

# Modifications

Content Area: **World Language**  
Course(s): **Spanish 3H**  
Time Period: **Semester 1 & 2**  
Length: **Full Year**  
Status: **Published**

## Modifications

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### Modifications for Diverse Learners

General Modifications based on student individualized educational needs may include the following:

- Activity Choice
- Personally/Individually meaningful activities
- Hands-on, multimodal activities
- Involvement in goal setting and assessment activities
- Response options

### Special Education/IEPs

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing
- Pre-teaching or reviewing strategies
- Study Skills
- Visual demonstrations, illustrations, or models
- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Scaffolded questions
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Kinesthetic activity
- Manipulatives
- Visual prompts/ use of images
- Differentiated instruction
- Guided notes/ class note exchange
- Reteaching concepts/ check for understanding
- Extra time 50%
- Study guide
- Oral testing as needed
- Test modification
- Project based learning

- Individualized instruction
- Practice exercises
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Gesture-signal
- Types of questioning, readings, and writing assignments

#### 504s

- Study Skills
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Extra time
- Study guide
- Oral testing
- Test modification

#### ELL Students

- Incorporate native culture and language
- Learning about students' cultural background is critical
- Communicate one on one with ELL teacher
- Scaffold native language
  - Introduce new material using visuals
  - Employ ELL translation devices/materials
  - Practice a variety of activities: Talk and Turn/Group work
  - Pre-teach vocabulary
  - Provide extended time
  - Discuss alternate responses
  - Plan verbal and written instructions
  - Introduce and instruct students on resources including eDictionaries
  - Repeat and rephrase English phrases, sentences, and stories

#### At Risk Students

- Provide clear directions
- Peer support
- Modify assignments
- Set contracts for academics and behavior
- Hands-on activities
- Preferential seating

## Gifted and Talented

- Questioning techniques
- Brainstorming and webbing
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Project based learning
- Individual instruction
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Types of questioning, readings, and writing assignments
- Implement a multi-dimensional curriculum
- Be flexible with curriculum
- Student-centered curriculum
- Individual activities and projects
- Encourage ownership of learning
- Involve students in academic contests
- Consider parental input