



Life Skills Career Focus- Curriculum Grades 9-12+

Life Skills Career Focus is designed to give students an understanding of the various components that are essential to succeed in the workforce. The intent of this course is to provide each student an opportunity to acquire knowledge of career-focused life skills concepts presented to prepare students for life after school. From this conceptual base, students will be encouraged to foster critical thinking skills, apply knowledge, and identify the real-life significance of work environments.

Unit 1: Workers' Rights	
Unit 2: Workers' rights	MP 2
Unit 3: Workplace Attitudes and their consequences	MP 3
Unit 4: The Employment Process	MP 4

Unit 1

Stage 1: Desired Results

Unit 1: Workplace Health and Safety

Unit Summary: Health and safety education is key to preventing injury among young workers, and it provides them with crucial employment and life skills they need, to succeed now and in the future. Workplace-specific training is critical, young people also need to learn and practice health and safety skills that they will carry with them from job to career. Young adults should be able to recognize the hazards in any workplace. They should understand how hazards can be managed, what to do in an emergency, and how to speak up effectively when safety concerns arise at the work site.

Unit 1 Learning Targets

NJSLS Grade Level Standards:

- 9.1.2.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification

9.2.5.CAP.8: Identify risks that individuals and households face.
 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem
 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation
 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

Unit Essential Questions:

What are safety concerns in the workplace?

 Why do you workers need to learn about health and safety in the workplace?

 What is Hazard Mapping and how can workers use them to help maintain a safe work environment?

Unit Enduring Understandings:

Students must acquire Safety knowledge, attitudes, and skills to transition from school to the world of work successfully.

 Students will learn to draw maps showing health and safety hazards in a typical workplace and suggest solutions.

 Understand the Dangers on the job, how to avoid them and manage the environment.

 Learn about governing agencies that are designed to help workers maintain an acceptable level of safety in the workplace.

Content-Students will know:

How to assess knowledge of job safety and legal rights. They will be able to emphasize the impact a job injury can have on a young person's life and

Skills-Students will be able to:

Recognize that, while work has benefits, all workers can be injured, become sick, or even be killed on the job. Workers need to know how workplace risks can affect their lives and their families.

<p>understand the idea that work-related injuries and illnesses are predictable and can be prevented.</p> <p>Find Hazards and develop an understanding of the common health and safety hazards that young people may face on the job.</p> <p>Understand measures that can reduce or remove hazards on the job. They will also understand how to get more information about specific hazards they may face and how to control them.</p> <p>Explore the types of emergencies that may occur in a workplace and how the employer and workers should respond to them.</p> <p>Understand the legal rights all workers have under health and safety laws, the special rights young workers have under child labor laws, and the government agencies and other resources that can help.</p> <p>Understand their responsibilities on the job and how they can protect themselves and others from injury</p> <p>Develop skills to help young people speak up effectively if a safety or health problem arises at work.</p>	<p>Recognize that work-related injuries and illnesses are predictable and can be prevented.</p> <p>Identify hazards at work, evaluate the risks, and predict how workers can be injured or made sick.</p> <p>Recognize how to prevent injury and illness. Describe the best ways to address workplace hazards and apply these concepts to specific workplace problems.</p> <p>Identify emergencies at work and decide on the best ways to address them.</p> <p>Recognize employer and worker rights and responsibilities that play a role in safe and healthy work.</p> <p>Find resources that help keep workers safe and healthy on the job.</p> <p>Demonstrate how workers can communicate with others—including people in authority roles—to ask questions or report problems or concerns when they feel unsafe or threatened.</p>
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Stage 2: Evidence of Student Learning

Summative Assessments: Individual data collection, as dictated by IEPs, Portfolio

Claim, evidence & reasoning assessments

Site evaluations

Formative Assessments:

Weekly assessments

Binder Portfolio

Site worksheets

Common Benchmark Assessments:

Work Based experience Data

IEP Progress Indicators

Alternative Assessments:

Multimedia presentations

Projects

Self Assessment Portfolio

Workplace performance

Stage 3: Core Instructional Plan & Resources

Skill:

- Student will be able to utilize Job safety awareness
- Student will be able to recognize workplace hazards for various work environments EX. Fast food establishments, restaurants, grocery stores, convenience stores, Box stores, gas stations, medical facilities.
- Students will be able to come up with solutions for various common hazards.
- Students will be able to understand Occupational Safety and Health (OSH), and other safety organizations.
- Students will understand the difference between a safety concern and an emergency.
- Students will understand what an emergency action plan is.
- Students will understand the various rules and laws that are in place to protect young workers.
- Students will understand Labor Laws while they are in place.

Learning Activities:

Teacher-created materials - Google Slides and Docs
Google Classroom
Chromebooks
Youtube
Internet Resources
Actively Learn
Generation Genius

Accommodations and Modifications:

**Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 2

Stage 1: Desired Results

Unit 2: Workers' rights

Unit Summary: Education regarding New Jersey's Child Labor Laws protect young people by limiting the number of hours they can work and the type of work that can be done. Workers have various rights and tools in place to protect themselves in the work environment. It is essential for all students who are entering the workforce to understand those rights and how they protect them.

Unit 2 Learning Targets

NJSLS Grade Level Standards:

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification

9.2.5.CAP.8: Identify risks that individuals and households face.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social, and emotional life.

2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors

2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, and in the community

2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others

Unit Essential Questions:

What are the important legal rights they have in the workplace?

Why do young workers need to learn the important legal rights and protections they have on the job?

What are specific state/federal labor laws that affect working teens?

What is the essential key information about health and safety labor laws that affect young workers?

Unit Enduring Understandings:

Labor laws that protect young people are in some cases different from those that apply to adults.

Child labor rules and laws help protect young people from working in jobs that can harm their health or safety.

Child labor rules vary, depending on the age of the young worker and the job

Employers have the primary responsibility under the law to keep their workers safe by providing a workplace free from serious hazards.

Content-Students will know:

List and describe teens' special legal rights and protections in the workplace.

Relate that along with legal rights comes personal responsibility to work safely.

Reflect on the importance of child labor and wage laws and how these laws are implemented.

Provide the following information about state labor laws:

- Minimum wage for student workers under age 18.
- Hazardous work restrictions for young people under age 18.
- Day and hour restrictions for working youth under age 18

Skills-Students will be able to:

Explore the important legal rights and protections they have while on the job.

Locate and Discuss specific state/federal labor laws that can affect them while at a work site.

Understand the key components of child and adult labor laws.

Review and reinforce key information about health and safety labor laws that will affect them.

Employers have the primary responsibility under law to keep their workers safe by providing a workplace free from serious hazards.

	<p>Child labor rules vary, depending on the age of the young worker and the job.</p> <p>Labor laws that protect young people are in some cases different from those that apply to adults.</p>
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Stage 2: Evidence of Student Learning

Summative Assessments:

Claim, evidence & reasoning assessments

Formative Assessments:

Weekly assessments

Worksite/Volunteer site assessments

Work Binders

Common Benchmark Assessments:

Cooperative and independent learning experiences

Class work

Field work

Class discussion and participation

Alternative Assessments:

Multimedia presentations

Projects

Self Assessment Portfolio

Stage 3: Core Instructional Plan & Resources

Skill:

- Students will be able to identify their workplace rights.
- Students will be able to identify State workplace laws.
- Students will form federal laws that protect them in the workplace.

Learning Activities:

Teacher created materials - Google Slides and Docs
 Google Classroom
 Chromebooks

- Students will understand hazardous work conditions
- Students will understand minimum wage laws.
- Students will be able to identify the differences between child labor laws and adult labor laws.

Youtube
 Newsela
 EdPuzzle
 TPT
 Internet Resources
 CNN 10
 Actively Learn
 Kahoot
 Gimkit
 Generation Genuis

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping

- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 3

Stage 1: Desired Results

Unit 3: Workplace attitudes and their consequences

Unit Summary: Attitudes and Values in the Workplace affect young people positively and negatively. Basic workplace attitudes and values can be similar but differ from those expected in the classroom. It is vital for young workers to understand that different attitudes result in different consequences in the workplace.

Unit 3 Learning Targets

NJSLS Grade Level Standards:

- 9.1.2.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Curricular Connections	
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9.2.8.CAP.9: Analyze how a variety of activities related to career preparation	
9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.	
Computer Science & Design Thinking (CS & DT):	
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	
Interdisciplinary Connections:	
2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.	
2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors	
2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others	
Unit Essential Questions:	
<p>What are values?</p> <p>What are the different types of attitudes in the workplace?</p> <p>What is cognitive Dissonance and how does it affect the workplace?</p> <p>What is job Satisfaction?</p> <p>How do generational gaps affect the workplace?</p> <p>What causes workplace dissatisfaction?</p> <p>What are the negative effects of deviant workplace behavior?</p> <p>Why is organizational Identification important?</p>	<p>Unit Enduring Understandings:</p> <p>Values are what people find important in their life.</p> <p>Attitudes are a way of thinking.</p> <p>Cognitive Dissonance has the ability to change workplace behavior.</p> <p>Job satisfaction requires an in-depth look at contributing factors.</p> <p>Each generation is characterized by shared attitudes and values.</p> <p>Dissatisfaction in the workplace is caused by different factors.</p> <p>Understand that deviant behavior impacts the workplace and its workers.</p> <p>When members share the same values, goals, and mission it is Organizational identification.</p>
Content-Students will know:	Skills-Students will be able to:

<p>Terminal, instrumental, Dominant, and Cultural are all types of values.</p> <p>Cognitive, conative, and affective are all types of attitudes that impact the workplace.</p> <p>Cognitive Dissonance is the tension that arises when a person has two conflicting thoughts.</p> <p>Rewards, accomplishments, and performance must be considered when viewing job satisfaction.</p> <p>When different generations work together, generational values can affect the workplace.</p> <p>The causes for workplace dissatisfaction and steps that can be taken to remedy them.</p> <p>The common types of workplace deviant behavior and how to deal with its impacts</p> <p>Recognize the importance of Organizational identification and how it can help a workplace accomplish tasks and goals.</p>	<p>Know the importance of values.</p> <p>Attitudes are the way we think at work and in the world at large.</p> <p>Identify and use the three techniques that can help with cognitive Dissonance in the workplace.</p> <ul style="list-style-type: none"> ● Justify your behavior by changing the conflicting thought. ● Justifying your behavior by adding new information. ● Changing your behavior <p>Recognize the components and factors that can create job satisfaction.</p> <p>explore different generational values and discover how the differences can impact the work environment.</p> <p>Understand the reasons for workplace dissatisfaction.</p> <p>Name some common workplace deviant behaviors and understand how to deal with them when they arise</p> <p>Understand the relevance of organizational behavior.</p>
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Stage 2: Evidence of Student Learning

Summative Assessments:

Claim, evidence & reasoning assessments

Formative Assessments:

Weekly assessments

Exit Tickets

Labs

Common Benchmark Assessments:

Cooperative and independent learning experiences

Classwork and homework

Class discussion and participation

Alternative Assessments:

Multimedia presentations

Projects

Self Assessment Portfolio

Stage 3: Core Instructional Plan & Resources

Skill:

- Students will be able to Identify the different types of values and how each affects the work environment.
- Students will be able to recognise different attitudes and how they can impact the workplace.
- Students will be able to understand the varying rewards that are associated with employment.
- Students will investigate the challenges that can arise from having various generations working together.
- Students will investigate the causes and solutions for workplace dissatisfaction.
- Students will be able to describe different workplace deviant behaviors and how they negatively impact the work site.
- Students will be able to recognise different organizations and how they identify themselves, and how this impacts the work environment.

Learning Activities:

Teacher created materials - Google Slides and Docs
Google Classroom
Chromebooks
Youtube
Newsela
EdPuzzle
TPT
Internet Resources
CNN 10
Actively Learn
Kahoot
Gimkit
Generation Genius

Accommodations and Modifications:

**Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 4

Stage 1: Desired Results

Unit 4: The Employment Process

Unit Summary: When young workers are looking for a new job, it can help to know what to expect during the job search process. Understanding the stages of this process can help new workers set expectations on how long it can take from searching for a job to a job offer.

Unit 4 Learning Targets

NJSLS Grade Level Standards:

9.1.2.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.4.2.TL.2: Create a document using a word processing application.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections:

Unit Essential Questions:

What is the best way to search for an appropriate Job?

What essential information needs to be contained in a resume?

Unit Enduring Understandings:

Consider the reasons why you are searching for a job while looking.

A resume is where you list your skills and accomplishments to show a potential employer that you are qualified for the position

<p>When should you include a cover letter?</p> <p>What are the different ways the application process can be completed?</p> <p>How can a person prepare for an interview?</p> <p>When and how is it appropriate for a person to follow up with a potential employer?</p>	<p>Understanding when a cover letter is needed or not needed is essential to the employment process. If a cover letter is needed, understanding the acceptable format and content is part of the employment process.</p> <p>Discovering the various methods of applying for a job in the modern world is essential for employment opportunities.</p> <p>The interview process helps potential employers choose the right candidate.</p>
<p>Content-Students will know:</p> <p>The different ways a job can be searched for, why people search for jobs and understand the different requirements and skills needed for different employment options.</p> <p>Understand the different parts, and formatting used to generate a resume.</p> <p>How to write an appropriate cover letter when it is necessary.</p> <p>How to utilize various methods to navigate the modern application process including application tests.</p> <p>the different components of an interview</p> <ul style="list-style-type: none"> ● Know the organization you are applying to ● practice common interview questions ● Proper hygiene and dress ● Practice interview protocol 	<p>Skills-Students will be able to:</p> <p>Understand the various reasons why people search for Jobs.</p> <p>Utilize learned knowledge to create their own resume.</p> <p>Write a cover letter that contains an introduction, and skills in a story format.</p> <p>Utilize various application formats to apply for employment. Those will include Pen and paper, verbal, online, and email</p> <p>Complete a mock or real interview covering all of the interview components.</p>

Summative Assessments:

Claim, evidence & reasoning assessments

Formative Assessments:

Weekly assessments

Exit Tickets

Labs

Common Benchmark Assessments:

Cooperative and independent learning experiences

Class work and homework

Class discussion and participation

Alternative Assessments:

Multimedia presentations

Projects

Self Assessment Portfolio

Stage 3: Core Instructional Plan & Resources

Skill:

- Students will be able to utilize the different job search platforms.
- Students will understand that different forms of employment require different skills, education, and training.
- Students will understand the different parts of a resume.
- Students will be able to recognize the importance of appropriate resume formatting.
- Students will be able to create their own working resume.
- Students will understand the importance of a cover letter.
- Students will be able to generate an appropriate cover letter.
- Students will be able to apply for employment using various formats.

Learning Activities:

Teacher created materials - Google Slides and Docs
 Google Classroom
 Chromebooks
 Youtube
 Newsela
 EdPuzzle
 TPT
 Internet Resources
 CNN 10
 Actively Learn
 Kahoot
 Gimkit
 Generation Genius

- | | |
|---|--|
| <ul style="list-style-type: none">• Students will be able to recognise application tests and their various components.• Students will understand the interview process.• Students will be able to recognize common interview questions.• Students will be able to explain the importance of hygiene and attire during the interview process. | |
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**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

- Instruction will be differentiated with multiple entry points for diverse learners
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