



# Chapter 12

## **INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH DIVERSE NEEDS**





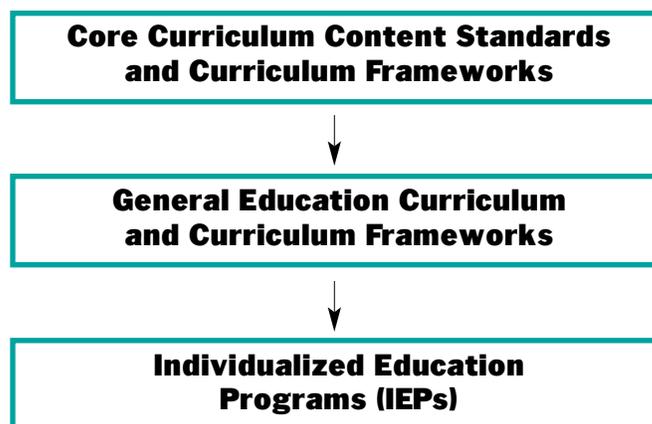
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**PART 1**  
**ADAPTATIONS FOR STUDENTS**  
**WITH DISABILITIES**

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## INTRODUCTION

The *New Jersey Core Curriculum Content Standards* and related curriculum frameworks are the focus of curriculum and instruction for **all** pupils. This population includes students with disabilities. In order to provide pupils with disabilities meaningful access to curriculum and instruction based on the content standards, adaptations may be required. The adaptations are not intended to compromise the content standards. Instead, adaptations provide students with disabilities the opportunity to maximize their strengths and compensate for their learning differences.



*Figure 1*

Because students with disabilities are expected to participate in the general education curriculum, their Individualized Education Programs (IEPs) must reflect the core content standards and the local school district's general education curriculum (see Figure 1).

### The Federal Requirements

The *Individuals with Disabilities Education Act (I.D.E.A.)* amendments of 1997 and Section 504 of the *Rehabilitation Act of 1973* guarantee students with disabilities the right to general education program adaptations, as specified in their Individualized Education Programs (IEPs) or 504 plans. The intent of these acts is to provide these students access to the general education program and general education curriculum.

Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes (see Figure 2).

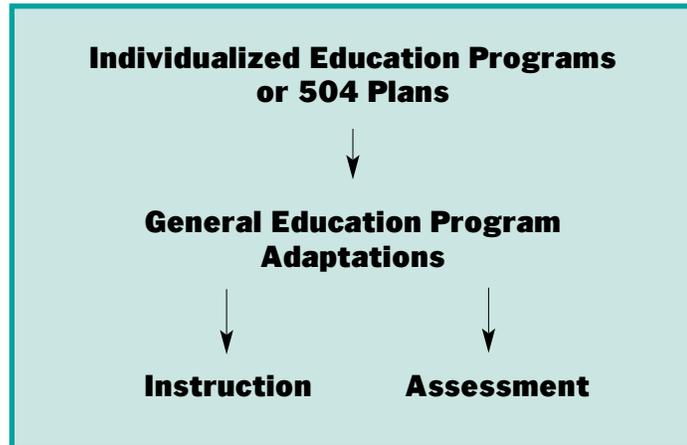


Figure 2

Within the context of the *World Languages Framework* scenarios, *adaptation* is defined as:

Any adjustment or modification to the general education program enabling students with disabilities to:

- Participate in and benefit from learning activities and experiences based on the core curriculum content standards; and
- Demonstrate understanding and application of the content standards.

### Categories of Adaptations

With the adoption of the *New Jersey Core Curriculum Content Standards* on May 1, 1996, the New Jersey State Board of Education recognized world languages as an essential component of the curriculum for **all** students. Historically, many students with disabilities were prejudged to be incapable of acquiring and applying the skills necessary for demonstrating proficiency in a second language and, therefore, were not included in world language programs. Today, the emphasis has changed (see chapter 2 of this document for current research). To deny these students that opportunity violates the requirements of statute and regulations and the intent of the *Core Curriculum Content Standards*. It is, therefore, necessary that students with disabilities receive instruction in world languages to be able to communicate at a basic literacy level and to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.

The learning scenarios in this *Framework* are student-centered and interactive and use interdisciplinary strategies. The scenario activities embody best-practice instruction for all students but may require adaptations to facilitate instruction for students with disabilities. Certain adaptations struc-

ture students' learning in a more explicit, systematic way. Other adaptations provide alternative means for students to acquire or demonstrate their knowledge in order to maximize their learning style and compensate for their learning needs.

There are three learning scenario adaptations included in this chapter, one for each of the benchmark levels (K-4, 5-8, 9-12). It is important to emphasize that the adaptations are intended to provide "suggested" modifications for teachers of students with disabilities in the world language classroom. Additional adaptations will need to be incorporated depending upon the nature of a student's disabilities in a given world language setting.

The categories listed below are intended to guide the process of selecting adaptations for the *World Language Framework* learning scenarios for pupils with disabilities. Adaptations include, but are not limited to, the following:

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### **Instructional Presentation**

- Instructional Preparation
- Instructional Application
- Instructional Monitoring

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### **Classroom Organization**

- Instructional Groups
- Instructional Supports
- Environmental Conditions
- Adaptive Equipment

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### **Student Response**

- Response Format
- Response Procedures

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### **Student Motivation**

- Interest
- Confidence
- Independence

## DESCRIPTIONS OF ADAPTATIONS

Descriptions, which include the rationale, specific functions, and examples for each category of adaptation, are given below. The sample adaptations provided at the end of this chapter illustrate a range of possible adaptations and were developed from selected steps in the *World Language Framework Learning Scenarios*.

Note: The **instructional presentation** adaptations that follow are based on effective instructional practices for **all** students. While these strategies can be beneficial to all students, they may be an **essential component** of the instructional program for a student with disabilities.

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### Instructional Presentation

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Students with disabilities may require instructional presentations that will enable them to acquire, comprehend, recall, and apply world language content. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process. The adaptations fall into four categories:

- **Instructional preparation**—structure and organize information
- **Instructional prompt**—foster understanding of new concepts and processes
- **Instructional application**—promote student self-reflection and self-management regarding task demands, goal attainment, and performance accuracy
- **Instructional monitoring**—provide ongoing evaluation of student learning

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## Instructional Preparation

*Purpose:*

- Heighten students' interest and understanding
- Establish purpose and goals of lesson
- Activate prior knowledge
- Build background knowledge of content or strategy
- Focus attention and thinking
- Introduce key concepts and information

*Examples:*

- Relating to personal experiences
- Previewing information-materials
- Using advance organizers
- Brainstorming/webbing
- Questioning techniques
- Using K-W-L strategies
- Predicting
- Preteaching vocabulary (meaning and pronunciation)
- Preteaching or reviewing strategies
- Using visual demonstrations, illustrations, and models
- Presenting mini-lessons

## Instructional Prompts

### *Purpose:*

- Organize information
- Build whole-part relationships
- Cue associations and connections
- Highlight and clarify essential concepts
- Generate categorizations and comparisons
- Generate classification
- Activate recall
- Summarize

### *Examples:*

- Graphic organizers
- Semantic organizers
- Outlines
- Mnemonic devices
- Analogies
- Imagery
- Feature analysis
- Color codes
- Scaffolding
- Segmenting techniques—task analysis, chunking
- Key words/labels of pictures or objects
- Listening, speaking, writing frames
- Information on overhead/board
- Cue cards
- Flash cards
- Movement cues
- Music
- Vocabulary glossary
- Manipulatives
- Modeling

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## Instructional Application

***Purpose:***

- Simplify abstract concepts
- Provide concrete examples
- Extend ideas and elaborate understanding
- Build connections and associations
- Relate to everyday experiences
- Promote generalization
- Engage multiple modalities

***Examples:***

- Hands-on activities
- Dramatization
- Props
- Illustrations
- Music or movement
- Drawing or painting
- Graphics and charts
- Field trips
- Guest speakers
- Interviews/surveys
- Personally relevant activities
- Real-life applications
- Games
- Simulations
- Structured dialog
- Interactive writing

## Instructional Monitoring

### *Purpose:*

- Provide periodic (continuous) check for understanding
- Redirect attention
- Direct on-task behavior
- Promote participation
- Check progress
- Assist in goal setting
- Establish timelines
- Clarify assignments, directions, and instructions
- Provide reinforcement and corrective feedback
- Promote strategy use and generalization
- Manage student behavior and interactions
- Develop self-questioning and self-regulation

### *Examples:*

- Self-monitoring checklists
- Timelines for assignments
- Planning agendas
- Student “think-alouds”
- Journal entries
- Portfolios
- Dialogs
- Peer reviews
- Questioning techniques
- Student contracts
- Reward system
- Rubrics
- Vocabulary journal

## Classroom Organization

Students with disabilities may require specific adaptations for classroom organization in order to facilitate active involvement in scenario activities. The primary purpose of classroom organization adaptations is to maximize student attention, participation, independence, mobility and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials and equipment.

### Instructional Groups

*Examples:*

- Cooperative learning groups
- Peer partners and buddy systems
- Teams
- Cross-age tutors
- International pen pal pairs

### Environmental Conditions

*Examples:*

- Physical room arrangement
- Work space
- Material accessibility
- Lighting
- Noise level
- Learning stations/lab stations
- Labeling equipment, stations, and seat assignments
- Seating arrangements and seat assignments
- Portable units
- Music—target culture or classical
- Immersion—visual/tactile/auditory

### Instructional Support

*Examples:*

- Assist physically
- Clarify
- Prompt—cue
- Gesture—signal
- Interpret
- Reinforce
- Highlight
- Organize
- Focus
- Use native speaker as model

### Adaptive Equipment and Materials

*Examples:*

- Speech synthesizer
- Communication board
- Close-captioned video-TV/decoder
- Audiotaped material
- Braille
- Enlarged print
- Low-vision equipment (e.g., clocks)
- Talking watch and calculator
- Lap board
- Personal computers
- Internet access
- “Talking Globe”
- Maps
- Puppets, models
- Authentic cultural objects (e.g., masks for Mardi Gras)

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## Student Response

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Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of world language content and to meet the goals stated in Standards 7.1 and 7.2.

The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress towards meeting the outcomes stated in the cumulative progress indicators for each scenario.

### Response Format

#### *Examples:*

- Complete information organizers
- Interviews, discussions, and debates
- Illustrations: posters, collages, murals
- Models
- Observation or data charts
- Diagrams
- Puzzles
- Debates
- Journal entries
- Portfolio entries
- Bulletin board displays
- Role plays
- Video/audiotapes
- PC/multimedia
- Dictations
- Songs, raps, poems
- Authentic products: greeting cards, brochures, menus, schedules, diet plans, letters, surveys, etc.
- Peer-review guides
- Self-assessment guides
- TPR (total physical response)

### Response Procedures

#### *Examples:*

- Extended time
- Practice exercises
- Use of an interpreter
- Use of a preferred response mode (e.g., written, dictated, oral, illustrated)
- Shorter assessments/more frequency

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## Student Motivation

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Some students with disabilities may be reluctant to engage in or complete various world language activities. This reluctance may be due to difficulties with native language production and/or possible discouragement from adults or peers. Motivational strategies, therefore, offer important tools to assist students to become successfully involved in a variety of world language experiences, develop confidence, and enjoy learning a world language.

**Purpose:**

- Create interest
- Persistence
- Confidence
- Enjoyment
- Independence

**Strategy:**

- Activity choice
- Personally meaningful activities
- Hands-on, multimodal activities
- Doable tasks
- Modification of activities to meet different learning styles
- Student involvement in goal setting and assessment activities
- Choice to work with others or alone

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## Sample Adaptations

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This section contains sample adaptations for the following three *World Languages Curriculum Framework* scenarios:

- “Stop the Camera” (Grades 3-4);
- “The Rain Forest” (Grades 5-8); and
- “Buy My Product” (Grades 9-12).

**WORLD LANGUAGES CURRICULUM FRAMEWORK**  
**SAMPLE ADAPTATION OF**  
**“STOP THE CAMERA!”**

Standards and Indicators: 7.1.4, 7.1.5, 7.1.7,  
7.2.1, 7.2.2, 7.2.3

Intended Grade Level: 3-4  
Scenario Page Number: 99

Selected Planning and Implementation Steps: 1, 2, 4

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**INSTRUCTIONAL PRESENTATION**

***Instructional Preparation/Concept Activity:***

*An activity that presents abstract concepts in a concrete manner by using aids such as pictures or paintings to illustrate a concept.*

- Students view a reproduction of a painting from the target culture that depicts a family and its members. (Step #1)
- Students identify family members in the painting and describe them with previously acquired target language vocabulary. (Step #2)
- Working in small groups, students formulate target-language questions to ask “living” family members (e.g., name, age, nationality, and occupation) in order to create a “family profile” for each group. (Step #4)

***Instructional Prompt/Game:***

*An activity that motivates students to learn and provides an opportunity for students to practice and review.*

- Directed by the teacher, students play the game “Musical Family Members” (see p. 205).

**Instructional Prompt/Graphic Organizer:**

*A visual means of structuring information  
to aid attention, comprehension, and recall.*

- Students complete a “Profile Planner” for a family member (see p. 206).

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**CLASSROOM ORGANIZATION**


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**Instructional Groups:**

- Whole class while identifying family members in painting
- Small groups of 2-4 during creation of family profiles
- Whole class during playing of “Musical Family Members” circle game

**Environmental Conditions:**

- Large open space for “Musical Family Members” circle game
- Small group work areas for family profile development activity

**Adaptive Materials/Equipment:**

- Reproduction of a famous target culture family painting
- Recording of target culture music
- Tape or CD player

**Instructional Support:**

- Teacher modeling and demonstration

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**STUDENT RESPONSE**


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**Response Format:**

- Participation in game activity
- Group target-language presentations of family profiles

## STUDENT MOTIVATION

### Stimulate Interest:

- Reproduction of famous family painting
- Game activity

### *“Musical Family Members” Game*

1. Students sit in a large circle on the floor.
2. Teacher begins playing target-culture music.
3. Teacher gives one student in the circle a family member puppet (e.g., grandmother) to begin passing around. Representative dolls or illustrations may be substituted for puppets.
4. When the teacher stops the music, the student holding the grandmother puppet must say in the target language, “Hello! I am grandmother.”
5. Each time the teacher restarts the music, a new family member puppet is added. (It is helpful to add a family partner, e.g., grandfather.) The children holding the puppets identify the family members until all are identified.
6. The game could be made competitive by declaring any student “out” who misidentifies the puppet.
7. The noncompetitive version allows for questioning and clarifying an incorrect response so that the student stays in the game.

# “Profile Planner” for “Stop the Camera!”

## Step 4

**Directions to the teacher:** Put bubble information in the target language.

**Directions to the students:** Ask a “family member” for the information in each bubble. When you are done, make a picture of the family member on another sheet of paper.

The diagram consists of a central teal oval labeled **Family Member's Name** with a horizontal line below the text. Four lines radiate from this central oval to four surrounding teal ovals. The top-left oval is labeled **Age** and has a horizontal line below it. The top-right oval is labeled **Job** and has a horizontal line below it. The bottom-left oval is labeled **Nationality** and has a horizontal line below it. The bottom-right oval is labeled **Place of Residence** and has two horizontal lines below it.

**WORLD LANGUAGES CURRICULUM FRAMEWORK**  
**SAMPLE ADAPTATION OF**  
**“THE RAIN FOREST”**

Standards and Indicators: 7.1.8, 7.1.9, 7.1.14,  
7.2.5, 7.2.8

Intended Grade Level: 5-8  
Scenario Page Number: 125

Selected Planning and Implementation Steps: 1, 9

## INSTRUCTIONAL PRESENTATION

### **Instructional Preparation:**

- Videotape, photographs, illustrations, *National Geographic* and other nature magazines, and art resources are used to heighten students' interest and understanding and to help engage them in learning.
- Show a video about the rain forest where the target language is spoken.
- Using the video as a guide, conduct a teacher-led brainstorming activity in which students recall and the teacher prepares in the target language a list of various flora and fauna as well as other observed environmental characteristics of the rain forest. The video may be replayed to assist student recall.

### **Instructional Prompt/Research Guide:**

*An instructional procedure used to guide a student through a research assignment in a content area and to focus a student's attention on major ideas.*

*(See “Rain-Forest Animals Research Guide” that follows.)*

- Working in small groups, students select one animal from the above-mentioned list. Using the research guide and research materials as well as the Internet, each group determines the physical characteristics of the selected animal that help it to adapt to its rain-forest habitat. (Step #1)
- Each group presents its findings regarding the adaptive characteristics of its selected animal.
- Help students prepare a class album of photos or illustrations of the fauna and flora of the rain forest and label each image in the target language. (Step #3)

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## CLASSROOM ORGANIZATION

### Instructional Groups:

- Whole-class brainstorming activity
- Small-group research teams with assigned roles: facilitators, researchers, and recorders
- Rotate research teams through various reference materials.

### Environmental Conditions:

- Organize research stations containing: encyclopedias, reference materials on audiotape; videotape; and Internet.

### Adaptive Materials/Equipment:

- Internet
- Videotape/VCR
- Photographs/illustrations
- Research materials

### Instructional Support

- Modeling of target language use

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## STUDENT RESPONSE

### Response Format:

- Individual or group-completed photo albums
- Group presentations based upon rain forest research
- Additional practice sessions with peer coaches in cooperative groups, when necessary
- Individual, group, or whole-class mural(s) or diorama(s) of the rain forest—displayed in the classroom, hallway, school auditorium, or public library

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## STUDENT MOTIVATION

### Stimulate Interest:

- Videotape
- Photographs/illustrations

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*RAIN-FOREST ANIMALS RESEARCH GUIDE*

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Name of animal: \_\_\_\_\_

What does it eat? \_\_\_\_\_

How is this animal's body specially adapted to eating its food?

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If this animal is eaten by other animals, name these predators:

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How is this animal's body specially adapted to avoid being captured by these predators?

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Describe how this animal's body is specially adapted to living in a rain-forest environment.

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***Notes to the Teacher:***

- Put Research Guide questions in the target language.
- Students with disabilities may need preteaching of the concepts of "adapted" and "predator."
- For those students who have difficulty providing written responses, labeled illustrations can be substituted.

**WORLD LANGUAGES CURRICULUM FRAMEWORK**  
**SAMPLE ADAPTATION OF**  
**“BUY MY PRODUCT”**

Standards and Indicators: 7.1.17, 7.1.18, 7.1.19, 7.1.20,  
 7.1.23, 7.2.9, 7.2.10, 7.2.12, 7.2.13

Intended Grade Level: 9-12  
 Scenario Page Number: 167

Selected Planning and Implementation Steps: 1, 2, 3, 5, 6

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**INSTRUCTIONAL PRESENTATION**

***Instructional Prompt/Modeling:***

*Allows students to observe a representation of an action or performance that will guide them in performances of similar tasks.*

- Students observe a sales presentation of a product developed by a corporation that conducts business in a target-language country. The presentation is given by a marketing employee in the target language. Videotape presentation for replay and review. (Step #1)

***Instructional Preparation/Previewing  
 Information & Materials:***

*Provides students with the concepts, procedures, and materials necessary for developing a related project.*

- Show authentic video clips of a variety of product advertisements in the target language.
- Using the video clips and the sales presentation as a guide, conduct a brainstorming activity to determine which advertisements the students favored and why — which advertisement characteristics were effective and ineffective. Develop a graphic organizer to highlight the effective and ineffective characteristics.
- Working in cooperative groups of three or four, students gather information through the Internet and other media on the country's population, income, customs, and popular commercial products. Develop a chart to facilitate recording of the correct information. (Step #2)

***Instructional Application/Dramatization:***

*A creative way for students to develop and to express their understanding and interpretation of information. Students who may have difficulty with traditional learning and response modes of reading or writing may experience success by acting out their ideas. Creating and portraying dialogue and actions to illustrate different ideas, promotes development of higher order thinking.*

- Guide the groups in selecting a product and creating culturally appropriate advertisements based upon their findings. (Step #3)
- Groups develop and produce videos of their advertisements in the target language. In preparation for developing the video, have students assign roles, gather props, and rehearse the advertisement. Monitor the roles assigned for the video preparation to ensure that they are suited to the learning styles of the students.

***Instructional Monitoring/Peer Review:***

*Provides students with peer reflection and feedback regarding task demand, goal attainment, and performance accuracy. The activity must be highly structured and controlled to ensure that feedback is constructive and meaningful.*

- Provide peer-review guide to each group (see p. 213). (Step #5)
- Have each group in turn present its promotional video while the remaining groups complete evaluations using the peer-review guide. (Step #6)

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## CLASSROOM ORGANIZATION

### Instructional Groups:

- Whole class for the various presentations
- Groups of three to four while developing and presenting advertisements and videos

### Environmental Conditions:

- Large open space for presentations
- Separate spaces for group work
- Area set aside for video production and equipment

### Adaptive Materials/Equipment:

- Video clips and VCR
- Video camera and equipment
- Peer review guide.

### Instructional Support:

- Marketing employee proficient in the target language as model for developing and presenting advertisement.
- Teacher-provided peer review guide

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## STUDENT RESPONSE

### Response Format:

- Participation in brainstorming activity
- Group video presentations
- Participation in peer review and evaluation

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## STUDENT MOTIVATION

### Stimulate Interest:

- Marketing employee's product presentation
- Role-playing in production of advertisement
- Internet investigation of target language country

**PEER REVIEW GUIDE**

(Adaptation for Special Education Students)

	<b>3 Excellent</b>	<b>2 Good</b>	<b>1 In Progress</b>
<b>Use of Language:</b>			
Comprehensible ( <i>easily understood</i> )			
Pronunciation			
Persuasive vocabulary			
<b>Content:</b>			
Realistic characters, reflect culture			
Realistic theme and role play			
Appropriate cultural practices			
<b>Creativity:</b>			
"Catchy" product name			
Original theme			
Attention-holding advertisement			

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**PART 2**  
**ADAPTATIONS FOR EXCEPTIONALLY**  
**ABLE (GIFTED) LEARNERS**

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## INTRODUCTION

All New Jersey students must be provided with appropriate academic challenges throughout their educational experience **including** exceptionally able learners. Expectations for exceptionally able learners will be increasingly rigorous in the standards-driven world language classroom. Students with exceptional abilities must be properly identified and provided with educational programs and services that challenge their abilities. Instructional accommodations for these students must be integrated into world language instruction at all levels.

*Exceptionally able (gifted) students are those who:*

- demonstrate a high degree of intellectual, creative, and/or artistic ability;
- possess exceptional leadership skills;
- excel in specific fields;
- function above grade level; and
- need accommodations or special instruction to achieve at levels commensurate with their abilities.

*Characteristics of exceptionally able students include, but are not limited to:*

- the ability to grasp concepts rapidly and/or intuitively;
- intense curiosity about principles and how things work;
- the ability to generate theories and hypotheses and pursue methods of inquiry; and
- the ability to produce products that express insight, creativity, and/or excellence.

## ADAPTATION STRATEGIES

“Differentiating the curriculum” refers to adjustments in content, teaching strategies, expectations of student mastery, and scope and sequence. The students work at different paces. Gifted students are more likely to develop study and production skills, experience success, and feel challenged by instruction that encourages learners to master information more quickly. General adaptation strategies to ensure success with these learners are found in Appendix D, Figure 48.

### Strategies for the World Language Classroom

Suggested adaptations strategies for the world language classroom are listed on the following page.

### **Suggested Adaptation Strategies for Exceptionally Able (Gifted) Learners in the World Language Classroom**

*Student adaptations may include, but are not limited to, the following:*

- researching and discussing cultural issues/perspectives in more depth;
- posing questions that involve inferencing and focusing on complex cross-curricular themes or global problems;
- explaining reasons for taking a certain position or making a specific decision both orally and in writing in the target language;
- creating original songs, stories, short plays, poems, designs, etc., showing multicultural perspectives of a specific theme or having a futuristic twist;
- being held accountable for additional listening comprehension tasks;
- creating experiences and performances that reflect the results of research, interviews, or surveys in the target language;
- retelling a story or experience from other content areas in the target language;
- writing editorials, letters, etc., to target language newspapers in the United States;
- e-mailing articles, commentaries, reviews, etc., to target-culture schools, publications, organizations, newspapers, or magazines;
- being given assignments involving more sophisticated computer research and reporting in the target language;
- receiving handouts, information for web searches, etc., in the target language;
- processing a greater volume of any given print material; and
- being given the option of independent world language projects of choice.

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## Adaptation Strategies For Selected Scenarios

### K-4

#### “Tell Me a Tale”

- Create a new tale (in any form—play, video, book) reflecting the best of an English language tale and a target-language tale (may be a serious, comical, or a modern interpretation).

#### “Let’s Explore My Garden”

- Research additional impressionist paintings. Select a favorite, giving reasons for the choice, and write an interpretation of the painting. The interpretation can be in the form of a poem, design, etc. Present the interpretation orally.
- E-mail or write a letter to a living artist after studying the artist’s painting. Contrast with Monet’s work (in oral and/or written format).
- Design and plant a modern garden, incorporating horticultural science and environmental concerns. Describe the garden in the target language during a garden tour for the class.

#### “Stop the Camera”

- Prepare an article for the school newsletter about the native-speaking community member’s class visit. Include sketches (drawings) of family members and a “family profile” with descriptions of family members in the target language.
- Write a thank you note from the class in the target language to the visitor.
- Create an interpretive portrait of a target-culture family. Include symbols that represent the target culture. Portrait could be in a variety of mediums (e.g., photo display or mural)
- Create a story, poem, play, etc., about the portrait. Present orally to the class.

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## Adaptation Strategies For Selected Scenarios

### 5-8

#### “Let’s Play”

- Create a new sport using aspects of a target-culture sport and an American sport. Write rules, design uniforms, referee game, market and sell equipment.
- Create a board game of the new sport.

#### “Hey, Aesop, What’s Up?”

- Create a fable for the new millennium. The fable should include futuristic elements (e.g., clothing, homes, transportation). Include a 3-D design(s) of one or several of these elements. Select a group of class performers to rehearse and then present the fable. Direct and produce this performance for world language classes and a local cable TV channel.

#### “On the Fast Track”

- Research the metro system in a major target-culture city, using both technological and print resources.
- Give an historical perspective by creating a timeline of significant events in the history of the system.
- E-mail rail officials to obtain information on the status of the current system including future plans.
- Analyze the information collected and make recommendations for a 10-year long-range plan.
- Share the results of this project with the class in the form of a “20/20” international documentary.

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## Adaptation Strategies For Selected Scenarios

### 9-12

#### “Making Connections”

- Based on the scenario interview, write an essay in the target language projecting the guest speaker’s future. Focus on further development of vocabulary related to that career. Present orally as a commentary on the guest’s class visit.
- Write a prospective business plan for the guest based on knowledge of the speaker’s current business and the target culture. E-mail the plan to the speaker.

#### “You Are What You Eat”

- Create a catering business in the target-culture country. Plan meals for business conferences and typical celebrations in the target culture. Include prices and optional services offered.
- Create a new recipe for the target culture that satisfies certain criteria (e.g., seasonal dishes, diet dishes, or a dish that might appeal to target culture teens).
- Do an independent project in related areas (e.g., manners for a changing society, diseases related to food consumption, or emotions associated with certain foods in the target culture country).

#### “Dare to Say No”

- Create a perfect teen/parent for the target culture. The “ideals” will be based on what the student considers to be the best resolutions to the problems identified as a result of the scenario activity.
- Create a support group for teens based on problems identified and act as “facilitator” for the group.
- Direct and produce a TV talk show entitled “Parents & Teens Around the Globe.” Students in the world language class role-play parent and teen guests.

## TYPES OF ADAPTATIONS

Three types of adaptations for exceptionally able learners—acceleration, enrichment, and grouping—are described in this section.

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### ACCELERATION

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**ACCELERATION** involves grade-skipping or changing the rate of presentation of the general curriculum to enable the student to complete the program in less time than usual. Prescribed seat-time is not necessary for achievement of the standards. Acceleration can occur in any subject area. Middle school students should be able to take high school courses; high school students take college courses with appropriate credit accrued. Some provision must be made for continued acceleration or high-level enrichment. Unless the student has a pre-identified problem, social or emotional development should not inhibit acceleration.

The following are some examples of accelerated types of programs:

- **FLEXIBLE PACING:** Assignment to classes should be based on the ability to be challenged and handle the work, not on age.
- **CONTENT ACCELERATION:** Superior performance in some areas may be addressed with placement in a higher grade level for the areas warranting it.
- **MULTI-AGE CLASSES:** Classes in which two or more grade levels are combined. Students can accelerate through self-pacing.
- **COMPACTING** (also known as *telescoping*): Refers to a form of acceleration in which part of the curriculum is covered in a shorter period of time than is usual. Previously mastered content material is determined through pre-evaluation and eliminated.
- **COLLEGE COURSE WORK:** Qualified students take college courses for college credit while completing high school requirement (concurrent enrollment). College courses may be taken in the summer.
- **EARLY COLLEGE ADMISSION:** Once all high school graduation requirements are met, early admission to college is an option.
- **ADVANCED PLACEMENT:** The advanced placement program (APP), administered by the College Entrance Examination Board, enables high school students to obtain both high school and college credit for demanding course work offered as part of the school curriculum.

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## ENRICHMENT

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**ENRICHMENT** is another way to meet the differentiated needs of exceptionally able students. Well-articulated assignments that require higher cognitive processing, in-depth content, and alternate modes of communication can be effective and stimulating.

The following are some examples to consider when differentiating classroom instruction to meet the needs of academically or artistically talented students:

- **ALTERNATE LEARNING ACTIVITIES/UNITS:** Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- **INDEPENDENT STUDY:** Students conduct well planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.
- **ADVANCED THINKING PROCESSES:** Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- **GUEST SPEAKERS:** University faculty, parents, business and industry leaders, or other teachers in specific fields can provide information on topics beyond the teacher's expertise.
- **MENTORS/INTERNSHIPS:** Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.
- **ALTERNATE RESOURCES:** This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.
- **EXCHANGE PROGRAMS:** Students attend schools in a different community or country to enrich educational experiences.

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## GROUPING

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**GROUPING** involves placing students of like ability together in homogeneous arrangements such as special classes or clustering in the same classroom. Grouping allows for more appropriate, rapid, and advanced instruction and challenges students without isolating them.

Students may be grouped using the following arrangements:

- **PULLOUT PROGRAMS:** These programs combine regular class integration and homogeneous grouping on a part-time, regular basis. Pullout programs require careful coordination and communication between the teachers of both classes.
- **CLUSTER GROUPING IN THE REGULAR CLASSROOM:** This type of grouping permits homogeneous and heterogeneous grouping according to interests and achievement.
- **CLUSTER SCHEDULING:** Schedules are arranged so that exceptionally able students can take their required core courses together to enhance rapid pacing, and provide greater depth and breadth to course content.
- **HONORS AND ENRICHED CLASSES:** These classes provide opportunities for practicing higher-level thinking skills, creativity, and exploration of in-depth course content.
- **SEMINARS:** Aimed at research, interdisciplinary studies, visual and performing arts, academic subjects, or other areas of interest., seminars provide interaction with specialists who can give guidance in specific areas.
- **RESOURCE CENTERS:** A district can establish a resource center available to all students, but reserve it at times for exceptionally able students from a broader geographical area (e.g., inter-district or countywide).

## REFERENCES

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