EGG HARBOR TOWNSHIP PUBLIC SCHOOLS

CURRICULUM

**CP Latin 1**

**Grades 9-12**

 Length of Course: Full Year

 Elective / Required: Elective

 Schools: High School

 Student Eligibility: Grades 9-12

 Credit Value: 5 credits

 Date Approved:

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| This curriculum guide was prepared by: Misty Kammerman, High SchoolCoordinated by: **Dr. Michele Schreiner - Supervisor of World Languages**  |  |
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**DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

**WORLD LANGUAGES - PHILOSOPHY**

The acquisition of a second language is essential in the 21st century. Proficiency in a second language provides the learner with a competitive edge and increased value in the global economy and enhanced career opportunities. Proficiency can only be reached by constant exposure to authentic materials and continued use of the target language. We also believe in the value and tradition of teaching Classical Languages and acknowledge the teaching of them as the foundations for many modern languages.

Learning a second language provides students with innumerable advantages both in their academic career and in their post graduate life. Language proficiency enhances critical thinking and problem solving skills, increases and enriches vocabulary, and deepens understanding and appreciation for their own language and culture. Proficient language learners better understand and accept diversity in an ever changing global environment.

**WORLD LANGUAGES – STATEMENT OF PURPOSE**

The World Languages Department of Egg Harbor Township is committed to providing all students with meaningful learning experiences that promote proficiency in the target language and encourage cultural appreciation within an environment that fosters and rewards academic excellence. The overarching goal of language instruction is the development of students’ communicative skills. To achieve maximum proficiency, language classes in Egg Harbor Township will focus on the 5 Cs of Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

The revised world languages standard includes three modes of communication: interpretive, interpersonal, and presentational. In the Interpretive Mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. The Interpersonal Mode of communication requires students to engage in direct oral and/or written communication with others. The Presentational Mode of communication enables students to present orally and/or in writing information to an audience of listeners or readers with whom there is no immediate interaction. Students’ success is measured through a variety of rigorous Integrated Performance Assessments (IPAs) using authentic materials that prepare students to function in relevant situations in a 21st century environment.

Egg Harbor Township students are part of a dynamic, interconnected, and technologically driven global society focused on the creation and communication of knowledge and ideas. Individuals who effectively communicate in more than one language are globally literate and are well equipped to succeed in the 21st century. The goal for all World Language students is to foster an appreciation for second language learning, and ultimately, to promote bi-literacy and critical thinking skills in the target language.

The study of Classical Languages focuses primarily on the Interpretive Mode using historical contexts. Often, attention will be given to oral dimensions of classical languages by requiring students to make presentations in the language of study as a way of strengthening their language knowledge and use. Classical Mythology is taught in order to illustrate connections and comparisons between ancient cultures and the contemporary world.

The goal for heritage speakers is to prepare them for success by facilitating writing and reading fluency while refining formal speech. Heritage speakers have varying abilities and proficiencies in their respective heritage languages. Although heritage speakers are able to carry on fluent and idiomatic conversations in the heritage language, they often need instruction that allows them to develop strengths in reading and in formal speaking and writing. The goal is to provide them with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time.

**INTRODUCTION**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

**EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE**

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments,* and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township’s curriculum guides.

**GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?**

**WHAT IS UNDERSTANDING BY DESIGN?**

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage I: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the *“stuff”* upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

**INTENT OF THE GUIDE**

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher’s resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

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| **Unit Name: Latin I unit I Author: Misty Kammerman** |
| UNIT |  |  |  |
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| **http://ubdexchange.ascd.org/images/general/shim.gif** |
| Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  |
| Course/Grade: | **Latin I** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** |
| School: | **Egg Harbor Township High School** |   |   |   |
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| http://ubdexchange.ascd.org/images/general/shim.gif |  |  |  |
| Rating Star | **UNIT SUMMARY** |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | The first unit introduces common Latin phrases and expressions used in modern life, the major gods and goddesses of the ancient world, the grammatical foundation of the language.  It also introduces English words derived from Latin taken from the vocabulary learned in the first unit.  Simple commands and questions and responses are learned orally. By the end of the unit students will recognize and understand the modern use of ancient phrases and icons, will be able to respond to simple questions and commands, will have an expanded English vocabulary,and will be able to read simple text with vocabulary assistance.  |  |  |  |
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| Rating Star | **UNIT RESOURCES** |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Printed Materials:** * Jenney First Year Latin
* Latina Mythica
* Once Upon the Tiber
 |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Resources:** Educational Videos: i.e. History and Discovery ChannelTopical or Historical Fiction videos |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Internet Resource Links:**  <http://www.perseus.tufts.edu>  <http://www.vroma.org>  <http://www.theoi.com>     |  |  |  |
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| STAGE ONE |  |  |  |
| http://ubdexchange.ascd.org/../images/general/shim.gif |  |  |  |
|   | **GOALS AND STANDARDS** |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | Standard State: NJ7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities. 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.  |  |  |  |
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| http://ubdexchange.ascd.org/images/general/shim.gif |  |  |  |
| Rating Star | **ENDURING UNDERSTANDINGS**  |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | * Languages have structures and there are many differences between Latin and English.
* Latin phrases are both applicable and useful in the modern world.
* Cultural icons of the ancient world are still used in the modern world.
* It is possible to interpret English words made from Latin roots
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| Rating Star | **ESSENTIAL QUESTIONS**  |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | * How are English and Latin different structurally?
* What were the major gods of the ancient world?
* How do ancient Latin phrases apply to everyday modern life?
* How does English vocabulary relate to Latin vocabulary?
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| Rating Star | **KNOWLEDGE AND SKILLS** |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | Students will know:* Greetings/leave takings
* Phrases commonly used in modern life
* the major gods and goddesses
* question words
* numbers
* Latin vocabulary relevant to reading selections and the English vocabulary related to it
* commands that can be performed in a classroom
* basic grammar necessary to read simple sentences
* English grammar necessary to understand Latin grammar

Students will be able to:* orally use and respond to greetings and polite introductions
* count
* ask simple questions
* give and respond to commands
* correctly use and recognize Latin phrases used in modern life
* read and write simple sentences
* recognize the significance of mythological characters used in literature, art, and advertising
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| STAGE TWO |  |  |  |
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| Rating Star | **PERFORMANCE TASKS**  |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Title:** InterpretiveYou will read selections from Latina Mythica introducing the gods. You will answer  the comprehension questions at the end of the selection.  You will engage in a question and answer session with the teacher on the content of the selection.  **Title:** PresentationalYou want to relate a story of the gods and goddesses. You create a short script or skit with your classmates on a story learned in class.  **Title:** interpersonalYou will engage your classmates in conversation based on scripts in Latin with multiple possible answers and questions. Your classmates must answer the questions with one of the appropriate responses.   |  |  |  |
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| Rating Star | **OTHER EVIDENCE** |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | * Vocabulary quizzes
* Homework
* Listening activities
* grammar quizzes
* writing practice
* Quarterly exam
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| Rating Star | **LEARNING ACTIVITIES**  |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | First  Semester * a Latin phrase or motto used commonly in daily modern life will be presented and discussed
* a god or goddess from the ancient world, as well as any major story associated with them will be presented
* specific grammar necessary to understand simple Latin is presented, i.e., declension patterns
* vocabulary pertinent to reading selections is introduced
* The English vocabulary derived from the Latin vocabulary is discussed. Students will make their own lists, which the instructor will augment or correct.
* Commands are presented orally and students perform the actions

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| **Unit Name: Latin I unit 2 Author: Misty Kammerman** |
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| Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  |
| Course/Grade: | **Latin I** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** |
| School: | **Egg Harbor Township High School** |   |   |   |
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| Rating Star | **UNIT SUMMARY** |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | Unit 2 continues presenting common Latin phrases. The characters of the Trojan War are presented and discussed, as they represent the foundation for the three major epics of ancient literature: the Iliad, the Odyssey, and the Aeneid. Students learn the concepts of tense and voice, and learn the six tenses and the two voices, active and passive. They continue to learn both Latin vocabulary and Latin root words. They read increasingly complex stories with vocabulary tools to assist in comprehension. |  |  |  |
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| Rating Star | **UNIT RESOURCES** |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Printed Materials:** Textbooks:* Jenney First Year Latin
* Latina Mythica
* Once Upon the Tiber
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| http://ubdexchange.ascd.org/images/general/shim.gif | **Resources:** Educational videos:  History Channel, Discovery ChannelTopical videos/ Historical fiction  |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Internet Resource Links:**  <http://www.perseus.tufts.edu>  <http://www.vroma.org>  <http://www.theoi.com>     |  |  |  |
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| STAGE ONE |  |  |  |
| http://ubdexchange.ascd.org/../images/general/shim.gif |  |  |  |
|   | **GOALS AND STANDARDS** |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | Standard State: NJ7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities. 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.  |  |  |  |
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| http://ubdexchange.ascd.org/images/general/shim.gif |  |  |  |
| Rating Star | **ENDURING UNDERSTANDINGS**  |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | * There were conflicts that took place in ancient literature that have survived into modern times.
* Using context clues and my existing knowledge will help me develop a deeper understanding of the structure of language.
* By following a set of rules and my knowledge of Latin, I can decode words in my own language.
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| Rating Star | **ESSENTIAL QUESTIONS**  |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | * What are beliefs of a citizen of the ancient world?
* How can I understand a new language?
* How can I use knowledge of one language to understand another?
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| Rating Star | **KNOWLEDGE AND SKILLS** |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | Students will know:* the names and history of the major characters of the Trojan war
* Latin phrases still in common usage
* the six tenses, the concept of tense, and the two voices, active and passive
* colors and body parts

Students will be able:* to recognize the significance of the characters of the Trojan War in literature, in particular, the three major ancient epics: the Iliad, Odyssey, and Aeneid, as well as their roles in ancient drama and the recycling of the stories in modern films and literature.
* express action in different time frames
* express the same idea using active verbs or passive verbs
* recognize the use of voice and tense in English and other languages
* use Latin phrases in appropriate situations and recognize the significance when they hear or read them
* relate the vocabulary of colors to English words and other languages
* relate body parts to anatomical terms as well as general English vocabulary
* to read increasingly difficult material on topics familiar to them, such as mythology or fairy tales

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| STAGE TWO |  |  |  |
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| Rating Star | **PERFORMANCE TASKS**  |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Title:** INTERPRETIVEYou read aloud a script that contains familiar ideas and vocabulary. You identify the action taking place in the story based on your knowledge and context clues.  **Title:** PRESENTATIONALYou act out a short play written in Latin and you design a product of the ancient world. Some possibilities:  a vase, a shield, a mosaic.  **Title:** INTERPERSONALYou respond to questions about characters you have learned about. God and goddess questions would be along the following lines:  Who is the goddess of grain?  Is Hermes a god or a goddess? Where did Achilles fight?  Who was the leader of the Greeks?   |  |  |  |
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| Rating Star | **OTHER EVIDENCE** |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | * Vocabulary quizzes
* grammar quizzes
* mythology identification quizzes
* medusa exam
* national Latin exam
* homework
* listening activities
* teacher q and a
* quarterly exams
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| STAGE THREE |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif |  |  |  |
| Rating Star | **LEARNING ACTIVITIES**  |  |  |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | Second Semester* write a situation that would be appropriate for a specific Latin phrase
* write "who am I" questions about ancient people and gods to be shared with the class
* question and answer practice on vocabulary and grammar using white boards
* repetitive grammar drills
* reading aloud stories and scripts and discussing content
* acting out stories or situations in the target language
* list English words and French/Spanish cognates derived from Latin
* students play twister and call out the colors and body parts in Latin
* competitive board games to identify vocabulary
 |  |  |  |

**Curriculum Resources - Differentiated Instruction**

**Special Education Interventions in General Education**

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions
Heterogeneous grouping

*Resources:*

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

**English Language Learners Interventions in Regular Education**

*Resources:*

FABRIC - Learning Paradigm for ELLs (NJDOE)
[www.nj.gov/education/bilingual/pd/**fabric**/**fabric**.pdf](http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf)

Guide to Teaching ELL Students
<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

**Gifted and Talented Interventions in Regular Education**

*Resources:*Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page
<http://www.hoagiesgifted.org/programs.htm>

**21st Century Learning**

*Resources:*Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)
<http://www.nj.gov/education/cte/hl/CRP.pdf>