VERNON TOWNSHIP
SCHOOL DISTRICT

Financial Literacy - Glen Meadow Middle School - Grade 7
Curriculum Map

Adapted from:
Understanding By Design

Reviewed by:
Vincent Gagliostro - Director of Curriculum & Instruction

Adopted:
April 2025

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Course Description

Seventh-grade Financial Literacy empowers students to make informed decisions about money management, covering topics like budgeting, saving, credit, and responsible consumerism to build a foundation for future financial well-being.

New Jersey learning Standards covered throughout the course

In conjunction with the New Jersey Student Learning Standards, students enrolled in the **Technology** courses will demonstrate the ability to:

21st Century Skills Integration: Career Readiness, Life Literacies, and Key Skills

Computer Science

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Design Thinking

- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
- 8.2.8.ED.5: Explain the need for optimization in a design process.

Technology Integration: Computer Science and Design Thinking

9.1 – Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
- 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.
- 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).
- 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness

- 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income
- 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
- 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
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- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.1.8.PB.3: Explain how to create a budget that aligns with financial goals.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

9.2 – Career Awareness

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.
- 9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.
- 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

9.4 – Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

INTERDISCIPLINARY LANGUAGE ARTS

- W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grading Criteria	
Classwork	50%
Reflection	25%
Projects	25%

Course Resources

Materials:

- **Schoology Learning Management System**

Technologies:

- **NGPF Arcade**
- **Google Apps**

Scope and Sequence- Topical Outline		
Unit	Title	Time (Weeks)
1	Careers	2
2	Budgeting (With DEI Mandate)	4
3	Spending	4

The timeline is only an approximation. The inclusion of a classroom project in any one of the above units would extend the time allotment.

Subject Area	**Financial Literacy - Grade 7**
Unit: 1	**Careers**
Timeframe	2 Weeks
Established Goals	• Discuss the different jobs they would and would NOT love to have as an adult • Discuss different factors to consider when selecting a career • Analyze the starting salaries of two different specific careers • Evaluate the careers that are recommended after using a career search tool • Identify the common costs associated with going to college vs trade schools
NJSLS	**21st Century Skills Integration: Career Readiness, Life Literacies, and Key Skills** **Computer Science** • 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. • 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. **Design Thinking**

- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
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	• 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. • 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
Essential Questions	• How do different careers influence potential income and financial opportunities, and what factors should I consider when exploring career paths that align with my financial goals? • What skills, education, and training are typically required for various careers, and how do these investments in human capital impact long-term financial success and career mobility? • How do personal values, interests, and aptitudes relate to different career options, and how can understanding this connection lead to both financial security and career satisfaction?
Content Knowledge	*Students will learn:* • Define careers, jobs, gigs, side hustles, internships • Gross vs Net income • Understand paycheck deductions and benefits
Skills	*Students will be able to:* • Learning about various careers. • Reading a paycheck/paystub. • Breakout the various taxes and benefits. • Distinguish pay period and YTD. • Research starting and top salaries based on location you live and work. • Experience simulations in various fields of work.
Benchmark Assessments	• PreTest for Financial Literacy.
Formative Assessments	• Careers discussion • Paystub chart analysis • Social Media Influencer Video
Summative Assessments	• Understanding Paychecks • Google Sheets - Apple Intern • Career Exploration Project
Alternative Assessments	• Career Poster

Instructional Materials (Core)	• Google Sheets Intern Report • Uber Simulation • Influenc'd Simulation
Instructional Materials (Supplemental)	• Influencer Edpuzzle • Career.com statistics
Learning Activities	• Apple Intern Data-Google Sheets • Uber Simulation • Influenc'd Simulation • Career Exploration Project
Interdisciplinary Connections	**Language Arts** • SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **Cross curricular Activity**: Focus on Presentation Students will create a presentation detailing their career of choice specific to the state they want to live in. The elements include career, state, starting and top salaries, reasoning, description, deductions for living costs, and reflections. Students will present effectively to the class.

Subject Area	**Financial Literacy - Grade 7**
Unit: 2	**Budgeting**
Timeframe	4 Weeks
Established Goals	• Analyze monthly household expenses • Explain the benefits of using a budget • Explain basic budgeting strategy and why it's important to follow a budget • Create a sample budget • Prioritize spending using a limited budget

	● Prioritize budget categories based on needs, wants, and savings goals ● Explain the difference between gross pay and net pay and why net pay is used when creating a budget
NJSLS	**<u>21st Century Skills Integration: Career Readiness, Life Literacies, and Key Skills</u>** **Computer Science** ● 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. ● 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. **Design Thinking** ● 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. ● 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). ● 8.2.8.ED.5: Explain the need for optimization in a design process. **<u>Technology Integration: Computer Science and Design Thinking</u>** **9.1 – Financial Literacy** ● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. ● 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each. ● 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each. ● 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs. ● 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans). ● 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness ● 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income ● 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. ● 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers. ● 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

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Essential Questions	• Why is creating a budget an important skill for managing money effectively, both now and in the future? • What are the key steps involved in creating a budget, and how can I track my income and expenses accurately to make informed financial decisions? • How can a budget help me make choices about spending, saving, and achieving financial goals, even with limited income?
Content Knowledge	*Students will learn:* • Budgeting strategies • Budgeting Guides 50-30-20
Skills	*Students will be able to:* • Analyze a paycheck. • Work with and create a zero-based budget. • Analyze spending. • Reflect on spending and budgeting practices. • Create a budgeting plan for a specific purpose.
Benchmark Assessments	• Pretest for Financial Literacy Grade 7.
Formative Assessments	• Video Analysis Zero-based Budget • Budget items per age brackets • Spent Documentary

Summative Assessments	• Dinner Party Project
Alternative Assessments	• Dinner Party Poster
Instructional Materials (Core)	• Edpuzzle: What is a Zero-based Budget • Edpuzzle: How to Save Money at the Grocery Store • Spent Documentary
Instructional Materials (Supplemental)	• Money Magic Simulation • Spent Simulation
Learning Activities	• Budget Types and Practice • Zero-Based Budget • Money Magic Simulation • Spent Simulation • Dinner Party Project
Interdisciplinary Connections	**Language Arts** • SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **Cross curricular Activity**: Focus on Presentation Students will create a presentation detailing their Dinner Party to include the budget of food and decorations working within a specific budget. They will present to the class.
Diversity, Equity and Inclusion	Students will watch, take notes, and reflect on the Documentary Spent: Living Paycheck to Paycheck detailing their thoughts and ideas on the 4 people they are introduced to in the video. Each family deals with differing circumstances including Autism, MS, poor economic conditions, catastrophic illness.

Subject Area	Financial Literacy - Grade 7
Unit: 3	**Spending**
Timeframe	4 Weeks
Established Goals	• Explain the difference between multiple types of cashless payment • Evaluate the risk of using peer-to-peer payment apps • Decide which type of payment is best in different situations • Explain the essential elements of a receipt • Explain why it's important to sometimes keep your receipts • Analyze the psychological strategies used by brands and stores to entice you to buy • Determine the value of different types of discounts, promotions, and offers • Determine how comparison shopping can help in making different levels of purchasing decisions
NJSLS	**<u>21st Century Skills Integration: Career Readiness, Life Literacies, and Key Skills</u>** **Computer Science** • 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. • 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. **Design Thinking** • 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. • 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). • 8.2.8.ED.5: Explain the need for optimization in a design process. **<u>Technology Integration: Computer Science and Design Thinking</u>** **9.1 – Financial Literacy** • 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. • 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.

	• 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each. • 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs. • 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans). • 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness • 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income • 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. • 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers. • 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. • 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking). • 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process. • 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget. • 9.1.8.PB.3: Explain how to create a budget that aligns with financial goals. • 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. • 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management. **9.2 – Career Awareness** • 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest • 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. • 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

	• 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. • 9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice. • 9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education. • 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. **9.4 – Life Literacies and Key Skills** • 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). • 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). • 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. • 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). • 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. • 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. • 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). • 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. • 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
Essential Questions	• How can understanding my needs versus wants, and the influence of advertising and marketing, help me make responsible spending decisions? • What factors should I consider when comparing different goods and services (price, quality, features, reviews) to make informed purchasing choices that provide the best value? • What are my rights and responsibilities as a consumer, and how can I protect myself from fraud, scams, and unfair business practices?

Content Knowledge	*Students will learn:* ● Types of cashless payment ● Receipt reading and uses ● Understanding coupons and discounts ● Calculating tax, tip, and discounts
Skills	*Students will be able to:* ● Distinguish various types of cashless payment, safe usage, and their pros/cons. ● Differentiate between credit vs debit. ● Calculate discounts, coupons, tax, and tip. ● Read a receipt.
Benchmark Assessments	● Pretest for Financial Literacy Grade 7.
Formative Assessments	● Types of payment scenarios
Summative Assessments	● Types of Payment Teaching Lessons by students ● Dining Out - Split the Bill ● Shopping for a Trip Presentation
Alternative Assessments	● Skit Creation for Types of Payment
Instructional Materials (Core)	● Discounts and Coupons ● Types of Payment ● Reading Receipts
Instructional Materials (Supplemental)	● Edpuzzle: Are Video Games Really Free ● Edpuzzle: Why Are Air Jordans So Expensive ● Unit Rate
Learning Activities	● Tax, Tip, and Discounts ● Reading Receipts ● Dining Out -Split the Bill ● Shopping for a Trip Project

Interdisciplinary Connections	**Math** • 7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. **Cross curricular Activity**: Focus on Math Students will calculate tax, tip, and discounts on the Dining Out - Split the Bill Project.

Applicable to All Above Documents

Career Education	**Financial Planner** **Accountant** **Financial Literacy -** **Mellody Hobson:** An African American businesswoman who is the Co-CEO of Ariel Investments and Chairwoman of Starbucks Corporation. She is a strong advocate for financial literacy and inclusion, particularly within the African American community. Students can research her work in promoting financial education and her views on wealth building. Her accessible communication style in interviews and public appearances makes her relatable. **Carmen Rita Wong:** A Chinese-Latinx author, television personality, and consumer advocate focused on financial literacy. She has written books like "Why Didn't Anyone Tell Me This Stuff?" which aims to demystify personal finance for a broad audience. Her background and experiences offer a diverse perspective on the challenges and opportunities in managing money. **Bola Sokunbi:** A Nigerian-American Certified Financial Planner (CFP®), money expert, speaker, and author. She is the founder of Clever Girl Finance, a platform dedicated to empowering women to achieve financial independence. Students can explore her resources, books, and online presence to learn about her culturally relevant approach to financial education. **Paco de León:** A queer Latinx financial coach, speaker, and author who focuses on making finance approachable and less intimidating, particularly for marginalized communities. His work often incorporates discussions about the emotional and psychological aspects of money. Students can research his unique perspective and his efforts to create inclusive financial education resources. **Tiffany "The Budgetnista" Aliche:** An African American financial educator, speaker, and author of the bestselling book "Get Good with Money." She provides accessible and practical financial advice through her Live Richer Movement. Her engaging style and relatable personal story can inspire middle school students to take control of their finances.
MTSS/RTI Alignment	The VTSD Response to Intervention and MTSS Manual and the NJTSS Early Reading Screening Guidelines outline the policies and procedures that 'exist to ensure a coordinated system for planning, delivering, measurement, and modification of intervention and referral services implemented in each school by a multidisciplinary team to address the learning, behavioral, and health needs of all students. (N.J.A.C. 6A:16-8)' This requirement is fulfilled through the district New Jersey Tiered System of Support (NJTSS) Early Reading grant initiative and our Multi-Tiered Systems of Support (MTSS) Response to Intervention plan which includes a. A continuum of supports and interventions available in each school to support learning, behavior, and health needs; b. Action plans for interventions based on student data and desired outcomes; c. Professional development for multidisciplinary teams and staff who provide interventions; and d. Review and assessment of effectiveness of interventions (e.g., progress monitoring).

Accommodations/ Modifications: Special Education	• Special Education modifications will be implemented as per the Individualized Education Programs of the students in the class. • Accommodations will be dictated by the general makeup of the class. **Class Specific Modifications and Accommodations** • Multi-modal visual aides • Chunking and scaffolded assignments • Checklists/simplified instructions and rubrics • Providing model examples • Alternative/differentiated assessments • Reduced workload/shortening of long term projects • Clearly defined group roles for group projects • Simplification of complex/technical vocabulary terminology • Digital/physical drawing choice • modeling • Text to Speech (to listen to text) • Speech to text (speak to type) • Reduce Unnecessary stimuli • Preferential Seating • Adjust the development environment to cater to student needs (text highlighting, suggestion text, etc…) POSSIBLE CONTENT ADJUSTMENTS - based on pre-assessment and benchmark assessment data • Extended time • Modification of complexity of design projects • Chunking of assignments • Borrowing of measurement tools for practice at home
Accommodations/ Modifications: 504	• Accommodations will be dictated by the general makeup of the class. • Special Education modifications will be implemented as per the Individualized Education Programs of the students in the class. • Please click here for an overview of the variety of accommodations set in place. **Class Specific Modifications and Accommodations** • Multi-modal visual aides • Chunking and scaffolded assignments • Checklists/simplified instructions and rubrics • Providing model examples • Alternative/differentiated assessments • Reduced workload/shortening of long term projects • Clearly defined group roles for group projects • Simplification of complex/technical vocabulary terminology

	• Digital/physical drawing choice
Accommodations/ Modifications: Multilingual Learners	• Coordinate activities with ESL teacher to accommodate individual learning needs • Provide appropriate leveled texts • Students complete the ACCESS 2.0 test yearly to measure growth and guide instruction
Accommodations/ Modifications: GATE	• Inclusive Identification process that depicts the child as a whole in order to provide the best learning environment possible for each student. Click here for Identification Profile Sample • Tiered Services utilizing NAGC K-12 Programming standards to ensure individual needs are being met. Click here for services map. • Formative Assessment utilized in order to promote acceleration, curriculum compacting, grouping, and asynchronous learning where appropriate. • Dynamic Model for Gifted Program Improvement is utilized in order to verify that our program is employing not only up to date methods, but also effective ones. • Teacher training in Gifted Education.
Accommodations/ Modifications: At Risk of School Failures	• Counseling interventions • Parent meetings • Student meetings • Individual and Group counseling