NCS Addendum 2020

Math/MS Science Accommodations and Modifications

Gifted & Talented	ELL	IEP	504	At-Risk
Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.	Alternate responses	Allow the student to use a calculator/number line	Work with fewer items per page or line and/or materials in a larger print size	Use a calculator or table of “math facts”
Encourage students to make transformations- use a common task or item in a different way.	Advance notes	Pre-teach concepts/Preload students with key information and content vocabulary words	Use a calculator or table of “math facts”	Sit where he/she learns best (for example, near the teacher)
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	Use multimedia components (e.g., videos, text with audio, slideshows, graphics)	Work or take a test in a different setting, such as a quiet room with few distractions	Take frequent breaks, such as after completing a task
Students visit enrichment center offering challenging tasks above grade level and at a greater depth focusing on problem solving.	Teacher modeling	Use a highlighter to identify and maintain student’s attention to key concepts	Complete fewer or different homework problems than peers	Complete fewer or different homework problems than peers
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	Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words	Additional time during intervention time	Additional time during intervention time

Develop creative thinking and problem-solving skills for flexibility in approach and generation of information; and communication skills for sharing it.	Frequent breaks	Display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models	Sit where he/she learns best (for example, near the teacher)	Questions read aloud
Participating in regional and national competitions such as mathletes and math competitions.	Use of eDictionaries	Scaffold instruction and reduce the complexity of classwork/homework assignments/tests	Questions read aloud	Demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks
	Preferential seating	Allow for movement and use multiple modalities while teaching	Extended time for completing tasks	
	Print key words, page numbers, homework, and deadlines on the board	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)	Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words	
	Incorporate visuals	Allow oral responses/audio recorder	Allow for movement and use multiple modalities while teaching	
	Ensure students understand directions and have materials	Repeat information (e.g., key concepts, directions)		

	Avoid slang and colloquial expressions	Read directions/questions aloud		
	Speak clearly and slowly	Provide written/oral directions in small steps using as few words as possible		
	Check for comprehension using gestures and prompts	Provide extended time for the student to complete tasks (e.g. written assignments, tests, produce oral responses)		
	Use materials at the student's instructional and/or independent reading level	Allow the student to complete assignments/tasks with a peer or small group		
	Reduce/shorten writing requests	Demonstrate how to utilize graphic organizers and provide the student with graphic organizers		
	Use graphic organizers	Provide rubrics for assignments-specify details		
	Use recorded text	Allow student to use manipulatives/concrete models		
	Use manipulatives	Provide materials in larger print size		
	Provide visual resources			

	Provide models of completed homework and assignments			

Addressing LGBT+ and social/cultural diversity	-SEL developmentally appropriate activities and strategies www.commonsense.org -Developmentally and age appropriate literature/articles and created questions/word problems/open ended questions -Character lessons
Addressing Amistad and Holocaust	-SEL developmentally appropriate activities and strategies www.commonsense.org -Developmentally and age appropriate literature/articles and created questions/word problems/open ended questions -Character lessons -Grades 5-8 due more focused and directed lessons in ELA and SS
Interdisciplinary Connections	-Academic and Technical Rigor - projects designed to address key learning standards -Authenticity - projects use real world context (community & workplace problems) and address issues that matter to the students -Applied Learning - projects engage students in active problem solving for competencies expected in high performance work organizations (teamwork, problem solving, communication, etc) -Active Exploration - projects extend beyond the classroom by connecting to internships, field based investigations and community explorations as applicable

	-Adult Connections - projects connect students with adnult mentors and coaches from wider community as applicable -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.	