorter in length and that contain step by step instructions. • The use of abbreviated story versions as provided in the supplemental workbooks, when appropriate. • The provision of technology software programs that can provide students extra help and practice (e.g. Study Island). • Permission for alternative assignments: <ul style="list-style-type: none"> ○ artistic creations, ○ exhibits, ○ charts, ○ graphs, ○ tables, ○ photo essays, ○ maps, and ○ review games.
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> <p>Modifications for Special Needs Learners</p> <p>Modifications and accommodations to the curriculum are used as directed by the student’s Individualized Education Program. A list of common modifications and accommodations to enable all special education students to be successful can be found by clicking here .</p> <p>The Pull-out Resource English Language Arts class is a double period class. The first period of the class follows the general education standards and unit progression. Using American Reading Company materials, the second period of the class is dedicated to individualized instruction on the students independent reading level. This level is established using the Independent Reading Level Assessment Framework (IRLA). The IRLA also identifies the skills students must acquire to improve their reading level.</p>
<p>Learners with a 504</p>	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections Unit 3

Indicators:

- Learn from, and work collaboratively with, individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue.
- Include and reference district character education initiatives such as Olweus when completing related assignments.
- When possible, collaborate with teachers in other content areas to address related themes and/or topics.

Suggested interdisciplinary units and activities:

- **Science**

Students can conduct research in both science and ELA classes to participate in a problem-based learning project. This project will consider the implications that current environmental decisions may have on our planet in the future. Students can examine a variety of sources including articles, infographics, and video clips to analyze the pros and cons of current environmental issues such as hybrid cars, fracking, recycling, utilizing plastic bags, and so forth. After conducting research in both classes, students will formulate a claim related to a self-selected and/or teacher-selected topic, and construct an argument.

Access articles, videos, infographics, and project ideas by clicking below:

[Science Interdisciplinary Connections](#)

- **Township Tuesday/Olweus**

Students can consider the positive and negative impact that technology has on both the world and our relationships. During class meetings, students can discuss their use of social media and other technology platforms. In ELA classes, students can read articles and examine other resources that encourage students to ponder the pros and cons of technology in our society. After examining a variety of digital and print resources, students can construct an argument which includes a claim and evidence related to their thoughts about today's use of technology. **Access article suggestions by clicking below:**

[Township Tuesday/Olweus Interdisciplinary Connections](#)

- **Social Studies**

Students can select and investigate a current event topic that is introduced in their social studies classes. Social Studies and ELA teachers may consider utilizing a [text set](#) from [Newsela](#) to focus topic choices. After researching a topic, students can construct an argument related to their topic and/or participate in a debate in either social studies or ELA classes.

Unit Modifications for Special Population Students Unit 4

Advanced Learners	Scheduling/ Pacing:
	<ul style="list-style-type: none">• The teacher-student establishment of learning goals followed by the in-class provision of time and related opportunities to work towards those goals.• The provision of a teacher/adult mentor to oversee student work and pace student learning experience; In-depth exploration of concepts through independent studies and investigations that is both student and teacher selected

	<ul style="list-style-type: none"> • The provision of additional time for student-selected and content related reading and writing in order to increase student background knowledge and expand learning schemas <p><u>Anchor Texts:</u></p> <ul style="list-style-type: none"> • The use of higher level questioning that requires learners to investigate causes, experiences, and facts in order to expand their understanding of a concept or topic, make inferences, and draw conclusions. • The use of additional higher-level text(s) and related supplemental materials containing advanced abstract concepts from a variety of genres. • Exploration and comparison of a specified subject taken from varying points of view and multiple genres. • Increased use of open-ended questioning intended to stimulate learner inquiry and active exploration in relation to concept learning. <p><u>The Writing Process:</u></p> <ul style="list-style-type: none"> • Increased elaborate, complex, and in-depth study and utilization of genre specific writing components (i.e. figurative language usage, mood, tone, themes and so forth) with the ability to integrate knowledge into one's own written work. • Extensive use of evidence and figurative language techniques including imagery, similes, metaphors, symbols, and so forth which are relevant and genre appropriate. <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> • Pre-assessment in order to distinguish skills and knowledge that are already familiar from those which must be taught. • Completion of student-choice assignments and assessments that will encourage learners to generate ideas and showcase their understanding with or without formal evaluation, where risk-taking is encouraged in the creation of such things as websites, wikis, podcasts, Movie-makers, and game creation.
<p>Struggling Learners</p>	<p><u>Anchor Texts:</u></p> <ul style="list-style-type: none"> • The provision of mentor/anchor text summaries and/or synopses for on-going concept reference and review. • Teacher directed identification of key words, and/or phrases and sentences to showcase meaning, relationships, text structure, and so forth. • Differentiation of texts by readability (when available). <p><u>The Writing Process:</u></p> <ul style="list-style-type: none"> • Teacher modeling of each step of the writing process (i.e. pre-writing, drafting, revising, editing, and publishing). • Authentic writing samples to provide students with a sense of assignment requirements and planning within a specified timeframe. • The provision of regular, teacher guidance (writing conferences) and appropriate supervision to plan writing assignments, especially unit writing pieces which can take several days or weeks to complete. • The provision of exemplars to understand rubric scoring. <p><u>Alternative Assignments:</u></p> <ul style="list-style-type: none"> • The provision of students with other opportunities, methods and/or test formats to demonstrate what is known.
<p>English Language Learners</p>	<p><u>Scheduling/ Pacing:</u></p> <ul style="list-style-type: none"> • As needed, the provision of extended time to complete assignments, assessments, and projects. • Omission of assignments, assessments, projects, as needed. <p><u>Anchor Texts:</u></p> <ul style="list-style-type: none"> • The building of background on topics and themes that may be unknown to students of different cultures (e.g., sports, American history, customs, holidays, etc.). • Incorporating cultural lessons that allow students to share their culture, language, and traditions with the class. • The use of alternative texts and leveled reading materials with similar concepts. • The provision of content showcased in another medium (e.g., movie, audiotapes, visual aids, etc.).

	<ul style="list-style-type: none"> • Simplified language; use of supplementary materials which contain precise and specific vocabulary. • Use of bilingual dictionaries, language learner dictionaries, and/or electronic translating programing; pre-teaching of concept vocabulary. • Use of mapping devices and graphic organizers (e. g. outlines, study guides, question preview, etc.) to showcase how concepts and themes are related and enhance concept schemas. • Use of role-playing, simulations and/or concrete examples to exemplify real life situations. • Teacher-created checks for text and concept understanding/review. <p>The Writing Process:</p> <ul style="list-style-type: none"> • The provision of concise directions worded in small, distinct steps. • The provision of oral clues and/or prompts throughout the writing process. • Writing tasks broken into shorter, segmented sections. • The provision of teacher-selected and/or teacher-created exemplars. • Teacher modeling and the use of graphic organizers. • The utilization of word processing throughout the writing process to effectively organize and express ideas in addition to addressing grammatical and spellings. <p>Alternative Assignments:</p> <ul style="list-style-type: none"> • Permission to answer comprehension questions orally. • The use multiple choice responses, when appropriate. • Directions read to students. • Provision of assignments, assessments, and projects that are shorter in length and that contain step by step instructions. • The use of abbreviated story versions as provided in the supplemental workbooks, when appropriate. • The provision of technology software programs that can provide students with extra help and practice (e.g. Study Island). • Permission for alternative assignments: <ul style="list-style-type: none"> ○ artistic creations ○ exhibits ○ charts ○ graphs ○ tables ○ photo essays ○ maps ○ review games
<p>Learners with an IEP</p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> <p>Modifications for Special Needs Learners</p> <p>Modifications and accommodations to the curriculum are used as directed by the student’s Individualized Education Program. A list of common modifications and accommodations to enable all special education students to be successful can be found by clicking here .</p> <p>The Pull-out Resource English Language Arts class is a double period class. The first period of the class follows the general education standards and unit progression. Using American Reading Company materials, the second period of the class is dedicated to individualized instruction on the students independent reading level. This level is established</p>

	using the Independent Reading Level Assessment Framework (IRLA). The IRLA also identifies the skills students must acquire to improve their reading level.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections Unit 4

Indicators:

- Learn from, and work collaboratively with, individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue.
- Include and reference district character education initiatives such as Olweus when completing related assignments.
- When possible, collaborate with teachers in other content areas to address related themes and/or topics

Suggested Activities:

- **Social Studies/Art/Music/Technology:**

Students can deepen their understanding of ancient Greece and Greek culture by reading myths and studying the associated gods and goddesses, viewing famous works of art, and reading associated poetry. Students can demonstrate their understanding of Greek culture by writing a myth, creating a piece of art, composing a song, or utilizing a technology tool of their choice.

- Suggested texts from Glencoe *Literature*: “Wings” by Yolen, “Damon and Pythias” by Kissen, “Arachne” by Coolidge, “Romulus and Remus” by McCaughrean, “Persephone” by Low, and “The Golden Touch” by Osborne.

- **Technology:**

Students can pursue a passion or topic of interest by participating in [Genius Hour](#). This student-centered, problem-based learning activity will require students to generate a driving question, conduct research, and share their project with the world by utilizing a web-based technology tool. Students may have the opportunity to work with their technology teacher to identify the best platform for showcasing their research. This project also has the potential for interdisciplinary connections in all other content areas depending on each student’s driving question.