Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Strategic Groupings, such as matching a student who is struggling with physics with one at a slightly higher level of ability.

Instruction strategies such as:
-Tiered tasks
-small group instruction
-Graphic organizers
-Agendas

Differentiation for English Language Learners will be based on SIOP practices....
Lesson Preparation: objectives will be clearly defined (content and language objectives), content will be appropriate for age and educational background.
Building Background: concepts will be explicitly linked to students' background experiences and past learning.

Comprehensible Input: Speech will be appropriate for students' proficiency levels and tasks will be clearly explained. A variety of techniques will be used to make content clear.

Strategies: Scaffolding techniques will be used consistently to assist and support student understanding. A variety of questions/tasks will promote higher-order thinking.

Interaction: Frequent opportunities will be made for interaction and discussion between teacher/students, among students, etc. which encourage elaborated responses about concepts. Sufficient wait time will be consistently utilized.

Practice/Application: Students will use digital materials, including but not limited to PhET's, video's, Google docs/forms/sheets/slides, Canvas discussions, and Canvas assignments to interact with and practice content knowledge.

Lesson Delivery: Content and language objectives will be clearly supported by lessons. Pacing of lessons will be appropriate for and responsive to student needs.

Review & Assessment:Regular feedback will be provided to students on their output. Key concepts and language will be reviewed before assessments.

In addition to being familiar with each student's identification status we use universal design strategies so that there are multiple entry points to every lesson. Assessments will be individualized, proficiency based and differentiated so that all students show evidence of academic achievement in the 4 skills being assessed.

Safety issues and requirements (if applicable):

IN-Person: Perform only those experiments and procedures authorized by the instructor.

- Conduct yourself in a responsible manner at all times. No horseplay, or other fooling around should ever occur in the laboratory.
- Wear appropriate eye protection, as directejn as

- Never take chemicals, supplies, specimens, or equipment out of the laboratory without the knowledge and consent of the instructor.
- Never perform unauthorized experiments.
- Do not enter the laboratory stockroom(s) or storage areas without the instructor.