

**COURSE OF STUDY UNIT PLANNING GUIDE
FOR:
ACADEMIC ENRICHMENT**

GRADE 3

PREPARED BY: DONNA DRAKE

**REVISED AUGUST 2018
ALIGNED TO THE NEW JERSEY STUDENT LEARNING STANDARDS**

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**DUMONT PUBLIC SCHOOLS
DUMONT, NEW JERSEY**

ACADEMIC ENRICHMENT, GRADE 3

UNIT TITLE: Logic and Critical Thinking

UNIT LENGTH: Approximately 2 months (Small-Group, Pullout Instruction Once Per Week or as Schedule Allows)

Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Strategies/Methods/Vocabulary	Resources and Assessments
<p>New Jersey Student Learning Standards for Grade 3 <i>NJSLS for English Language Arts</i> RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>W.3.2. Write informative/explanatory</p>	<p>How do you implement a logical approach to problem solving?</p> <p>What is critical thinking?</p> <p>What is creative problem solving?</p> <p>How do you find and evaluate evidence?</p> <p>How do you build an analogy argument?</p>	<p><i>(Approximately 2.5 hour lessons, once per week or as schedule allows)</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Use the process of elimination and organized methods to solve logic problems. Tackle challenging problems using the scientific method. Conduct research and collect information in an organized way (online, reference books, interviews, visual and auditory sources, etc.); cite sources. Conduct research and brainstorming efforts to invent new things; revise and refine engineered designs according to results of scientific trials and surveys. Work independently and in groups of various sizes; serve in 	<p>Strategies and Methods</p> <ul style="list-style-type: none"> Teacher introduction of concepts and skills. Ask students questions to assess understanding and application of concept. Gradual release of responsibility to have students practice skills with teacher support. Independent and/or group/partner work to apply skills. Facilitate an environment in which students feel successful and can take risks. Differentiate instruction and make needed modifications (see Diff/Acc/Mod Section below:) <p>Sample Vocabulary</p> <ul style="list-style-type: none"> Logic Evidence Reasoning Inference Logical connectives 	<ul style="list-style-type: none"> Computers iPads Smart Board Microsoft Office Online Tools and Applications Picture Books Reference Books Classroom Tools Manipulatives Craft Materials Handouts Field Work/Trips <p>Assessments</p> <ul style="list-style-type: none"> Rubrics Classwork assignments Projects Presentations Class participation Teacher observations

<p>texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><i>NJSLS for Mathematics:</i> 3.OA.D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>3.MD.B. Represent and interpret data.</p>		<p>different roles within groups.</p> <ul style="list-style-type: none"> Regularly present to the class in an array of formats (PowerPoint, video, debates, fact sheets, brochures, etc.). <p>Sampling of potential activities (additions and/or changes will occur based on student interest):</p> <ul style="list-style-type: none"> Logic Pentominoes Mystery Solving Tangrams Balance Benders Visual Perception Building Analogies Matrix challenge 	<ul style="list-style-type: none"> Valid and invalid arguments Facts Probable truths Conclusions Decisions Propaganda Analogy Matrix 	
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<p>NJSLSA.M.2: Reason abstractly and quantitatively.</p> <p>NJSLSA.M.3: Construct viable arguments and critique the reasoning of others.</p> <p><i>NJSLS for Social Studies:</i></p> <p>6.1.P.A.3: Demonstrate appropriate behavior when collaborating with others.</p> <p>6.1.P.D.4: Learn about and respect other cultures within the classroom and community.</p> <p><i>NJSLS for Science:</i></p> <p>3-ESS3-1: Cause and effect relationships are routinely identified, tested, and used to explain change.</p> <p>8.1 Educational Technology:</p> <p>8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a</p>				
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variety of tasks.

**8.2 Technology
Education, Engineering,
Design, and
Computational Thinking
- Programming:**

8.2.5.A.2: Investigate and present factors that influence the development and function of a product and a system.

Career Ready Practices:

CRP 4: Communicate clearly and effectively and with reason

CRP 6: Demonstrate creativity and innovation

CRP 7: Employ valid and reliable research strategies

CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them

CRP 11: Use technology to enhance productivity

CRP 12: Work productively in teams while using cultural global competence

**9.2 Career Awareness,
Exploration and
Preparation**

9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities/504	Students at Risk of School Failure
<p>Modifications for Classroom</p> <p>Extension Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide opportunities for additional challenges to existing coursework that require higher levels of thinking</p>	<p>Modifications for Classroom</p> <p>Seating/Location consideration</p> <p>Modifications for Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Extra time as needed with the teacher for one-on-one instruction</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions.</p>	<p>Modifications for Classroom</p> <p>Seating/Location consideration</p> <p>Pair visual prompts with verbal presentations</p> <p>Modifications for Assignments</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete classwork and assignments</p> <p>Provide copy of class notes when applicable</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short</p>	<p>Modifications for Classroom</p> <p>Seating/Location consideration</p> <p>Modifications for Assignments</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Provide copy of class notes when applicable</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>

		<p>term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide parent/school communication when necessary</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Encourage student to proofread assignments and tests</p> <p>Provide parent/school communication when necessary</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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**DUMONT PUBLIC SCHOOLS
DUMONT, NEW JERSEY**

ACADEMIC ENRICHMENT, GRADE 3

UNIT TITLE: Science Inquiry

UNIT LENGTH: Approximately 3 months (Small-Group, Pullout Instruction Once Per Week or as Schedule Allows)

Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Strategies/Methods/Vocabulary	Resources and Assessments
<p>New Jersey Student Learning Standards for Grade 3</p> <p><i>NJSLS for English Language Arts:</i> RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key</p>	<p>How do you apply the scientific method to topics of inquiry?</p> <p>How do you conduct organized research?</p> <p>How do you use the engineering and design process to create new inventions?</p> <p>What is the scientific method?</p> <p>How do you classify to organize?</p>	<p><i>(Approximately 2.5 hour lessons, once per week or as schedule allows)</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Tackle challenging problems using the scientific method. • Conduct research and collect information in an organized way (online, reference books, interviews, visual and auditory sources, etc.); cite sources. • Conduct research and brainstorming efforts to invent new things • Revise and refine engineered designs according to results of scientific trials and surveys. • Work independently and in groups of various sizes; serve in different roles within groups. • Regularly present to the class in an array of 	<p>Strategies and Methods</p> <ul style="list-style-type: none"> • Teacher introduction of concepts and skills. • Ask students questions to assess understanding and application of concept. • Gradual release of responsibility to have students practice skills with teacher support. • Independent and/or group/partner work to apply skills. • Facilitate an environment in which students feel successful and can take risks. • Differentiate instruction and make needed modifications (see Diff/Acc/Mod Section below) 	<ul style="list-style-type: none"> • Computers • iPads • Smart Board • Microsoft Office • Online Tools and Applications • Picture Books • Reference Books • Classroom Tools • Manipulatives • Craft Materials • Handouts • Field Work/Trips <p>Assessment</p> <ul style="list-style-type: none"> • Rubrics • Classwork assignments • Projects • Presentations • Class participation • Teacher observations

<p>events occur).</p> <p>RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. With guidance and support from adults, use</p>		<p>formats (PowerPoint, video, debates, fact sheets, brochures, etc.).</p> <p>Sampling of potential activities (additions and/or changes will occur based on student interest):</p> <ul style="list-style-type: none"> • Pumpkinology • Bubbleology • Kingdom Animalia • S.T.E.M. Challenge 	<p>Sample Vocabulary</p> <ul style="list-style-type: none"> • Problem • Solution • Hypothesis • Specifications • Attribute • Characteristic • Classify • Brainstorm • Criteria • Analyze • -ology 	
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technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p><i>NJSLS for Mathematics:</i></p> <p>3.MD.A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>3.MD.B. Represent and interpret data.</p> <p>NJSLSA.M.1: Make sense of problems and persevere in solving them.</p> <p>NJSLSA.M.2: Reason abstractly and quantitatively.</p> <p>NJSLSA.M.3: Construct viable arguments and critique the reasoning of others.</p> <p>NJSLSA.M.5: Use appropriate tools strategically.</p>				
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NJSLS for Social Studies:

6.1.P.A.3: Demonstrate appropriate behavior when collaborating with others.

6.1.P.D.4: Learn about and respect other cultures within the classroom and community.

NJSLS for Science:

3-5-ETS1-1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

3-ESS3-1: Cause and effect relationships are routinely identified, tested, and used to explain

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change.

Visual and Performing Arts:

1.1.5.D.1: Understand the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.

8.1 Educational Technology:

8.1.5.A.1: Select and use the appropriate digital tools to accomplish a variety of tasks including solving problems.

8.1.5.A.2: Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.5.D.2: Analyze the resource citations in online materials for proper use.

8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

**8.2 Technology
Education, Engineering,
Design, and
Computational Thinking**

- Programming:

8.2.5.A.2: Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3: Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

Career Ready Practices:

9.1.4.B.1: Differentiate between financial wants and needs.

9.1.4.B.4: Identify common household expense categories and sources of income.

CRP 2: Apply appropriate academic and technical skills

CRP 4: Communicate clearly and effectively and with reason

CRP 5: Consider the environmental, social and economic impacts of decisions

CRP 6: Demonstrate

<p>creativity and innovation CRP 7: Employ valid and reliable research strategies CRP 8: Utilize critical thinking to make sense of problems and persevere in solving them CRP 11: Use technology to enhance productivity CRP 12: Work productively in teams while using cultural global competence</p> <p>9.2 Career Awareness, Exploration and Preparation 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>				
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Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities/504	Students at Risk of School Failure
<p>Modifications for Classroom Extension Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide opportunities for additional challenges to existing coursework that require higher levels of thinking</p>	<p>Modifications for Classroom</p> <p>Seating/Location consideration</p> <p>Modifications for Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p>	<p>Modifications for Classroom</p> <p>Seating/Location consideration</p> <p>Pair visual prompts with verbal presentations</p> <p>Modifications for Assignments</p> <p>Ask students to restate information, directions, and assignments.</p>	<p>Modifications for Classroom</p> <p>Seating/Location consideration</p> <p>Modifications for Assignments</p> <p>Ask students to restate information, directions, and assignments.</p>

	<p>Extended time for assignment completion as needed</p> <p>Extra time as needed with the teacher for one-on-one instruction</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions.</p>	<p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete classwork and assignments</p> <p>Provide copy of class notes when applicable</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide parent/school communication when necessary</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an</p>	<p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Provide copy of class notes when applicable</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide parent/school communication when necessary</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p>
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		<p>alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Restate, reread, and clarify directions/questions.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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**DUMONT PUBLIC SCHOOLS
DUMONT, NEW JERSEY**

ACADEMIC ENRICHMENT, GRADE 3

UNIT TITLE: Creative Thinking

UNIT LENGTH: Approximately 4 months (Small-Group, Pullout Instruction Once Per Week or as Schedule Allows)

Performance Indicators (Standards and Objectives)	Essential Questions	Activities (Approximate Time Frame)	Strategies/Methods/Vocabulary	Resources and Assessments
<p>New Jersey Student Learning Standards for Grade 3</p> <p><i>NJSLS for English Language Arts:</i> RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>What is creativity?</p> <p>How can you express your thoughts and feelings in a creative way?</p> <p>How does a culture effect storytelling?</p> <p>What is a hero's journey?</p> <p>What is the meaning of a poem?</p> <p>What is artistic license?</p> <p>Can creativity be practiced?</p>	<p><i>(Approximately 2.5 hour lessons, once per week or as schedule allows)</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Evaluate a story for its storytelling potential • Outline a story in preparation for performance • Present a story before an audience • Work independently and in groups of various sizes; serve in different roles within groups. • Conduct research and collect information in an organized way (online, reference books, interviews, visual and auditory sources, etc.); cite sources. • Develop and refine his/her storytelling ability • Research, select and analyze a mentor poem 	<p>Strategies and Methods</p> <ul style="list-style-type: none"> • Teacher introduction of concepts and skills. • Ask students questions to assess understanding and application of concept. • Gradual release of responsibility to have students practice skills with teacher support. • Independent and/or group/partner work to apply skills. • Facilitate an environment in which students feel successful and can take risks. • Differentiate instruction and make needed modifications (see Diff./Acc. /Mod. Section below) 	<ul style="list-style-type: none"> • Computers • iPads • Smart Board • Microsoft Office • iMovie • Online Tools and Applications • Picture Books • Reference Books • Classroom Tools • Storytelling Props • Craft Materials • Handouts • Field Work/Trips <p>Assessments</p> <ul style="list-style-type: none"> • Rubrics • Classwork assignments • Projects • Presentations • Class participation • Teacher observations

<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.5. Demonstrate understanding of figurative language, word</p>		<ul style="list-style-type: none"> • Respond to questions with illustrations, paintings, or songs • Draft, revise and compose poetry • Create and illustrate a narrative comic • Produce a short movie • Regularly present to the class in an array of formats (PowerPoint, video, oral presentations, poetry, brochures, etc.). <p>Sampling of potential activities (additions and/or changes will occur based on student interest):</p> <ul style="list-style-type: none"> • Superhero comics • Storytelling • Poetry analysis and writing • Artistic Response • Moviemaking 	<p>Sample Vocabulary</p> <ul style="list-style-type: none"> • Character • Culture • Audience • Creativity • Individuality • Mentor poem • Screenplay • Motivation • Figurative language • Oral tradition • Story mountain • Turning point 	
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relationships and nuances in word meanings.

NJSLS for Mathematics:

NJSLSA.M.2: Reason abstractly and quantitatively.

NJSLSA.M.3: Construct viable arguments and critique the reasoning of others.

NJSLSA.M.6: Attend to precision.

NJSLS for Social Studies:

6.1.P.A.3: Demonstrate appropriate behavior when collaborating with others.

6.1.P.D.4: Learn about and respect other cultures within the classroom and community.

Visual and Performing Arts:

1.1.5.D.1: Understand the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.

8.1 Educational

Technology:

8.1.5.A.2: Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.2 Technology
Education, Engineering,
Design, and
Computational Thinking**

- Programming:

8.2.5.A.2: Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3: Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

Career Ready Practices:

9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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<p>9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video, and film production.</p> <p>CRP 1: Act as a responsible and contributing citizen and employee CRP 4: Communicate clearly and effectively and with reason CRP 6: Demonstrate creativity and innovation CRP 9: Model integrity, ethical leadership and effective management CRP 11: Use technology to enhance productivity CRP 12: Work productively in teams while using cultural global competence</p>				
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Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities/504	Students at Risk of School Failure
<p>Modifications for Classroom</p> <p>Extension Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide opportunities for additional challenges to existing coursework that require higher levels of thinking</p>	<p>Modifications for Classroom</p> <p>Seating/Location consideration</p> <p>Modifications for Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p>	<p>Modifications for Classroom</p> <p>Seating/Location consideration</p> <p>Pair visual prompts with verbal presentations</p> <p>Modifications for Assignments</p> <p>Ask students to restate information, directions, and assignments.</p>	<p>Modifications for Classroom</p> <p>Seating/Location consideration</p> <p>Modifications for Assignments</p> <p>Ask students to restate information, directions, and assignments.</p>

	<p>Extended time for assignment completion as needed</p> <p>Extra time as needed with the teacher for one-on-one instruction</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions.</p>	<p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete classwork and assignments</p> <p>Provide copy of class notes when applicable</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide parent/school communication when necessary</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an</p>	<p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Provide copy of class notes when applicable</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide parent/school communication when necessary</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p>
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		<p>alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Restate, reread, and clarify directions/questions.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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