EGG HARBOR TOWNSHIP PUBLIC SCHOOLS

CURRICULUM

**Latin III Honors**

 Length of Course: Full Year

 Elective / Required: Elective

 Schools: High School

 Student Eligibility: Grades 11-12

 Credit Value: 5

 Date Approved:

**TABLE OF CONTENTS**

|  |  |
| --- | --- |
| Mission Statement Philosophy Statement of Purpose  | 333 |
| Introduction  | 3 |
| District Curriculum Template  | 4 |
| Guiding Principles  | 4 |
| Intent of the Guide  | 5 |
| Unit 1  | 7 |
| Unit 2  | 11 |
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| This curriculum guide was prepared by: Misty Kammerman, Egg Harbor Township 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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| [**Latin III Honors unit I**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_update_body&unitid=62424) **Author: Misty Kammerman** |
| **http://ubdexchange.ascd.org/images/general/shim.gif** |
| Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  |
| Course/Grade: | **Grade 11** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** |
| School: | **Egg Harbor Township High School** |   |   |   |
| http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif |

 |
| http://ubdexchange.ascd.org/images/general/shim.gif[**UNIT SUMMARY**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_summary&unitid=62424) |
| Rating Star |

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| This unit will review participles, subjunctive forms, and introduce locatives, ablative absolutes, cum clauses, and other subordinate clauses. Students will continue to learn English vocabulary derived from Latin. Students will read excerpts from a wide variety of authors both classical and medieval, including Cicero, Erasmus, and Petrarch. There will be some exploration into ancient history and the history of science in the ancient world. A wide range of topics will be explored through selected readings. Students will be exposed to the different conventions used in expressing oneself in the ancient world.  Map study will be used to make connections between ancient empires and modern nations, languages, and colonization.  |

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| Rating Star | [**UNIT RESOURCES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_resources&unitid=62424) |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Printed Materials:** * Caesar's Gallic Wars
* Latin For the New Millennium
* Latin Mythica
 |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Resources:** * Educational videos
* Topical or historical videos  of the ancient world
 |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Internet Resource Links:**  <http://perseusproject.com>  <http://theoi.com>  <http://vroma.org>     |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| STAGE ONE |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
|   | [**GOALS AND STANDARDS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_egoal_body_new&unitid=62424) |
| http://ubdexchange.ascd.org/images/general/shim.gif |

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| 7.1.IH.A.1   Analyze and critique information contained in culturally authentic materials using electronic information sources 7.1.IH.A.5   Synthesize information from oral and written discourse dealing with a variety of topics. 7.1.IH.A.6   Analyze and critique readings from culturally authentic materials. 7.1.IH.A.7   Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.7.1.IH.A.8   Analyze structures of the target language and comparable linguistic structures in English.7.1.IH.B.2   Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.7.1.IH.C.2   Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect culture.7.1.IH.C.4   Explain the structural elements and/or cultural perspectives found in culturally authentic materials.  |
| http://ubdexchange.ascd.org/images/general/shim.gif |

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| http://ubdexchange.ascd.org/images/general/shim.gif |   |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**ENDURING UNDERSTANDINGS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eu_body_new&unitid=62424) |
| http://ubdexchange.ascd.org/images/general/shim.gif | Literature can reflect, clarify or criticize the time period it portrays.   |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**ESSENTIAL QUESTIONS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eq_body&unitid=62424) |
| http://ubdexchange.ascd.org/images/general/shim.gif | How is language a product of culture? |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**KNOWLEDGE AND SKILLS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_sdo_body&unitid=62424) |
| http://ubdexchange.ascd.org/images/general/shim.gif | Students will know:Students will have an expanded English vocabulary and knowledge of Romance language cognates as they learn more Latin vocabulary.They will know how the action and characters of the three major ancient epics build upon each other.They will have a familiarity with the geography of the ancient world.Students will learn themes, motifs, conflicts and characters common in ancient literature.Students will have a wider knowledge of history, culture, and writing styles in the ancient world.Students will have reading strategies to fill gaps in their knowledge.Students will recognize grammatical structures that parallel or differ from their native language.**Students will be able to:**Express themselves in English with a wider range of vocabulary.Discuss themes and motifs that occur and reoccur in literature.Sight translate authentic texts with vocabulary assistance.Identify countries in Europe and Asia.Recognize Latin phrases and idioms that survive in the modern world. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE TWO |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| Rating Star | [**PERFORMANCE TASKS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_ptask_body&unitid=62424) |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Title:** InterpretiveStudents will demonstrate comprehension of main ideas and some details when reading and analyzing authentic texts by summarizing and direct translations.Students will be able to identify simple and complex grammatical structures.Students will be able to identify cultural institutions.Students will be able to compare and contrast different ways people in the ancient world communicated with one another, e.g. letter writing.Students will have an expanded knowledge of Latin and English vocabulary.Students will be able to identify significant historical figures from their readings.Students will be able to identify common Latin expressions and mythological figures.**Title:** PresentationalStudents will present a project on some aspect of ancient history or culture.Students will perform short dialogues on topical themes**Title:** Interpersonalstudents will ask discussion questions that they have composed to discuss a reading or passage to demonstrate their knowledge of the passage and ability to detect shades of meaning. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [OTHER EVIDENCE](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_oe_body&unitid=62424) |
| http://ubdexchange.ascd.org/images/general/shim.gif | * quizzes
* tests
* class translations
* class discussion
* projects
 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE THREE |
| http://ubdexchange.ascd.org/images/general/shim.gif |
|  | **LEARNING ACTIVITIES****General Timeline: 9 weeks**Individual practice writing out verb synopses and declension patternsIndividual practice translating specific types of complex sentences, such as indirect question, indirect command.Students parse blocks of text, identifying parts of speech, clauses, verb tenses, etc.students fill out "chunking" lines of text, similar to that used to grade AP examsStudents write out summaries and word for word translations of text selections.Students act out or narrate short dialogues.Use white boards for group review.Students put sections of text together to reorganize a story line in order of events. Students read sections of text and answer questions on contentStudents practice reading aloud specific speeches |
| http://ubdexchange.ascd.org/images/general/shim.gif |  |

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| [**Latin III honors unit 2**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_update_body&unitid=62425) **Author: Misty Kammerman** |
| **http://ubdexchange.ascd.org/images/general/shim.gif** |
| Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  |
| Course/Grade: | **Grade 11** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** |
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| http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif | http://ubdexchange.ascd.org/images/general/shim.gif |

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| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**UNIT SUMMARY**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_summary&unitid=62425) |
| http://ubdexchange.ascd.org/images/general/shim.gif | This unit will introduce impersonal verbs, deponent verbs, dative of possession, dative of reference, forms of *fio, nolo, and volo,* and ablatives of agent, accompaniment, respect, specification, and degree of difference, and comparison of adjectives and adverbsStudents will begin Caesar’s *De Bello Gallico* |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**UNIT RESOURCES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_resources&unitid=62425) |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Printed Materials:** * Caesar's Gallic Wars
* Latin for the New Millenium
 |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Resources:** * Educational or historical fiction videos pertaining to the period or culture
 |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Internet Resource Links:**  <http://perseusproject.com>  <http://theoi.com>  <http://vroma.org>     |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| STAGE ONE |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
|   | [**GOALS AND STANDARDS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_egoal_body_new&unitid=62425) |
| http://ubdexchange.ascd.org/images/general/shim.gif |  |
| http://ubdexchange.ascd.org/images/general/shim.gif | 7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.IM.A.6 Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.  |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**ENDURING UNDERSTANDINGS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eu_body_new&unitid=62425) |
| http://ubdexchange.ascd.org/images/general/shim.gif | Knowledge of more than one language  can develop understanding of multiple languages and cultures and the architecture of language  |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**ESSENTIAL QUESTIONS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eq_body&unitid=62425) |
| http://ubdexchange.ascd.org/images/general/shim.gif | How does knowledge of the ancient world, its language, art and history  help me understand the world in which I live? |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**KNOWLEDGE AND SKILLS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_sdo_body&unitid=62425)**Students will know:**Students will develop an expanded English vocabulary and knowledge of Romance language cognates as they learn more Latin vocabulary.They will understand how the action and characters of the three major ancient epics build upon each other.They will have a familiarity with the geography of the ancient world.Students will begin to recognize themes, motifs, conflicts and characters common in literature.The variety of authors and time periods will give students a wider knowledge of  history,topics, issues, and writing styles in the ancient world.Students will have reading strategies to fill gaps in their knowledge.Students will recognize grammatical structures that parallel or differ from their native language. |
| http://ubdexchange.ascd.org/images/general/shim.gif |  |
| **Students will be able to:**Express themselves in English with a wider range of vocabulary.Discuss themes and motifs that occur and reoccur in literature.Sight translate authentic texts with vocabulary assistance.Identify countries in Europe and Asia.Recognize Latin phrases and idioms that survive in the modern world. |
| STAGE TWO |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| Rating Star | [**PERFORMANCE TASKS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_ptask_body&unitid=62425) |
| http://ubdexchange.ascd.org/images/general/shim.gif | **Title:** InterpretiveStudents will read and analyze both familiar and unfamiliar texts and identify ideas, details and grammar.Students will listen to passages spoken and identify ideas.Students will discuss ideas, themes, and motifs that have been transformed in modern cultural products.**Title:** PresentationalStudents will present a short project on art, literary themes or myth from the ancient world.Students will recite a speech, being graded on a rubric for fluidity, pauses, elision, and intonation.**Title:** InterpersonalStudents will present dialogues from culturally authentic material, interacting in the appropriate manner. |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**OTHER EVIDENCE**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_oe_body&unitid=62425) |
| http://ubdexchange.ascd.org/images/general/shim.gif | * quizzes
* tests
* writing activities
* teacher q and a
* observation
* class discussion and participation
* projects
 |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| STAGE THREE |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| Rating Star | [**LEARNING ACTIVITIES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_la_body&unitid=62425)**General timeline: 9 weeks** |
| http://ubdexchange.ascd.org/images/general/shim.gif | * written and oral translations
* reading and listening exercises
* vocabulary games
* researching a project on history or an institutions
* white board review on grammar and vocabulary
* listing and brainstorming English words made from Latin or Greek
* teacher generated practice grammar worksheets
* acting out dialogues
* student led discussions
 |

**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>