

Subject: ESL

Grade Level: 6-8 NEWCOMERS



VERNON TOWNSHIP
SCHOOL DISTRICT

PAGE 1

**ESL Grade 6-8 NEWCOMERS
Curriculum Map**

Adapted from:
Understanding By Design

Reviewed by:
Vincent Gagliostro - Director of Curriculum & Instruction

Adopted:
March 2025

Members of Vernon Board of Education:
Jennifer Pellet - President
Charles Cimaglia - Vice President
Melissa Brock
Carl Contino
Brian Fisher
John Kraus
Joseph Sweeney
Stephanie Vecharello
Raymond Zimmerman

Superintendent of Schools:
Russell Rogers

Vernon School District
PO Box 99
625 Route 517
Vernon, NJ 07462
www.vtsd.com/



Course Description

This is the ESL curriculum guide for grades 6-8 newcomer MLLs. It follows the Vista Higher Learning textbook series, Get Ready 6-8. There are 10 units that cover a wide range of topics. This curriculum will cover WIDA's four language domains (listening, speaking, reading, and writing).

WIDA standards covered throughout the course

WIDA Standards Grades 6-8

- **ELD-SI.4-12.Narrate**
 - Share ideas about one's own and others' lived experiences and previous learning
 - Connect stories with images and representations to add meaning
 - Identify and raise questions about what might be unexplained, missing, or left unsaid
 - Recount and restate ideas to sustain and move dialogue forward
 - Create closure, recap, and offer next steps
- **ELD-SI.4-12.Inform**
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Describe the parts and wholes of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information
- **ELD-SI.4-12.Explain**
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
 - Act on feedback to revise understandings of how or why something is or works in particular ways
- **ELD-SI.4-12.Argue**
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence



Grading Policies	
Grading Criteria: Homework Quizzes Tests	Weight: 25% 25% 50%

Course Resources
Core Text • Vista Higher Learning, Get Ready 6-8 (online access for students) • Vista Higher Learning, Get Ready 6-8 Practice book (for student use) Technologies: • Personal computer with Internet access, a web browser and word processing • Software and web-based presentation resources • SmartBoard/BenQ/other presentation resources Supplemental Text/Materials • Flashcards • word walls • vocabulary notebooks • vocabulary cards • realia



Scope and Sequence		
Unit	Title	Time (Weeks)
1	Introductions	4 weeks
2	At School	4 weeks
3	In the Classroom	4 weeks
4	My Day	4 weeks
5	My Class Schedule	4 weeks
6	My Family	4 weeks
7	Where You Live	4 weeks
8	In the Community (with DEI mandate)	4 weeks
9	Eating and Shopping	2 weeks
10	Health and Safety	2 weeks

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



Curriculum Map: Unit #1

	Introductions	Approximate Time Frame: 4 weeks
Established Unit Goals	• Say hello and goodbye • Give my name and spell my name • Use classroom expressions • Say where I am from • Read an informational text • Talk about when I see and use science • Identify the areas of social studies • Talk about when I see and use math • Discuss elective classes • Write a story about school	
WIDA ELD Standards	• ELD Standard 1: Language for Social and Instructional Language • ELD Standard 2: Language for Language Arts • ELD Standard 3: Language for Mathematics • ELD Standard 4: Language for Science • ELD Standard 5: Language for Social Studies	
Essential Questions	• How do you greet people? • What does your name mean? • Why is it important to learn phonics? • Why do we read? • What is a sentence? • When do you see and use science? • What is social studies? • When do you see and use math? • What are electives? • Why do we write? • Why do people write online posts?	
Content Knowledge	English Language Arts (ELA) Reading & Phonics	



- *Phonics* is the relationship between letters and sounds, and it helps us decode words to become better readers.
- We *read* to understand information, enjoy stories, and learn new things about the world.

Writing

- We *write* to communicate ideas, share information, and express ourselves.
- People *write online posts* to share opinions, connect with others, inform, or entertain.

Grammar & Language Structure

- A *sentence* is a group of words that expresses a complete thought and usually includes a subject and a verb.

Math

- *Math* is used to solve problems, understand patterns, and make sense of the world around us — like when shopping, cooking, or measuring time.

Science

- *Science* is used to explore the natural world, ask questions, and find answers through observation and experimentation — like in weather, technology, or health.

Social Studies

- *Social studies* helps us understand people, cultures, history, and how societies work.

Electives & Enrichment

- *Electives* are classes that students choose based on their interests, such as art, music, technology, or physical education.

Cultural Awareness & Identity

- We *greet people* in different ways depending on the culture, language, or situation — like saying "hello," shaking hands, or bowing.
- A *name* can have cultural, historical, or personal significance and may reflect family traditions or meanings.



Skills	English Language Arts (ELA) Reading & Phonics • I can use phonics to read and decode unfamiliar words. • I can explain why reading is important in school and everyday life. Writing • I can write for different purposes such as to inform, persuade, or entertain. • I can create online posts that express my ideas clearly and appropriately for the audience. Grammar & Language Structure • I can identify and write complete sentences with a subject and a verb. Math • I can identify ways math is used in real life and explain how I use it in daily situations. Science • I can observe and describe how science connects to my everyday life and the world around me. Social Studies • I can explain what social studies is and how it helps us learn about people and the world. Electives & Enrichment • I can describe what electives are and make choices based on my interests. Cultural Awareness & Identity • I can greet people in appropriate ways based on different situations and cultures. • I can share what my name means and explain why names are important to identity.
---	--



Performance Tasks / Alternative Assessments	• Sentence Frames • Oral Responses • Written Responses • Social Conversations • Reading Vocabulary Other: • Create an line post using pictures and words to show hello and good-bye and your classes Alternative Assessment Assessments will be differentiated in various ways based on the needs of the students. For example, differentiation could be in... • Content (texts, phenomena, graphs, datatables, vocabulary, etc.) • Process (scaffolding, guiding questions, small group instruction, etc.) • Product (individual components, student choice modality such as video, skit, etc)
Assessments	Formative Assessments • Unit 1 Assessments • Unit 1 Quizzes Summative Evidence • Unit 1 Project and rubric Benchmark • WIDA ACCESS test
Resources and Materials	Core Text: • Vista Higher Learning, Get Ready 6-8 Textbook (online access for students) - Unit 1 Introductions • Vista Higher Learning, Get Ready 6-8 Practice book (for student use) - Unit 1 Introductions Technologies: • Personal computer with Internet access, a web browser and word processing • Software and web-based presentation resources • SmartBoard/BenQ/other presentation resources Supplemental Materials: • Flashcards • word walls • vocabulary notebooks • vocabulary cards • realia



Learning Activities	Students will engage in structured, interactive experiences to practice and apply language skills in authentic contexts. • Role-playing and Simulations – Students will develop conversational fluency through everyday scenarios such as ordering food, giving directions, or making phone calls. • Collaborative Speaking and Writing – Students will participate in discussions, storytelling, and presentations to strengthen both oral and written communication. • Guided Reading and Writing Exercises – Students will engage in shared and independent reading, structured writing activities, and journal reflections to build literacy skills.
Interdisciplinary Connections	Connecting language learning to other subjects enhances comprehension and retention. • Language and Math – 6.G.A.1: Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems ○ Activity: look at geometric shapes and identify their angles and common properties

Curriculum Map: Unit #2

	At School	Approximate Time Frame: 4 weeks
Established Unit Goals	• Talk about places in a school • Identify school employees • Ask where people and places are located • Say what I need in school and for the class • Read a mystery • Identify objects in the universe • Describe a good citizen • Make sense about mathematics • Talk about music in your school • Write an informational text about your school	



WIDA ELD Standards	● ELD Standard 1: Language for Social and Instructional Language ● ELD Standard 2: Language for Language Arts ● ELD Standard 3: Language for Mathematics ● ELD Standard 4: Language for Science ● ELD Standard 5: Language for Social Studies
Essential Questions	● How does learning vocabulary help you? ● How does a video help you understand spoken language? ● What makes one word sound different from another word? ● What do you need to think about before, during, and after you read? ● How does learning grammar help you speak better? ● What is Earth's place in the universe? ● What is a good citizen? ● How can you use mathematics to make sense of your world at school? ● Why is music important to teenagers? ● How does using the writing process help you write? ● What is the purpose of an ad?
Content Knowledge	● There are different places in a school, such as the library, cafeteria, gym, and classrooms, each with a specific purpose. ● School employees include teachers, principals, counselors, custodians, and other staff who help the school run and support student learning. ● People and places in a school can be described using location words (e.g., next to, near, across from). ● School supplies and classroom materials are tools students need to participate in learning activities. ● A mystery is a genre of fiction that includes clues, problems, and a solution. ● Informational texts give facts and explain topics clearly, often using features like headings, diagrams, and labels. ● The universe contains objects such as stars, planets, moons, and galaxies that can be observed and studied. ● A good citizen follows rules, helps others, respects people and property, and contributes to the community. ● Mathematics helps us make sense of the world by identifying patterns, solving problems, and understanding quantities and shapes. ● Music in school can include learning about rhythm, instruments, singing, and how music expresses culture and emotions.
Skills	● I can talk about different places in a school and describe what they are used for. ● I can identify school employees and explain their roles. ● I can ask and answer questions about where people and places are located in the school. ● I can say what I need for school and for class activities. ● I can read and understand a mystery story, identifying clues and the solution. ● I can identify and name objects in the universe, like stars and planets. ● I can describe what makes someone a good citizen in the school or community. ● I can use math strategies to make sense of problems and solve them.



	• I can talk about music in my school, including what I learn and how it makes me feel. • I can write an informational text about my school using facts and clear details.
Performance Tasks / Alternative Assessments	• Sentence Frames • Oral Responses • Written Responses • Social Conversations • Reading Vocabulary Other: • Design an ad for your school Alternative Assessment Assessments will be differentiated in various ways based on the needs of the students. For example, differentiation could be in... • Content (texts, phenomena, graphs, datatables, vocabulary, etc.) • Process (scaffolding, guiding questions, small group instruction, etc.) • Product (individual components, student choice modality such as video, skit, etc)
Assessments	Formative Assessments • Unit 2 Assessments • Unit 2 Quizzes Summative Evidence • Unit 2 Project and rubric Benchmark • WIDA ACCESS test
Resources and Materials	Core Text: • Vista Higher Learning, Get Ready 6-8 Textbook (online access for students) - Unit 2 At School • Vista Higher Learning, Get Ready 6-8 Practice book (for student use) - Unit 2 At School Technologies: • Personal computer with Internet access, a web browser and word processing • Software and web-based presentation resources • SmartBoard/BenQ/other presentation resources Supplemental Materials: • Flashcards • word walls • vocabulary notebooks • vocabulary cards



	• realia
Learning Activities	Students will engage in structured, interactive experiences to practice and apply language skills in authentic contexts. • Role-playing and Simulations – Students will develop conversational fluency through everyday scenarios such as ordering food, giving directions, or making phone calls. • Collaborative Speaking and Writing – Students will participate in discussions, storytelling, and presentations to strengthen both oral and written communication. • Guided Reading and Writing Exercises – Students will engage in shared and independent reading, structured writing activities, and journal reflections to build literacy skills.
Interdisciplinary Connections	Connecting language learning to other subjects enhances comprehension and retention. • Language and Science – MS-ESS1-2: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. ○ Activity: make a model of the solar system

Curriculum Map: Unit #3		
	In the Classroom	Approximate Time Frame: 4 weeks
Established Unit Goals	• Identify classroom objects • Ask for help • Say what I have • Say what I need • Read a poem • Discuss how objects are designed • Describe my community • Talk about the structure of math • Talk about and define art • Write a poem	



WIDA ELD Standards	● ELD Standard 1: Language for Social and Instructional Language ● ELD Standard 2: Language for Language Arts ● ELD Standard 3: Language for Mathematics ● ELD Standard 4: Language for Science ● ELD Standard 5: Language for Social Studies
Essential Questions	● How does learning vocabulary help you become a better reader? ● What do you need to think about before, during, and after watching a video? ● What are the sounds that letters represent? ● What makes a good poem?How does learning grammar help you become a better reader? ● What do you think about when you design an object? ● How do you define and describe community? ● How can using the structure of mathematics help you? ● What would the world be like without art? ● Why do people write poems? ● How is a video about your backpack different from a written paragraph?
Content Knowledge	● Classrooms contain specific objects and tools that support learning, such as desks, pencils, books, and whiteboards. ● There are appropriate ways to ask for help in a classroom setting, using polite and clear language. ● People can talk about what they have using descriptive and possessive language. ● People can express what they need using specific vocabulary and sentence structures. ● Poems are a form of writing that can include rhythm, rhyme, imagery, and emotion. ● Objects are designed with purpose and function in mind, often shaped by human needs and creativity. ● Communities are made up of people, places, and services that work together to meet shared needs. ● Math has a structure that includes patterns, operations, and systems that help us understand and solve problems. ● Art is a form of expression that includes different styles, materials, and cultural meanings. ● Poems can be written to express ideas, feelings, and experiences using creative language.
Skills	● I can identify classroom objects and name them accurately. ● I can ask for help politely and clearly when I need assistance. ● I can say what I have using complete sentences and correct vocabulary. ● I can say what I need for class or activities using appropriate language. ● I can read and understand a poem, noticing its structure and meaning. ● I can discuss how objects are designed and explain their purpose or function. ● I can describe my community by naming important places and people. ● I can talk about how math is structured, including patterns, numbers, and problem-solving steps. ● I can talk about and define art using examples and key vocabulary. ● I can write a poem that expresses my ideas or feelings using creative language.



Performance Tasks / Alternative Assessments	• Sentence Frames • Oral Responses • Written Responses • Social Conversations • Reading Vocabulary Other: • Work with a classmate, plan and film videos called “This is My Backpack” Alternative Assessment Assessments will be differentiated in various ways based on the needs of the students. For example, differentiation could be in... • Content (texts, phenomena, graphs, datatables, vocabulary, etc.) • Process (scaffolding, guiding questions, small group instruction, etc.) • Product (individual components, student choice modality such as video, skit, etc)
Assessments	Formative Assessments • Unit 3 Assessments • Unit 3 Quizzes Summative Evidence • Unit 3 Project and rubric Benchmark • WIDA ACCESS test
Resources and Materials	Core Text: • Vista Higher Learning, Get Ready 6-8 Textbook (online access for students) - Unit 3 In the Classroom • Vista Higher Learning, Get Ready 6-8 Practice book (for student use) - Unit 3 In the Classroom Technologies: • Personal computer with Internet access, a web browser and word processing • Software and web-based presentation resources • SmartBoard/BenQ/other presentation resources Supplemental Materials: • Flashcards • word walls • vocabulary notebooks • vocabulary cards • realia



Learning Activities	Students will engage in structured, interactive experiences to practice and apply language skills in authentic contexts. ● Role-playing and Simulations – Students will develop conversational fluency through everyday scenarios such as ordering food, giving directions, or making phone calls. ● Collaborative Speaking and Writing – Students will participate in discussions, storytelling, and presentations to strengthen both oral and written communication. ● Guided Reading and Writing Exercises – Students will engage in shared and independent reading, structured writing activities, and journal reflections to build literacy skills.
Interdisciplinary Connections	Connecting language learning to other subjects enhances comprehension and retention. ● Language and Math – 6.NS.B.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. ○ Activity: order decimals from least to greatest and greatest to least

Curriculum Map: Unit #4		
	My Day	Approximate Time Frame: 4 weeks
Established Unit Goals	● Identify numbers ● Ask for and give the time ● Talk about activities ● Identify parts of the day ● Read a science fiction story ● Identify clues about Earth's history ● Define geography ● Discuss measurements and precision ● Describe physical activities ● Write a description	



WIDA ELD Standards	● ELD Standard 1: Language for Social and Instructional Language ● ELD Standard 2: Language for Language Arts ● ELD Standard 3: Language for Mathematics ● ELD Standard 4: Language for Science ● ELD Standard 5: Language for Social Studies
Essential Questions	● How can you learn more vocabulary? ● Why does it help to watch a video more than once? ● How can I put sounds together to make a word? ● Why do people like to read science fiction? ● How does learning grammar help you become a better writer? ● How do clues help us know Earth's history? ● How do people use maps? ● Why is it necessary to be precise in math? ● Why is exercise important? ● Why do we read stories that are not true? ● How does talking in front of the class help you?
Content Knowledge	● Numbers represent amounts and are used for counting, comparing, and solving problems. ● Telling and asking for the time involves understanding clocks, numbers, and time-related vocabulary. ● Activities can be described using action words and organized by time or purpose. ● The day is divided into parts such as morning, afternoon, evening, and night, which help organize our routines. ● Science fiction is a genre of literature that includes futuristic or imagined science and technology. ● Clues in rocks, fossils, and landforms help scientists understand Earth's history. ● Geography is the study of Earth's physical features, people, and environments. ● Measurement involves using tools and units to find length, volume, weight, and time with accuracy and precision. ● Physical activities are actions that move the body and help improve health and fitness. ● Descriptive writing uses details to help readers imagine or understand a person, place, object, or event.
Skills	Students will be able to... ● Count, compare, and solve problems using numbers. ● Tell and ask for time using clocks and time-related vocabulary. ● Describe activities using action words and organize them by time or purpose. ● Identify and use parts of the day to talk about daily routines. ● Recognize features of science fiction, including futuristic science and technology. ● Use evidence from rocks, fossils, and landforms to explain Earth's history. ● Describe Earth's physical features, people, and environments using geography skills. ● Measure length, volume, weight, and time accurately using appropriate tools and units. ● Participate in physical activities to improve health and fitness.



	Write descriptively using details to help readers imagine or understand something.
Performance Tasks / Alternative Assessments	- Sentence Frames - Oral Responses - Written Responses - Social Conversations - Reading Vocabulary Other: - Write about what you do during a school day. Present it to the class. Alternative Assessment Assessments will be differentiated in various ways based on the needs of the students. For example, differentiation could be in... - Content (texts, phenomena, graphs, datatables, vocabulary, etc.) - Process (scaffolding, guiding questions, small group instruction, etc.) - Product (individual components, student choice modality such as video, skit, etc)
Assessments	Formative Assessments - Unit 4 Assessments - Unit 4 Quizzes Summative Evidence - Unit 4 Project and rubric Benchmark - WIDA ACCESS test
Resources and Materials	Core Text: - Vista Higher Learning, Get Ready 6-8 Textbook (online access for students) - Unit 4 My Day - Vista Higher Learning, Get Ready 6-8 Practice book (for student use) - Unit 4 My Day Technologies: - Personal computer with Internet access, a web browser and word processing - Software and web-based presentation resources - SmartBoard/BenQ/other presentation resources Supplemental Materials: - Flashcards - word walls - vocabulary notebooks - vocabulary cards



	• realia
Learning Activities	Students will engage in structured, interactive experiences to practice and apply language skills in authentic contexts. • Role-playing and Simulations – Students will develop conversational fluency through everyday scenarios such as ordering food, giving directions, or making phone calls. • Collaborative Speaking and Writing – Students will participate in discussions, storytelling, and presentations to strengthen both oral and written communication. • Guided Reading and Writing Exercises – Students will engage in shared and independent reading, structured writing activities, and journal reflections to build literacy skills.
Interdisciplinary Connections	Connecting language learning to other subjects enhances comprehension and retention. • Language and Math – 6.RP.A.2: Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.” ○ Activity: create a recipe and make a table with the measurements and ratios of what you need

Curriculum Map: Unit #5		
	My Class Schedule	Approximate Time Frame: 4 weeks
Established Unit Goals	• Talk about my school schedule • Identify the days of the week and the months of the year • Describe the weather • Read an expository text • Discuss weather and climate • Identify the reasons people move from their country • Use math tools • Define journalism • Write an email	



WIDA ELD Standards	● ELD Standard 1: Language for Social and Instructional Language ● ELD Standard 2: Language for Language Arts ● ELD Standard 3: Language for Mathematics ● ELD Standard 4: Language for Science ● ELD Standard 5: Language for Social Studies
Essential Questions	● Why are the days of the week important to you? ● How do you describe weather? ● How do you decode words with initial consonant blends? ● What is the purpose of an expository text? ● Why is it important to follow the rules of grammar? ● How can weather data help us? ● Why do people move? ● How do you decide which tools to use in math? ● Why is journalism important? ● Why is it important to stay connected? ● How does working with others make you a good writer and speaker?
Content Knowledge	● A school schedule organizes subjects and activities by time and day. ● The days of the week and the months of the year help us organize time and understand calendars. ● Weather describes daily conditions like temperature, precipitation, and wind. ● Expository texts explain facts, ideas, or processes using clear and organized language. ● Weather refers to short-term atmospheric conditions, while climate is the average weather over a long period. ● People move from their country for reasons such as safety, work, education, or family, known as push and pull factors. ● Math tools, such as rulers, calculators, and graphs, help us solve problems and understand math concepts. ● Journalism is the practice of gathering, writing, and sharing news and information with the public. ● Emails are a form of digital communication used to send messages in a clear, respectful, and organized way.
Skills	● I can talk about my school schedule and describe what I do at different times. ● I can identify and name the days of the week and the months of the year. ● I can describe the weather using appropriate vocabulary. ● I can read and understand an expository text, identifying its main idea and key details. ● I can discuss the difference between weather and climate and explain how they affect daily life. ● I can identify and explain reasons why people move from one country to another. ● I can use math tools like rulers, calculators, and charts to solve problems. ● I can define journalism and talk about how news is shared with the public. ● I can write an email that is clear, respectful, and organized for a specific audience.



Performance Tasks / Alternative Assessments	• Sentence Frames • Oral Responses • Written Responses • Social Conversations • Reading Vocabulary Other: • Be school reporters. Write and report a news program. <i>Alternative Assessment</i> Assessments will be differentiated in various ways based on the needs of the students. For example, differentiation could be in... • Content (texts, phenomena, graphs, datatables, vocabulary, etc.) • Process (scaffolding, guiding questions, small group instruction, etc.) • Product (individual components, student choice modality such as video, skit, etc)
Assessments	Formative Assessments • Unit 5 Assessments • Unit 5 Quizzes Summative Evidence • Unit 5 Project and rubric Benchmark • WIDA ACCESS test
Resources and Materials	Core Text: • Vista Higher Learning, Get Ready 6-8 Textbook (online access for students) - Unit 5 My Class Schedule • Vista Higher Learning, Get Ready 6-8 Practice book (for student use) - Unit 5 My Class Schedule Technologies: • Personal computer with Internet access, a web browser and word processing • Software and web-based presentation resources • SmartBoard/BenQ/other presentation resources Supplemental Materials: • Flashcards • word walls • vocabulary notebooks • vocabulary cards • realia



Learning Activities	Students will engage in structured, interactive experiences to practice and apply language skills in authentic contexts. ● Role-playing and Simulations – Students will develop conversational fluency through everyday scenarios such as ordering food, giving directions, or making phone calls. ● Collaborative Speaking and Writing – Students will participate in discussions, storytelling, and presentations to strengthen both oral and written communication. ● Guided Reading and Writing Exercises – Students will engage in shared and independent reading, structured writing activities, and journal reflections to build literacy skills.
Interdisciplinary Connections	Connecting language learning to other subjects enhances comprehension and retention. ● Language and Social Studies – 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted. ○ Activity: talk with a classmate and ask/answer questions such as “where did you immigrate from? What are some traditions from your home culture? Who are some famous people from your culture?”

Curriculum Map: Unit #6		
	My Family	Approximate Time Frame: 4 weeks
Established Unit Goals	● Talk about my family ● Say my age ● Talk about birthdays ● Describe people ● Read historical fiction ● Explain why family members look alike ● Describe how the past influences today ● Talk about fractions ● Talk about the importance of world languages ● Write a description	



WIDA ELD Standards	• ELD Standard 1: Language for Social and Instructional Language • ELD Standard 2: Language for Language Arts • ELD Standard 3: Language for Mathematics • ELD Standard 4: Language for Science • ELD Standard 5: Language for Social Studies
Essential Questions	• What is family? • Why do people celebrate special occasions? • How do you decode words with consonant blends and clusters? • Do families today act the same way as they did in the past? • Can you have a language without grammar? • Why do scientists study genetic inheritance? • How do past civilizations influence us? • Why is it important to persevere when you can't find a solution? • How can speaking another language help you? • How do our families change us? • Why is it important to listen to others?
Content Knowledge	• Families are made up of people who are related or connected by love, and each family is unique. • Age is a way to describe how many years a person has lived. • Birthdays are celebrations of the day a person was born and are often marked with traditions. • People can be described using physical traits, personality, and actions. • Historical fiction is a genre that tells stories set in the past, often including real events or settings mixed with fictional characters. • Family members may look alike because of inherited traits passed down through genetics. • Events and choices from the past can influence the present in areas like culture, laws, technology, and traditions. • Fractions represent parts of a whole and help describe how things are divided or shared. • World languages are important for communication, understanding different cultures, and connecting with people globally. • Descriptive writing helps readers imagine or understand a person, place, object, or event by using detailed language.
Skills	• I can talk about my family and describe the people in it. • I can say my age using numbers and correct sentence structure. • I can talk about birthdays and describe how they are celebrated. • I can describe people using physical features and personality traits. • I can read and understand historical fiction, identifying which parts are real and which are imagined. • I can explain why family members may look alike by talking about inherited traits. • I can describe how the past influences today in areas like culture, technology, and traditions. • I can talk about fractions and explain how they show parts of a whole. • I can talk about the importance of world languages and how they help us connect with others.



	I can write a description using detailed and clear language to help others visualize what I'm describing.
Performance Tasks / Alternative Assessments	- Sentence Frames - Oral Responses - Written Responses - Social Conversations - Reading Vocabulary Other: - Interview a family member or a friend; ask questions; listen and answer; tell the class about your interview <i>Alternative Assessment</i> Assessments will be differentiated in various ways based on the needs of the students. For example, differentiation could be in... - Content (texts, phenomena, graphs, datatables, vocabulary, etc.) - Process (scaffolding, guiding questions, small group instruction, etc.) - Product (individual components, student choice modality such as video, skit, etc)
Assessments	Formative Assessments - Unit 6 Assessments - Unit 6 Quizzes Summative Evidence - Unit 6 Project and rubric Benchmark - WIDA ACCESS test
Resources and Materials	Core Text: - Vista Higher Learning, Get Ready 6-8 Textbook (online access for students) - Unit 6 My Family - Vista Higher Learning, Get Ready 6-8 Practice book (for student use) - Unit 6 My Family Technologies: - Personal computer with Internet access, a web browser and word processing - Software and web-based presentation resources - SmartBoard/BenQ/other presentation resources Supplemental Materials: - Flashcards - word walls - vocabulary notebooks - vocabulary cards - realia



Learning Activities	Students will engage in structured, interactive experiences to practice and apply language skills in authentic contexts. ● Role-playing and Simulations – Students will develop conversational fluency through everyday scenarios such as ordering food, giving directions, or making phone calls. ● Collaborative Speaking and Writing – Students will participate in discussions, storytelling, and presentations to strengthen both oral and written communication. ● Guided Reading and Writing Exercises – Students will engage in shared and independent reading, structured writing activities, and journal reflections to build literacy skills.
Interdisciplinary Connections	Connecting language learning to other subjects enhances comprehension and retention. ● Language and Social Studies – 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social.). ○ Activity: compare and contrast the structures of the ancient world to today

Curriculum Map: Unit #7		
	Where You Live	Approximate Time Frame: 4 weeks
Established Unit Goals	● Give my address ● Talk about activities I like and don't like ● Ask for information ● Read a biography ● Explain forces and motion ● Describe symbols ● Talk about geometry ● Talk about the importance of technology ● Write a biography	



WIDA ELD Standards	● ELD Standard 1: Language for Social and Instructional Language ● ELD Standard 2: Language for Language Arts ● ELD Standard 3: Language for Mathematics ● ELD Standard 4: Language for Science ● ELD Standard 5: Language for Social Studies
Essential Questions	● When do you give your address? ● How do facial expressions and gestures help you understand what something is saying? ● How does hearing sounds in words help you read and write? ● How can our skills and talents help us achieve our goals and dreams? ● Do you understand English better if you know grammar rules? ● What makes objects move? ● What do symbols tell us about a country's history?
Content Knowledge	● An address includes information like house number, street name, city, and zip code, and is used to identify where someone lives. ● People have different likes and dislikes, and they can express preferences using appropriate language. ● Asking for information is a communication skill that involves using question words and clear sentences. ● A biography is a nonfiction text that tells the story of a real person's life. ● Forces, like pushes and pulls, affect how objects move, speed up, slow down, or change direction. ● Symbols are images or objects that represent ideas, places, or values (e.g., a flag or a heart). ● Geometry is the study of shapes, sizes, and the properties of space. ● Technology is important because it helps people solve problems, communicate, and improve everyday life. ● A biography is a written account of a person's life that includes important events and contributions.
Skills	● I can give my address using the correct format and information. ● I can talk about activities I like and don't like using appropriate language to express preferences. ● I can ask for information clearly using question words and complete sentences. ● I can read and understand a biography, identifying key events and facts about a person's life. ● I can explain how forces and motion work by describing how objects move or change direction. ● I can describe symbols and explain what they represent. ● I can talk about geometry by identifying and describing shapes and their properties. ● I can talk about the importance of technology and how it helps people in daily life. ● I can write a biography that tells about a real person's life using facts and clear organization.
Performance Tasks / Alternative Assessments	● Sentence Frames ● Oral Responses ● Written Responses ● Social Conversations ● Reading Vocabulary



	Other: - Research an activity you like to do; take notes; create a how-to poster or slide presentation with the steps; present it Alternative Assessment Assessments will be differentiated in various ways based on the needs of the students. For example, differentiation could be in... - Content (texts, phenomena, graphs, datatables, vocabulary, etc.) - Process (scaffolding, guiding questions, small group instruction, etc.) - Product (individual components, student choice modality such as video, skit, etc)
Assessments	Formative Assessments - Unit 7 Assessments - Unit 7 Quizzes Summative Evidence - Unit 7 Project and rubric Benchmark - WIDA ACCESS test
Resources and Materials	Core Text: - Vista Higher Learning, Get Ready 6-8 Textbook (online access for students) - Unit 7 Where You Live - Vista Higher Learning, Get Ready 6-8 Practice book (for student use) - Unit 7 Where You Live Technologies: - Personal computer with Internet access, a web browser and word processing - Software and web-based presentation resources - SmartBoard/BenQ/other presentation resources Supplemental Materials: - Flashcards - word walls - vocabulary notebooks - vocabulary cards - realia
Learning Activities	Students will engage in structured, interactive experiences to practice and apply language skills in authentic contexts. Role-playing and Simulations – Students will develop conversational fluency through everyday scenarios such as ordering food, giving directions, or making phone calls.



	● Collaborative Speaking and Writing – Students will participate in discussions, storytelling, and presentations to strengthen both oral and written communication. ● Guided Reading and Writing Exercises – Students will engage in shared and independent reading, structured writing activities, and journal reflections to build literacy skills.
Interdisciplinary Connections	Connecting language learning to other subjects enhances comprehension and retention. ● Language and Science – MS-PS2-1: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. ○ Activity: make a catapult

Curriculum Map: Unit #8		
	In the Community	Approximate Time Frame: 4 weeks
Established Unit Goals	● Identify places in my community ● Name people in my community ● Talk about transportation ● Give directions ● Read a career interest test ● Identify types of energy ● Discuss the role of government ● Understand algebraic word problems ● Talk about career training classes ● Write a summary of an experience	
WIDA ELD Standards	● ELD Standard 1: Language for Social and Instructional Language ● ELD Standard 2: Language for Language Arts ● ELD Standard 3: Language for Mathematics ● ELD Standard 4: Language for Science ● ELD Standard 5: Language for Social Studies	



Essential Questions	• How do the people in your community help you? • How do people in a community move from place to place? • How can you decode words with long vowel sounds? • What are all the things you read every day? • How does incorrect grammar influence understanding? • How can people meet the world's energy needs? • What role does the government play in our lives? • Why is it important to be able to represent quantities and relationships using equations? • What role do you take in choosing your own future? • What can we learn from other people's experiences? • What makes a community?
Content Knowledge	• Communities have different places such as schools, parks, stores, and hospitals that serve specific purposes. • People in a community have different roles, like doctors, teachers, firefighters, and shopkeepers, who help the community function. • Transportation includes the ways people and goods move from one place to another, such as by car, bus, bike, or walking. • Directions help people find their way and include terms like left, right, straight, and behind. • A career interest test helps people discover jobs that match their skills, interests, and strengths. • Energy exists in different forms, such as heat, light, sound, electrical, and mechanical energy. • Government has roles such as making laws, keeping order, and providing services to the public. • Algebraic word problems involve using variables, numbers, and operations to represent and solve real-life situations. • Career training classes help people learn specific skills needed for certain jobs or professions. • A summary is a brief explanation of an experience or story that includes only the most important details.
Skills	• I can identify places in my community and explain what they are used for. • I can name people in my community and describe the jobs they do. • I can talk about transportation and how people travel from place to place. • I can give directions using clear location words like left, right, and straight. • I can read and understand a career interest test to explore possible job paths. • I can identify different types of energy and describe how they are used. • I can discuss the role of government and explain how it helps the community. • I can understand and solve algebraic word problems using variables and operations. • I can talk about career training classes and what skills they help people develop. • I can write a summary of an experience that includes the most important details in a clear and brief way.
Performance Tasks / Alternative Assessments	• Sentence Frames • Oral Responses • Written Responses • Social Conversations



	• Reading Vocabulary Other: • Using the writing from page 300 make a multimedia tour of your community Alternative Assessment Assessments will be differentiated in various ways based on the needs of the students. For example, differentiation could be in... • Content (texts, phenomena, graphs, datatables, vocabulary, etc.) • Process (scaffolding, guiding questions, small group instruction, etc.) • Product (individual components, student choice modality such as video, skit, etc)
Assessments	Formative Assessments • Unit 8 Assessments • Unit 8 Quizzes Summative Evidence • Unit 8 Project and rubric Benchmark • WIDA ACCESS test
Resources and Materials	Core Text: • Vista Higher Learning, Get Ready 6-8 Textbook (online access for students) - Unit 8 In the Community • Vista Higher Learning, Get Ready 6-8 Practice book (for student use) - Unit 8 In the Community Technologies: • Personal computer with Internet access, a web browser and word processing • Software and web-based presentation resources • SmartBoard/BenQ/other presentation resources Supplemental Materials: • Flashcards • word walls • vocabulary notebooks • vocabulary cards • realia
Learning Activities	Students will engage in structured, interactive experiences to practice and apply language skills in authentic contexts. • Role-playing and Simulations – Students will develop conversational fluency through everyday scenarios such as ordering food, giving directions, or making phone calls.



	• Collaborative Speaking and Writing – Students will participate in discussions, storytelling, and presentations to strengthen both oral and written communication. • Guided Reading and Writing Exercises – Students will engage in shared and independent reading, structured writing activities, and journal reflections to build literacy skills.
Interdisciplinary Connections	Connecting language learning to other subjects enhances comprehension and retention. • Language and Social Studies – 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve. ◦ Activity: make a graphic organizer of school and community representatives
Diversity, Equity, and Inclusion	Scientist • Joaquin Rodriguez-Lopez designs new types of batteries that store lots of energy. These batteries get energy from sustainable sources such as solar and wind energy. Judge • Ruth Bader Ginsberg is a Supreme Court justice of the USA. She is an advocate of women's rights and equality. Inventor • Alissa Chavez invented an alarm to warn parents when it is too hot in the car.

Curriculum Map: Unit #9		
	Eating and Shopping	Approximate Time Frame: 2 weeks
Established Unit Goals	• Talk about foods and meals • Say what I want to eat • Say what I want to buy • Discuss money and prices	



	• Describe clothes • Read a folktale • Talk about how living things are connected • Discuss economics and money • Use ratios in everyday situations • Identify what students learn in business class • Write a description
WIDA ELD Standards	• ELD Standard 1: Language for Social and Instructional Language • ELD Standard 2: Language for Language Arts • ELD Standard 3: Language for Mathematics • ELD Standard 4: Language for Science • ELD Standard 5: Language for Social Studies
Essential Questions	• Why is what you eat and drink important? • How does clothing represent a person's culture? • How does one letter in a word influence the sound of another letter? • What lessons can we learn from stories that are passed down? • When do you need to be very careful with your grammar? • How are we connected to other living things? • What goods and services are found in your community? • Why is it important to be able to represent real-life situations using math? • How can business ideas help people who do not work? • How can we learn by observing other people's choices? • When other people try to say who we are, how do we make choices for ourselves?
Content Knowledge	• Different foods and meals are part of various cultures and can be described by their ingredients, flavors, and times they are eaten. • People use specific language to express their food preferences and choices. • People use money to buy goods and services, and making choices involves comparing wants, needs, and prices. • Prices represent the cost of items and can change depending on factors like demand, location, and quality. • Clothes can be described by their style, color, material, and purpose (e.g., for weather, work, or events). • A folktale is a traditional story passed down through generations that often teaches a lesson or explains something about life or nature. • Living things are connected through ecosystems and food chains, where each organism plays a role. • Economics is the study of how people use resources, including money, to meet their needs and wants. • Ratios compare quantities and help explain relationships in everyday situations (e.g., recipes, maps, or shopping). • Business classes help students learn about topics like finance, marketing, entrepreneurship, and decision-making. • Descriptive writing uses sensory details and vivid language to help the reader imagine a person, place, object, or event.



Skills	• I can talk about foods and meals using descriptive language and vocabulary. • I can say what I want to eat using complete and polite sentences. • I can say what I want to buy and explain why I want it. • I can discuss money and prices, including how much things cost and how to make choices. • I can describe clothes by naming their colors, styles, and materials. • I can read and understand a folktale, identifying its message or lesson. • I can talk about how living things are connected in ecosystems and food chains. • I can discuss economics and money, including how people make choices about spending and saving. • I can use ratios in everyday situations to compare quantities and solve problems. • I can identify what students learn in business class, such as finance, marketing, and entrepreneurship. • I can write a description using clear and detailed language to help others understand or visualize something.
Performance Tasks / Alternative Assessments	• Sentence Frames • Oral Responses • Written Responses • Social Conversations • Reading Vocabulary Other: • Put on a fashion show with your class <i>Alternative Assessment</i> Assessments will be differentiated in various ways based on the needs of the students. For example, differentiation could be in... • Content (texts, phenomena, graphs, datatables, vocabulary, etc.) • Process (scaffolding, guiding questions, small group instruction, etc.) • Product (individual components, student choice modality such as video, skit, etc)
Assessments	Formative Assessments • Unit 9 Assessments • Unit 9 Quizzes Summative Evidence • Unit 9 Project and rubric Benchmark • WIDA ACCESS test
Resources and Materials	Core Text: • Vista Higher Learning, Get Ready 6-8 Textbook (online access for students) - Unit 9 Eating and Shopping • Vista Higher Learning, Get Ready 6-8 Practice book (for student use) - Unit 9 Eating and Shopping Technologies:



	• Personal computer with Internet access, a web browser and word processing • Software and web-based presentation resources • SmartBoard/BenQ/other presentation resources Supplemental Materials: • Flashcards • word walls • vocabulary notebooks • vocabulary cards • realia
Learning Activities	Students will engage in structured, interactive experiences to practice and apply language skills in authentic contexts. • Role-playing and Simulations – Students will develop conversational fluency through everyday scenarios such as ordering food, giving directions, or making phone calls. • Collaborative Speaking and Writing – Students will participate in discussions, storytelling, and presentations to strengthen both oral and written communication. • Guided Reading and Writing Exercises – Students will engage in shared and independent reading, structured writing activities, and journal reflections to build literacy skills.
Interdisciplinary Connections	Connecting language learning to other subjects enhances comprehension and retention. • Language and Math – 6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.” ○ Activity: create a trail mix recipe and use ratios to do the proper mix of candies to nuts/pretzels, etc.



Curriculum Map: Unit #10

	Health and Safety	Approximate Time Frame: 2 weeks
Established Unit Goals	- Name parts of the body - Talk about how I feel - Discuss school emergencies - Identify weather emergencies - Read a play - Talk about how body systems work together - Describe the organization of the US government - Make sense of statistics - Discuss drama class at my school - Write a point of views	
WIDA ELD Standards	ELD Standard 1: Language for Social and Instructional Language ELD Standard 2: Language for Language Arts ELD Standard 3: Language for Mathematics ELD Standard 4: Language for Science ELD Standard 5: Language for Social Studies	
Essential Questions	- What can you do to stay healthy? - What do you need to know to stay safe? - How do you decode words with vowel diphthongs? - How can being healthy help you learn? - What is the difference between the present tense and the past tense? - How do body systems work together to keep a person healthy? - What are the roles and responsibilities of the United States government? - Why is it important to make sense of statistics and how it is presented? - What is the role of theater arts in society? - How can I justify my point of view? - Why is it useful to consider all points of view?	
Content Knowledge	- The human body has different parts, each with specific names and functions. - People use descriptive language to express how they feel physically and emotionally. - Schools have emergency procedures to keep students and staff safe during unexpected situations. - Weather emergencies, such as hurricanes, tornadoes, and blizzards, require special safety measures. - A play is a form of literature written to be performed by actors and includes dialogue, stage directions, and characters.	



	• Body systems, like the circulatory and respiratory systems, work together to keep the body functioning. • The U.S. government is organized into three branches — legislative, executive, and judicial — each with its own responsibilities. • Statistics involve collecting, analyzing, and interpreting numerical data to understand information and trends. • Drama class involves learning about acting, stage production, and performance skills. • Point of view in writing refers to the perspective from which a story is told and affects how information is presented.
Skills	• I can name parts of the body and explain their basic functions. • I can talk about how I feel, both physically and emotionally, using appropriate vocabulary. • I can discuss what to do during school emergencies and follow safety procedures. • I can identify different types of weather emergencies and explain how to stay safe during them. • I can read and understand a play, including its characters, dialogue, and stage directions. • I can talk about how body systems work together to keep me healthy. • I can describe how the U.S. government is organized and what each branch does. • I can make sense of statistics by interpreting data and understanding what it shows. • I can discuss what we do in drama class, including acting and performing. • I can write from different points of view, showing how perspective affects storytelling.
Performance Tasks / Alternative Assessments	• Sentence Frames • Oral Responses • Written Responses • Social Conversations • Reading Vocabulary Other: • Read a list of different students' points of view. Then make a list of pros and cons. <i>Alternative Assessment</i> Assessments will be differentiated in various ways based on the needs of the students. For example, differentiation could be in... • Content (texts, phenomena, graphs, datatables, vocabulary, etc.) • Process (scaffolding, guiding questions, small group instruction, etc.) • Product (individual components, student choice modality such as video, skit, etc)
Assessments	Formative Assessments • Unit 10 Assessments • Unit 10 Quizzes Summative Evidence • Unit 10 Project and rubric Benchmark • WIDA ACCESS test



Resources and Materials	Core Text: • Vista Higher Learning, Get Ready 6-8 Textbook (online access for students) - Unit 10 Health and Safety • Vista Higher Learning, Get Ready 6-8 Practice book (for student use) - Unit 10 Health and Safety Technologies: • Personal computer with Internet access, a web browser and word processing • Software and web-based presentation resources • SmartBoard/BenQ/other presentation resources Supplemental Materials: • Flashcards • word walls • vocabulary notebooks • vocabulary cards • realia
Learning Activities	Students will engage in structured, interactive experiences to practice and apply language skills in authentic contexts. • Role-playing and Simulations – Students will develop conversational fluency through everyday scenarios such as ordering food, giving directions, or making phone calls. • Collaborative Speaking and Writing – Students will participate in discussions, storytelling, and presentations to strengthen both oral and written communication. • Guided Reading and Writing Exercises – Students will engage in shared and independent reading, structured writing activities, and journal reflections to build literacy skills.
Interdisciplinary Connections	Connecting language learning to other subjects enhances comprehension and retention. • Language and Math – 6.SP.A.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages. ○ Activity: make a class graph about how frequently people are absent from class





Additional Information

Curricular Initiatives Pertaining to All Course Units	
21st Century Skills: Career Readiness, Life Literacies, and Key Skills	9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.). 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process. 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).
Technology Integration: Computer Science and Design Thinking	- All students are one-to-one with Chromebooks for day-to-day use in the classroom - All classrooms have access to an interactive presentation device (SmartBoard, BenQ, etc) with speaker system so lessons can include video, sound, and interactive lessons for all learners 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches). 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
Accommodations for Special Education & 504	- 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. - Accommodations will be dictated by the general makeup of the class. Possible Instructional adjustments - small group instruction - Modeling - Extended time - Vocabulary/spelling assigned at student level



	• multisensory instruction • Alternate assessments and class activities: drawing, discussion, performances, etc. • Speech to text (to listen to text) • Text to speech (to dictate essays or writing) • Reduce Unnecessary stimuli • Preferential Seating • Allow student movement to increase productivity • Extended time
MLL Accommodations and Modifications	Possible MLL Instructional adjustments • small group instruction • Modeling • Extended time • Vocabulary/spelling assigned at student level • Alternate assessments and class activities: drawing, discussion, performances, etc. • Speech to text (to listen to text) • Text to speech (to dictate essays or writing) • Reduce Unnecessary stimuli • Preferential Seating • Visual directions and supports • Translation tools
Risk for School Failure Accommodations	• Counseling interventions • Parent meetings • Student meetings • Teacher collaboration meetings • Individual and Group counseling • CCLC Afterschool program (21st Century Community Learning Center) ○ provides academic support
MTSS/RTI	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).
GATE Accommodations	• 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. • Curriculum Compacting based on pre-assessments