

**Addendum 2020**  
**Accommodations and Modifications**

<https://www.common sense.org/> To Address LGBT+ along with social and cultural diversity  
ELA & SS address the Holocaust, Amistad embedding them in character lessons

Gifted & Talented	ELL	IEP	504	At-Risk
Expand students' time for free reading.	Alternate responses	Pre-teach concepts/Preload students with key information and content vocabulary words	Work with fewer items per page or line and/or materials in a larger print size	Additional time during intervention time
Use thematic instruction to connect learning across the curriculum.	Advance notes	Provide summaries of lessons/modules/chapters	Record a lesson, instead of taking notes	Small group Guided Reading
Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.	Extended time	Provide leveled readers/alternate texts tailored to student's Lexile level/ability level	Be given an outline of a lesson	Sit where he/she learns best (for example, near the teacher)
Create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials.	Teacher modeling	Allow student to listen to audio recordings instead of reading text	Use a spelling dictionary or electronic spell-checker	Take frequent breaks, such as after completing a task
Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.	Simplified written and verbal directions	Use a highlighter/reading window to maintain student's attention to key concepts/text while reading	Work or take a test in a different setting, such as a quiet room with few distractions	Demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks
	Frequent breaks	Provide illustrations for	Sit where he/she learns best	

		content vocabulary words and/or allow students to sketch illustrations for content vocabulary words	(for example, near the teacher)	
	Use of eDictionaries	Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models)	Take frequent breaks, such as after completing a task	
Participating in regional and national competitions such as spelling bees and essay competitions.	Preferential seating	Scaffold instruction and reduce the complexity of classwork/homework assignments/tests	Additional time during intervention time	
	Print key words, page numbers, homework, and deadlines on the board	Allow for movement and use multiple modalities while teaching	Extended time for completing tasks	
	Incorporate visuals	Reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page)	Use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts	
	Ensure students understand directions and have materials	Allow oral responses/dictate responses to a scribe/audio recorder	Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words	
	Avoid slang and colloquial expressions	Use peer readers	Allow for movement and use multiple modalities while teaching	

	Speak clearly and slowly	Reduce reading passages		
	Check for comprehension using gestures and prompts	Repeat information (e.g., key concepts, directions)		
	Use materials at the student's instructional and/or independent reading level	Provide page numbers to help the student locate answers to questions		
	Reduce/shorten writing requests	Read directions/questions aloud		
	Use graphic organizers	Provide written/oral directions in small steps using as few words as possible		
	Use recorded text	Provide extended time for the student to complete tasks (e.g. written assignments, tests, produce oral responses)		
	Use manipulatives	Allow the student to complete assignments/tasks with a peer or small group		
	Provide visual resources	Demonstrate how to utilize graphic organizers and provide the student with graphic organizers		
	Provide models of completed homework and assignments	Provide rubrics for assignments-specify details		

		Provide materials in larger print size		
		Allow student to use a word processor		

Addressing LGBT+ and social/cultural diversity	<ul style="list-style-type: none"> <li>-SEL developmentally appropriate activities and strategies <a href="http://www.common sense.org">www.common sense.org</a></li> <li>-Developmentally and age appropriate literature/articles and created questions/word problems/open ended questions</li> <li>-Character lessons</li> </ul>
Addressing Amistad and Holocaust	<ul style="list-style-type: none"> <li>-SEL developmentally appropriate activities and strategies <a href="http://www.common sense.org">www.common sense.org</a></li> <li>-Developmentally and age appropriate literature/articles and created questions/word problems/open ended questions</li> <li>-Character lessons</li> <li>-Grades 5-8 due more focused and directed lessons in ELA and SS</li> </ul>
Interdisciplinary Connections	<ul style="list-style-type: none"> <li>-Academic and Technical Rigor - projects designed to address key learning standards</li> <li>-Authenticity - projects use real world context (community &amp; workplace problems) and address issues that matter to the students</li> <li>-Applied Learning - projects engage students in active problem solving for competencies expected in high performance work organizations (teamwork, problem solving, communication, etc)</li> <li>-Active Exploration - projects extend beyond the classroom by connecting to internships, field based investigations and community explorations as applicable</li> <li>-Adult Connections - projects connect students with adult mentors and coaches from wider community as applicable</li> </ul>

	-Assessment Practices - projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school and real-world standards of performance
Core Instructional Materials	Listed in individual curriculums and weekly lesson plans
Assessments	K-8 MAP three times/year ELA and MATH NJSLA grades 3 - 8 SCIENCE NJSLA grades 5 & 8
Career Readiness, Life Literacies, Key Skills 9.1 Personal Financial Literacy 9.2 Career Awareness, Exploration, Preparation, & Training	Civic Responsibility Financial Institutions Financial Psychology Planning and Budgeting Risk Management and Insurance Credit and Debt Management (gr 6-8 only) Credit Profile (gr 3-8 only) Career Awareness and Planning Digital Citizenship Global and Cultural Awareness Critical Thinking Creative Thinking Collaboration Communications Information Literacy Media Literacy Technology Literacy Flexibility Initiative Social Skills Productivity Leadership

**All of the above are implemented across all content areas and grade levels.**

**The goal is to develop a well-rounded, knowledgeable, resourceful, kind and caring student who will grow into a conscientious and innovative adult who loves learning and helping others with an empathetic heart and open mind.**