



Springfield Public Schools

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Italian
Grade 6

Curriculum Guide

2021

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved May 24, 2021*



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**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent of Curriculum and Instruction**

Curriculum Developed By:
Candice Schiano ~ Supervisor of Humanities
Josephine Cioffi
Teacher of Italian & Spanish

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of the Township of Springfield, in the County of Union, New Jersey, convened in Regular Session on May 24, 2021 at 7:21 PM.

The following members of the Board of Education were present:

Present: Mr. Marc Miller, Mr. Hector Munoz, Mrs. Meredith Murphy, Mrs. Paula Saha, Mr. Scott Silverstein, Mrs. Laura Gamarekian
Absent: Mr. Anthony Delia, Mrs. Kristy Rubin, Mrs. Hilary Turnbull

The following resolution was offered by Mrs. Saha, seconded by Mr. Silverstein and adopted by the Board of Education by the Roll Call vote as indicated.

TITLE: REVISED CURRICULUM

RESOLVED :

At the recommendation of the Superintendent, to approve the following revised curriculum –

- | | | |
|-------------------|---|----------------|
| • Italian Grade 6 | - | Middle School |
| • Italian Grade 7 | - | Middle School |
| • Italian Grade 8 | - | Middle School |
| • Spanish Grade 6 | - | Middle School |
| • Spanish Grade 7 | - | Middle School |
| • Spanish Grade 8 | - | Middle School. |

ROLL CALL:

Yeas: Unanimous by all Members present.

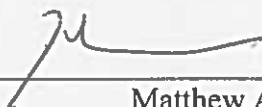
MOTION CARRIED

STATE OF NEW JERSEY)

COUNTY OF UNION)

I, Matthew A. Clarke, Business Administrator/Board Secretary of the Township of Springfield in the County of Union, State of New Jersey, hereby, certify that the foregoing extract from the minutes of the meeting of the Board of Education of said District duly called and held on May 24, 2021 has been compared by me with the original minutes as officially recorded in my Office in the Minute Book of said Township of Springfield Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to on said extract. In witness, I have hereunto set my hand and affixed the corporate seal of said Board of Education this 25th day of May 2021.

SEAL


Matthew A. Clarke
Business Administrator/Board Secretary



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Unit Overview Template

Content Area:	World Language: Italian	Grade Level:	6	Unit Title:	<u><i>Capitolo Preliminare:</i></u> Piacere di fare la tua conoscenza
Unit Summary: Students will cover introductions and basic building blocks of language. Specifically, the unit will include: greetings, leave takings and introducing oneself to others. It will also include numbers 0-20, days of the week, saying where you are from, alphabet, classroom vocabulary, expressing likes and dislikes. Students will also compare and contrast cultural gestures used in Italy vs. United States and the different forms of expressing the word "you".					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale: This unit will serve as an introduction to a getting to know you conversation in Italian using basic greetings and leave-takings.					
Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.					

Learning Targets

Standards:	7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world. Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode
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Content Statements:	Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts. Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning. Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals. Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture. Technology: Advocate and practice safe, legal, and responsible use of information and technology. Exhibit leadership for digital citizenship.
CPI#:	Cumulative Progress Indicator (CPI):
7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPRET.4	- Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. - Respond with physical actions and/or gestures to simple oral directions, commands, and requests. - Recognize a few common gestures associated with the target culture(s). - Recognize a few memorized words related to weather and climate in the target culture(s).
7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3	- Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. - With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. - Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.PRSNT.1 7.1.NL.PRSNT.2	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.



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	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
LA.6.W.6.1 LA.6.W.6.1.A LA.6.W.6.1.B LA.6.W.6.1.C LA.6.W.6.1.E	- Write arguments to support claims with clear reasons and relevant evidence. - Introduce claims and organize the reasons and evidence clearly. - Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - Provide a concluding statement or section that follows from the argument presented.
SEL.PK-12.1.3 SEL.PK-12.1.4 SEL.PK-12.3.4 SEL.PK-12.5.2	- Recognize one's personal traits, strengths and limitations - Recognize the importance of self-confidence in handling daily tasks and challenges - Demonstrate an awareness of the expectations for social interactions in a variety of settings - Utilize positive communication and social skills to interact effectively with others.
9.2.12.C.5	Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Unit Essential Questions:

- Why is it important to study a second language?
- Come ti chiami?
- Come stai tu? Come sta Lei?
- Di dove sei?
- Qual e' il tuo numero di telefono?
- Quanti anni hai?
- Dove abiti?
- Che giorno e' oggi? ..sara' domani? era ieri?
- Qual e' la data di oggi?
- Quando e' il tuo compleanno?

Unit Enduring Understandings:

The learner will be able to:

- understand the value of learning a second language in a global world.
- introduce themselves and complete basic information exchanges.
- say how they are feeling.
- say where they are from.
- exchange phone numbers.
- say the days of the week and the date.
- express likes and dislikes.



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Unit Learning Targets:

Students will be able to engage in very basic introductory conversation. They will be able to introduce themselves to others and comprehend basic exchanges. They will interpret and answer basic getting to know you inquiries such as phone numbers, feelings, and likes and dislikes.



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Evidence of Learning

Summative Assessment: Problem based learning performance based on a getting to know you thematic unit including a role playing skit both written and oral, quizzes, and tests, written persuasive essay based on learning a second language.

Equipment Needed: Laptops, projector, headphones, puppets

Teacher Resources: Textbooks, Quia, authentic target language conversation podcasts and YouTube videos

Formative Assessments:

- Discussions
- Questioning
- Graphic organizers
- Entrance and Exit tickets
- Lists
- Kinesthetic assessment
- Visual representations
- Think pair share
- Peer/self assessments



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Lesson Plans

Lesson	Time Frame
Lesson 1 Ciao, Come ti chiami?	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 2 Come stai?	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 3 Qual e' il tuo numero di telefono?	5 days: 42 minutes classes meet every other day 2-3 X's per week

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.quia.com

www.youtube.com

www.mhhe.com/prego7

www.conjuguemos.com

www.studywiz.com

www.google.it



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Lesson Plan 1 Template

Content Area: Italian Lesson Title: Come ti chiami? Time Frame: 2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X Communication and Collaboration** ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Geographical connections made to associate the places where Italian is spoken as well as Italian-American communities in the United States and Canada.

Integration of Technology: Use of Quia, YouTube, www.mhhe.com/prego7

Equipment Needed: Laptop, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the alphabet and pronounce their names - Say their names in Italian - Spell their name in Italian	Lesson Sequence - Do now: Students will be given a list with their names on it. They will take turns reading each name. - Recite the alphabet with a ball toss game. - Teacher will model "My name is..." - Students will repeat as a group. - Teacher will have numbered the tables ahead of time. - Students will sit in tables assigned and have to ask the names of the people at their table. - Students will say their name in the target language using what was modeled by the teacher.	- Classroom participation - Read lists of names - Presenting dialogues for peer/self assessments - Exit cards



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8. They will then practice with their groups asking and telling each other's names.
9. Using the alphabet and it's phonetic pronunciation they will spell each other's names.
10. Their partner will write the names as they are spelled.
11. As a close activity, they must write down the names of their peers that were at their table.

Differentiation:

Students will be provided with vocabulary lists, and Italian alphabet pronunciation charts. Activity will be modified according to IEPs and 504 plans.

Resources Provided:

- Sample conversations both written and oral
- Vocabulary lists
- Youtube video
- Alphabet song
- Textbook
- Culturally authentic multimedia resources



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Lesson Plan 2 Template

Content Area: Italian Lesson Title: Come Stai? Time Frame: 1-2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X Health Literacy**

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X Communication and Collaboration** ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Geography as it pertains to Italian customs and gestures while greeting each other. Cultural comparisons to the United States and Italian customs.

Integration of Technology: Use of Quia, YouTube video clips, podcasts and powerpoints

Equipment Needed: Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Greet others • Model appropriate gestures • Ask and answer health inquiry • Understand the difference between tu and Lei	Lesson Sequence 1. Using TPR-teacher models 3 ways to greet - good morning, good afternoon, good evening 2. Students respond physically to each greeting by holding up sun, sunset and moon images, then chorally repeat greetings with teacher 3. Individual students will lead class with physical motions as class responds with appropriate greetings using images on board. 4. Students view videos of introductory conversations. 5. This is followed up with a handout of basic vocabulary needed to understand &	• Classroom participation • Using the appropriate form of you: tu vs. Lei • Presenting dialogues for peer/self assessments • Exit cards • Quia practice games & quizzes



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	apply this introductory conversation - Vocabulary to include: Greetings, How are you - formal & informal, appropriate responses - Handout of cut-out figures- Giuseppe, Maria, Signore, Signora Landi-explanation of whom you would address with tu or LEI - Students receive dialogue - whole class activity - students role play the dialogue- repeat this with different set of students - Students receive guided outline with rubric -for Dialogue Project- students work in pairs students - Paired students use class time to write "Dialogue" - Upon completion, students practice saying the conversation with each other. - Paired students present their "Dialogue" to class.	
Differentiation: Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans.		
Resources Provided: - Sample dialogue podcasts, as well as youtube clips - Written dialogue samples - Quia basic vocabulary practice quizzes - Rubrics for writing, speaking, and peer evaluation - Textbook - Culturally authentic multimedia resources		

Lesson Plan 3 Template



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Content Area:	World Language: Italian	Lesson Title:	Qual e' il tuo numero di telefono?	Time Frame:	1-2 days
Lesson Components					
<u>21st Century Themes</u>					
x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills x Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Math					
Integration of Technology: Use of Quia, YouTube video clips, podcasts and powerpoints					
Equipment Needed: laptops, projector					



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Goals/Objectives	Learning Activities/ Instructional Strategies:	Formative Assessments/Tasks:
Students will: - Count to ten in Italian - Listen to an Italian operator podcast and interpret phone number - Ask and say their phone number - Understand the cultural differences in answering the phone in Italy and saying the phone number	Lesson Sequence - Orally count to ten, practice simple number equations to practice numbers. - Listen to an Italian operator say some phone numbers students will write them down digitally. - Students will create a phonebook using the phone numbers of each other. They must ask in Italian then say it and their partner will write it down. (Switch roles) - As a challenge they will try to say their phone numbers the Italian way: 2 digits at a time. - Listening activity to end where students will write the numbers they hear.	- Classroom participation - Counting 0-10 orally - Presenting dialogues for peer/self assessments - Entrance & Exit cards - Quia practice games & quizzes - Listening to an Italian operator
Differentiation: Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans.		
Resources Provided: - Number lists - Vocabulary lists - Videos/podcasts - Textbook - Culturally authentic multimedia resources		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Italian	Grade Level: 6	Unit Title: Capitolo Preliminare
Created: Josephine Cioffi	Board Approved on:	



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Unit Overview Template

Content Area:	World Language: Italian	Grade Level:	6	Unit Title:	<u>Capitolo 1:</u> Una Citta` Italiana
Unit Summary: This unit will cover the various aspects of a town, places in a town and modes of transportation vocabulary. It will cover asking and telling of directions. Students will also be able to express what they have using <i>Avere and Avere Expressions</i> . Focus will be placed on the Italian coffee bar where students will order in a caffe using what they have learned in this chapter. Geography of Italy will be the major cultural component as students will be able to learn about the regions of Italy and their major cities and tourist attractions.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy x Life and Career Skills x Communication and Collaboration ☐ Media Literacy					
Unit Rationale: The purpose of this unit is to learn about Italian cities and to ask and tell directions. It also allows for students to learn how to order in an italian caffe`. These are practical life skills engaging the student in learning information that they can use in a real life situation if they were in an Italian city.					
Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informa career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.					

Learning Targets

Standards:	7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world. Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode
Content Statements:	Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts. Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning. Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals. Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Through the target language, learners recognize and identify the names of a few



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typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target culture.

Technology:

Advocate and practice safe, legal, and responsible use of information and technology.

Exhibit leadership for digital citizenship.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPRET.4	- Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. - Respond with physical actions and/or gestures to simple oral directions, commands, and requests. - Recognize a few common gestures associated with the target culture(s). - Recognize a few memorized words related to weather and climate in the target culture(s).
7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3	- Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. - With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. - Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.PRSNT.1 7.1.NL.PRSNT.2	- Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. - Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
LA.6.W.6.1 LA.6.W.6.1.A LA.6.W.6.1.B LA.6.W.6.1.C LA.6.W.6.1.E	- Write arguments to support claims with clear reasons and relevant evidence. - Introduce claims and organize the reasons and evidence clearly. - Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - Provide a concluding statement or section that follows from the argument presented.
SEL.PK-12.1.3 SEL.PK-12.1.4 SEL.PK-12.3.4 SEL.PK-12.5.2	- Recognize one's personal traits, strengths and limitations - Recognize the importance of self-confidence in handling daily tasks and challenges - Demonstrate an awareness of the expectations for social interactions in a variety of settings - Utilize positive communication and social skills to interact effectively with others.
9.2.12.C.5	Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem



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Unit Essential Questions:

- How do I identify places in a city in Italian?
- How do I ask and give directions?
- How do I say where things are located?
- How do I express feelings and physical sensations ?
- What do I order in a caffè?
- How do I ask for my bill?
- How do I convert dollars to Euro dollars?
- Dov'è il museo....?
- Che cosa hai?
- Quanti anni hai?
- Che cosa prendi in un caffè?

Unit Enduring Understandings:

The learner will be able to:

- Identify and create an Italian city including places, transportation and directions with simple prepositions.
- Ask for and tell information about cities including street names.
- Recognize nouns based on number and gender.
- Apply indefinite article rule for placement in front of nouns utilizing correct gender and number agreement.
- Express “good” with the forms of “buono” with singular nouns..
- Use correct subject pronouns with corresponding forms of the irregular verb “avere”.
- Use the irregular verb “avere” in its conjugated forms.
- Compare and contrast the concept of cities between the United States and Italy.
- Express feelings and physical sensations about themselves and others.
- Order and make food and beverage requests.

Unit Learning Targets: Students will be able to engage in very basic conversation and be able to ask and give directions. They will be able to say what they have and use idiomatic expressions to say how they feel and what they need. They will be able to comprehend basic exchanges pertaining to ordering at an Italian caffè. They will be able to interpret basic inquiries such as feelings, and what they want to order.



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Evidence of Learning

Summative Assessment: Problem based learning performance based on a getting to know you thematic unit including a role playing skit both written and oral, quizzes, and tests, written persuasive essay based on learning a second language.

Equipment Needed: Laptop, projector, headphones

Teacher Resources: Textbooks, Quia, authentic target language conversation podcasts and YouTube videos



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Lesson Plans

Lesson	Time Frame
Lesson 1 Dov'e` il museo?	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 2 Che cosa hai?	5 days: 42 minutes classes meet every other day 2-3 X's per week
Lesson 3 Che cosa prendi in un caffe`?	5 days: 42 minutes classes meet every other day 2-3 X's per week

Teacher Notes:

Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.quia.com

www.youtube.com

www.mhhe.com/prego7

www.conjuguemos.com

www.studywiz.com

www.google.it



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Lesson Plan 1 Template

Content Area: Italian Lesson Title: Dov'è il museo Time Frame: 1-2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation **X Critical Thinking and Problem Solving** ☐ Information Literacy
X Life and Career Skills **X Communication and Collaboration** ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Geography, People, and the Environment

Integration of Technology: Use of Quia, YouTube, www.mhhe.com/prego7

Equipment Needed: Laptops, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Ask and tell where a place is located - Use prepositions and direction phrases in their proper context	Lesson Sequence - Review and practice direction words using TPR. - Students will go in the hallway and walk around the quadrant of FMG to practice directions. - Using a map of the town that the students created, they will use flashcards of the building and practice saying where they are located using direction words. - Partner 1 will say "dov'è il museo... ? Partner 2 will say e' a destra/sinistra.. give the direction. - Students will self assess and peer assess for the right pronunciation.	- Classroom participation - Modeling directions - Presenting dialogues for peer/self assessments - Entrance/Exit cards



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6. Teacher will also monitor and adjust.
7. Students will complete the closing activity exit card by filling in with missing words.

Differentiation:

Students will receive written vocabulary lists and will also listen and view the vocabulary to aid visual and auditory learners. In addition TPR activities will aid the kinesthetic learner. Dialogues are adjusted and modified according to IEPs and 504 plans.

Resources Provided:

- Sample conversations both written and oral
- Vocabulary lists
- YouTube videos
- Textbook
- Culturally authentic multimedia resources
- Town maps created by students and by teacher



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Lesson Plan 2 Template

Content Area: World Lesson Title: Che Cosa Hai? Time Frame: 1-2 days
Language: Italian

Lesson Components

21st Century Themes

☒ **Global Awareness** ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ **Health Literacy**

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ **Life and Career Skills** ☒ **Communication and Collaboration** ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health

Integration of Technology:

Use of Quia, YouTube, www.mhhe.com/prego7, culturally authentic multimedia

Equipment Needed:

Laptop, projector, ailment game cards, listening check off sheets, ppt

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Ask and reply to health inquiries - Identify avere expressions ex: avere mal di testa...etc - Say why they can't go to school	Lesson Sequence - Using ppt review the vocabulary of ailments - Using the game cards students will act out how they are feeling using avere. - Listening activity: They will then check off on their sheet the ailment they see. - Students will then practice a worksheet with vocabulary. - Ask and tell each other how they are feeling.	- Classroom participation - Read off game card - Play charades - Entrance/Exit cards - Listening activity - Written practice



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6. For homework, come up with a few short sentences saying in Italian why you can't go to school.

Differentiation:

Students will be provided with vocabulary lists, and ppt. Activity will be modified according to IEPs and 504 plans.

Resources Provided:

- Sample dialogue podcasts, as well as youtube clips
- Written dialogue samples
- Quia basic vocabulary practice quizzes
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Culturally authentic multimedia resources



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Lesson Plan 3 Template

Content Area: World Lesson Title: Che Cosa Prendi in un caffè? Time Frame: 2 days
Language: Italian

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X Health Literacy**

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X Communication and Collaboration** ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics: dollars to euro conversion

Integration of Technology: Use of Quia, YouTube video clips, podcasts and power points, culturally authentic multimedia

Equipment Needed: Laptops, food props, menus, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Ask and order caffè` items in Italian - Pay in Euro dollars off menus they created in Euro dollars	Lesson Sequence - Review food and beverage vocabulary by way of ppt. (only the food and beverage found at a caffè) - Students will ask and order food at a caffè. - They will role play and take the order and pay in Euro dollars. - Peer and self assess their speaking. - The audience will do a listening portion and check off the food and beverage items they hear in Italian. - They will also review by using molto bene, bene or cosi-cosi.	- Classroom participation - Read off menu and write down order - Presenting dialogues for peer/self assessments - Entrance/Exit cards



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Differentiation:

Students will be provided with vocabulary lists, and Italian alphabet pronunciation charts. Activity will be modified according to IEPs and 504 plans.

Resources Provided:

- Sample dialogue podcasts, as well as youtube clips
- Written dialogue samples
- Quia basic vocabulary practice quizzes
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Culturally authentic multimedia resources



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Italian	Grade Level: 6	Unit Title: Una Citta' Italiana
Created: Josephine Cioffi	Board Approved on:	



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Unit Overview Template

Content Area: Italian **Grade Level:** 6 **Unit Title:** Cultura, Geografia e Tradizioni

Unit Summary: This unit is based on the culture, geography and traditions that is an integral component of learning Italian. It is not taught as a sequential unit. It is blended with language instruction. These lessons are not necessarily in this order however, they are applied when it works with the vocabulary and grammar being presented. Melding these cultural components together allows the students to make cultural comparisons and connections with Italian culture as well as the language and it gives them an idea of Italy's history and what customs are used today.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students will investigate and reflect on the relationship between the practices and perspectives of the Italian culture, while making connections with other disciplines such as math to learn how to convert to Euro dollars, geography, art and architecture and ancient Rome.

Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Learning Targets

Standards: **7.1 World Languages:** World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.



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Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands. Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.

Technology:

Advocate and practice safe, legal, and responsible use of information and technology.

Exhibit leadership for digital citizenship.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPRET.4	- Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. - Respond with physical actions and/or gestures to simple oral directions, commands, and requests. - Recognize a few common gestures associated with the target culture(s). - Recognize a few memorized words related to weather and climate in the target language.
7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3	- Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. - With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. - Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.PRSNT.1 7.1.NL.PRSNT.2	- Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. - Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
LA.6.W.6.1 LA.6.W.6.1.A LA.6.W.6.1.B LA.6.W.6.1.C LA.6.W.6.1.E	- Write arguments to support claims with clear reasons and relevant evidence. - Introduce claims and organize the reasons and evidence clearly. - Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - Provide a concluding statement or section that follows from the argument presented.
SEL.PK-12.1.3 SEL.PK-12.1.4 SEL.PK-12.3.4 SEL.PK-12.5.2	- Recognize one's personal traits, strengths and limitations - Recognize the importance of self-confidence in handling daily tasks and challenges - Demonstrate an awareness of the expectations for social interactions in a variety of settings - Utilize positive communication and social skills to interact effectively with others.



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9.2.12.C.5	Research career opportunities in the United States and abroad that requires knowledge of World Language and diverse cultures.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Unit Essential Questions:

- How do I exchange money in Italy?
- What questions do I have to ask the bank clerk?
- What was the former currency in Italy?
- Where can money be exchanged? *ie un bancomat, una banca, usando una carta di credito*
- Quanto e'?
- How do I mathematically convert dollars to Euros?
- How many regions does Italy have?
- What is Italy's geography like?
- What are Italy's major cities and landmarks?
- What was Ancient Rome like?
- What was the role of the Colosseum for the entire community?
- How did they use entertainment to draw the masses? How can we compare it to entertainment today?
- How did the Romans build?

Unit Enduring Understandings:

The learner will be able to:

- exchange money in Italian
- use a Euro converter as well as doing it without using division
- know Italy's geographic diversity
- identify the regions
- recognize Italy's landmarks
- learn about Roman life, Roman buildings and architecture
- learn about the life of a gladiator compare and contrast Roman entertainment to what we do today for entertainment

Unit Learning Targets:

Students will be able to engage in very basic conversation and be able to ask for a money exchange. They will be able to say what they have and how much is the exchange and ask for what they need. They will be able to identify the regions of Italy along with its geographic diversity. They will also identify famous cities with their landmarks and basic exchanges as to asking where something is.. They will be able to compare and contrast Roman entertainment with present day entertainment. A brief architectural study of how Romans build their arches to create the Colosseum.



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Evidence of Learning

Summative Assessment: Problem based learning performance tasks based on exchanging money, thematic unit including a role playing skit both written and oral, quizzes, and tests.

Equipment Needed: Laptop, projector, headphones

Teacher Resources: Textbooks, Quia, authentic target language conversation podcasts and YouTube videos

Lesson Plans

Lesson	Time Frame
Lesson 1 In Banca	2 days
Lesson 2 La Geografia d'Italia	3-5 days
Lesson 3 Roma: Ieri ed Oggi	2-3 days

Teacher Notes: Do now, distribute materials, return homework, prepare videos, listening comprehension podcasts, culturally authentic multimedia, vocabulary resources

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.x-rates.com/calculator/>

<https://www.youtube.com/watch?v=ODLxqz6-ogo>

<https://www.purposegames.com/game/278>

<https://www.ducksters.com/geography/country/italy.php>



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Lesson Plan 1 Template

Content Area: World Lesson Title: In Banca Time Frame: 2 days
Language: Italian

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy

☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy

☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Students will practice counting Euro dollars and converting them mathematically using: <https://www.x-rates.com/calculator/> as well as practicing with a formula.

Integration of Technology: Use of currency converter online tool: <https://www.x-rates.com/calculator/> , laptop, projector

Equipment Needed: Fake Euro dollars, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand how & where to exchange money in Italy - Convert dollars to Euros to see how much something costs	Lesson Sequence - Do now: Using your laptop, research what the Italian currency was before the Euro - Watch a short video on how to say the prices of Italian merchandise. Students should have a good command of numbers. https://www.youtube.com/watch?v=CmVufEITPdQ - Using headphones they will practice saying the prices. - Review the vocabulary having to do with money: - un bancomat-atm - una banca-bank - un cambio-an exchange - Quanto e`?-how much?</li> <li>Dov'e`?-where - After watching the video students will role play a pre written	- Classroom participation - Exchange money - Presenting dialogues for peer/self assessments - Entrance/Exit cards - Quia: All about the Euro



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dialogue between a client and bank teller.

6. They will be given dollars then use the converter formula or online converter to practice exchanging money.

7. As a closing activity, students will exchange roles and peer evaluate their pronunciation.

Differentiation: Students will be provided with vocabulary lists, and online converters. Activity will be modified according to IEPs and 504 plans.

Resources Provided:

- Sample dialogue podcasts, as well as youtube clips
- Written dialogue samples
- Quia basic vocabulary practice quizzes
- Rubrics for writing, speaking, and peer evaluation
- Textbook
- Culturally authentic multimedia resources



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Lesson Plan 2 Template

Content Area: Italian Lesson Title: La Geografia d'Italia Time Frame: 3-5 days

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving **x Information Literacy**
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Geography, Social Studies

Integration of Technology: <https://www.purposegames.com/game/278>
<https://www.ducksters.com/geography/country/italy.php>

Equipment Needed: Laptops, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Label regions of Italy as well as geographical landforms - Practice on purpose games - Answer geography questions using ducksters	Lesson Sequence - Do now: Go to ducksters website - Label Italy's map both politically and geographically - Answer the questions using webquest - Practice on Purposegames	- Classroom participation - Labeling maps - Playing purpose games - Answering webquest questions - Entrance/Exit cards
Differentiation: Students will be provided with maps and interactive resources to aid in the learning . Activity will be modified according to IEPs and 504 plans.		
Resources Provided: - Maps - Purpose game website		



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- YouTube videos
- Textbook
- Culturally authentic multimedia resources



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Lesson Plan 3 Template

Content Area: Italian Lesson Title: Roma: Ieri e Oggi Time Frame: 2 days

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving **X Information Literacy**
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Art

Integration of Technology: Laptop, projector, headphones, YouTube video:
https://www.youtube.com/watch?time_continue=62&v=EO1NQy4oyJs

Equipment Needed: laptop, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Watch how the Colosseum was built • Identify why the arch was used as an architectural design • Research Roman history and architecture by building a model of the Colosseum in groups	Lesson Sequence 1. Watch: https://www.youtube.com/watch?time_continue=62&v=EO1NQy4oyJs 2. After watching the 5 minute video students will have answered why the arch was used. 3. Student will do some research on how it was built before building their structure 4. In groups of three, they will receive small 1 inch blocks and try to recreate arches used in the colosseum.	• How well each groups structure stands • Peer/self evaluation



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Differentiation:

The notes will be provided in a hard copy. Activity will be modified according to IEPs and 504 plans.

Resources Provided:

- Website: https://www.youtube.com/watch?time_continue=62&v=EO1NQy4oyJs
- Glue
- Wood cubes
- Instruction sheet with rubric



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Italian	Grade Level: 6	Unit Title: Cultura, geografia e tradizioni
Created: Josephine Cioffi	Board Approved on:	



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GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension