

Weymouth Township School

World Languages K-8
CURRICULUM

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PHILOSOPHY

World language is an essential part of the education of all students in the Weymouth Township Public School. Students participating in the world language program will benefit in gaining an understanding of our targeted language, Spanish. The primary goal of our world languages program is effective communication, and cultural enrichment. Classroom teachers will introduce the students to Spanish through listening, speaking, reading, and writing skills. The study of world cultures is also an integral part of the student based learning in this program. Our world language program is student centered and continues uninterrupted in Gr. K-8.

INTRODUCTION

Weymouth Township School has adopted the use of the New Jersey Student Learning Curriculum Standards as a guide in the development of this curriculum. In an effort to meet the goals directed through the State of New Jersey DOE, the World Language program meets the expected results of the Content Standards and the Cumulative Progress Indicators in the target language, Spanish. Our kindergarten through eighth grade students will gain the necessary knowledge and skills that are expected by the benchmark grades, 4 and 8. Student performance tasks, activities and assessments incorporate learning World Language in the classroom on a weekly basis. This curriculum sets realistic levels that emphasize students' general exposure to the target language and its culture.

OVERALL COURSE STANDARDS AND GOALS

NEW JERSEY STUDENT LEARNING STANDARDS FOR WORLD LANGUAGES (2014)

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme).
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s)

Meaningful communication is the exchange of thoughts, messages, or information through speech, gestures, behavior, or a combination of these. It is through communication that we express ourselves and transmit or receive information. For these exchanges to be meaningful, students need to communicate, understand, and integrate written or spoken language on a variety of topics using Spanish. The keys to successful communication are knowing how, when, and why to say what to whom. The first goal focuses on interpersonal communication.

The acquisition of another language focuses attention on how language and culture interacts. This interaction helps students reflect on cultural patterns and thus gain insight into their own language

and culture. Exploration of a new culture helps students to frame issues about their own worldview while investigating another. Comparing and contrasting languages and cultures is the focus of the second goal.

Proficiency Levels

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

Speaking

1. **Novice** The Novice level is characterized by an ability to communicate minimally with learned material.
2. **Novice-Low** Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
3. **Novice-Mid** Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
4. **Novice-High** Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
5. **Intermediate** The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.
6. **Intermediate-Low** Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

7. **Intermediate-Mid** Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
8. **Intermediate-High** Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

1. **Novice-Low** Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.
2. **Novice-Mid** Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
3. **Novice-High** Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.
4. **Intermediate-Low** Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

5. **Intermediate-Mid** Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.
6. **Intermediate-High** Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Reading

These guidelines assume all reading texts to be authentic and legible. 1.

1. **Novice-Low** Able occasionally to identify isolated words and/or major phrases when strongly supported by context.
2. **Novice-Mid** Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.
3. **Novice-High** Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.
4. **Intermediate -Low** Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically non complex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.
5. **Intermediate-Mid** Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

6. **Intermediate-High** Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Writing

1. **Novice-Low** Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writers are able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
2. **Novice-Mid** Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
3. **Novice-High** Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
4. **Intermediate-Low** Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.
5. **Intermediate-Mid** Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of non complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.
6. **Intermediate-High** Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopsis and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are

produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

OVERALL CUMULATIVE PROGRESS INDICATORS

By the end of Grade 4, students will:

1. Respond to and initiate simple statements and commands such as greetings, introductions, and leave-taking.
2. Express attitudes, reactions, and courtesy using short phrases and simple sentences.
3. Express likes, dislikes, and preferences.
4. Describe people, places, things, and events using short phrases and simple sentences.
5. Provide and obtain information on familiar topics.
6. Express basic personal needs.
7. Identify some common and distinct features, such as parts of speech and vocabulary, among languages.
8. Demonstrate an awareness of culture.
9. Demonstrate knowledge of the cultures of speakers of the language studied.
10. Recognize interrelationships between the language and the culture of a given group of people.
11. Recognize and explore the process of stereotyping.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students will:

12. Create and respond to simple phrases, questions and sentences.
13. Describe people, places, things, and events with some details.
14. Generate and respond to short messages such as invitations, directions, announcements, and appointments.
15. Interact with appropriate responses in limited social settings and basic situations.
16. Express details of their everyday lives and past experiences.
17. Engage in original and spontaneous conversation in the language studied.
18. Organize thoughts into coherent oral speech.
19. Explore employment opportunities where languages are advantageous.
20. Identify common and distinct features, such as prepositional phrases and clauses, among languages.
21. Compare the customs of their own culture and the studied culture.
22. Understand the role of stereotyping in forming and sustaining prejudice.
23. Demonstrate an awareness of contributions made in many fields by men and women of diverse cultures.
24. Examine interrelationships between the language and the culture of a given group of people as evidenced in literary works.

OVERALL UNIT ORGANIZATION

Grades Kindergarten Through 5th

Students in grades Kindergarten through 5th use the “Elementary Spanish” program developed by the University of Northern Arizona. Designed specifically for use by classroom teachers who don’t speak Spanish, this video tape program uses current foreign language instructional strategies which are adapted for distance delivery. We incorporate the National Standards for Foreign Language Learning. The spiral curriculum allows students to start lessons at their current grade level and in either year of the alternating curriculum. We bring the many cultures of the Hispanic world alive in an authentic and age appropriate way, including special Day of the Dead lessons for each program.

Materials may be supplemented with:

1. <https://www.duolingo.com/>
2. IXL.com
3. <https://agreenmouse.com/tengo-tengo-schoolroom-spanish/>

Grades 6-7-8

“Educacion Espanola”, developed at the Northern Arizona University by R. Scott Morris, Ed.D., is the instructional program used in grades 6-7-8. Using a compare and contrast approach, this video tape program emphasizes a grammatical analysis methodology towards Spanish instruction which targets students in middle school. These elements include:

- verb tense and conjugation
- noun number and gender
- adjective-noun agreement
- sentence configuration
- cultural orientation

Each unit (group of 10 lessons) is focused on one Spanish-speaking country or a specific time span within the history of that country. Many interesting historical, geographical, and social facts are presented to supply the learner with a deeper understanding of the various cultures of the Spanish-speaking people around the world. Lessons 1-10 study Spain; lessons 11-20 cover early Mexico and the arrival of the Spaniards; lessons 21-30 focus on post-conquest Mexico; lessons 31-40 examine Paraguay; and lessons 41-50 will look at Peru.

Materials may be supplemented with:

1. <https://www.duolingo.com/>
2. IXL.com
3. <https://agreenmouse.com/tengo-tengo-schoolroom-spanish/>

SPANISH ACTIVITIES FOR KINDERGARTEN

Standard 7.1 All students will be able to communicate at a basic literacy level in Spanish.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
<i>K</i>	<i>K</i>
<ul style="list-style-type: none"> • Respond to and initiate simple statements and commands 	Respond to teacher using simple and basic greetings and courtesy expressions: Hola, Adiós, Buenas tardes
<ul style="list-style-type: none"> • Express attitudes, reactions, and courtesy using short phrases and simple sentences 	Introduction of basic greetings: Hello, good-bye; Repetition, Question/Answer techniques will be used
<ul style="list-style-type: none"> • Express likes, dislikes, and preferences 	¿Te gusta? Si/No-Context related items and non-concrete items will be used as examples of preferences
<ul style="list-style-type: none"> • Describe people, places, things, and events using short phrases and simple sentences 	Introduction of immediate family members: Mother, father, brother, sister-oral activity identifying "Who is this?" "¿Quién es?" (Family cut/ paste activity); Used the Berenstain Bears, Rugrats, students identify family members and relationships; Play an oral game of "Who's who?" to increase vocabulary
<ul style="list-style-type: none"> • Provide and obtain information on familiar topics 	Introduction of the days of the week, taught days of the week through a song; numerals 1-39, taught numbers by using flash cards, fingers (teacher says a number and students show the number on their hand) chant numbers, introduces numbers 1-5 first, then 6-10, then 11-15, then 16-19, then 20-21, then 30-39 to teach and reinforce numbers; Conduct Round Robin game; Weather expressions are taught (¿Que tiempo hace?) by using pictures, TPR, gestures; Simon Says is played to reinforce new concepts and vocabulary as it is related to articles of clothing, shirt, pants, sweater, shoes

<ul style="list-style-type: none"> Express basic personal needs 	<p>Introduction of basic body parts: Head, arms, shoulders and feet-taught body parts through song, "Head, shoulders, knees and toes"; Play Simon Says using visual aides; Express basic needs orally</p>
<ul style="list-style-type: none"> Identify some common and distinct features, such as parts of speech and vocabulary, among languages 	<p>Introduction of primary colors: Red, blue, yellow, green, orange, black, pink, gray, purple, and brown; Teach colors by using strips of construction paper (Teacher holds up color and student says color; Teacher asks students to show them something orange etc.); Students identify colors by using classroom objects (Look for something red...) (I see something red...); Introduce shapes: circle, square, rectangle, and triangle using colors as descriptors; "What color and shape is the circle? ¿Que color? ¿Que forma?; Teacher reads story to students, <u>Los Colores y Franco el Conejo Blanco</u>; Teacher uses a handout with shapes for students to identify color and shapes; Play Color and Shape BINGO to reinforce vocabulary</p>

Standard 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for Spanish in addition to English.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
<i>K</i>	<i>K</i>
<ul style="list-style-type: none"> Demonstrate an awareness of culture 	<p>Identify and discuss that the target language is spoken in the US; Discuss that Spanish is also spoken in Mexico and Spain</p>
<ul style="list-style-type: none"> Demonstrate knowledge of the cultures of speakers of the language studied 	<p>Introduce Spanish culture as it relates to American culture choosing stereotypical items for discussion</p>
<ul style="list-style-type: none"> Recognize interrelationships between the language and the 	<p>Introduce and discuss how Cinco de Mayo is celebrated in Mexico; Review concepts related to</p>

culture of a given group of people	Cinco de Mayo with a kit that contains a story book, sombrero, maracas, and free dance to mariachi music
<ul style="list-style-type: none"> Recognize and explore the process of stereotyping 	Discuss tolerance as it is related to languages

SPANISH ACTIVITIES FOR FIRST GRADE

Standard 7.1 All students will be able to communicate at a basic literacy level in Spanish.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
<i>1</i>	<i>1</i>
<ul style="list-style-type: none"> Respond to and initiate simple statements and commands 	Respond to teacher and other students using simple and basic greetings and courtesy expressions: Hola Adiós, Hasta luego, Hasta mañana; Use repetition, Question/Answer techniques
<ul style="list-style-type: none"> Express attitudes, reactions, and courtesy using short phrases and simple sentences 	Review basic greetings and introduce: Good morning, good afternoon, good evening: "What is your name?" "My name is _____," in paired oral activities with the teacher
<ul style="list-style-type: none"> Express likes, dislikes, and preferences 	¿Te gusta? ¿No te gusta? -Use thumbs up or down to indicate what students like/dislike in teacher directed questioning technique
<ul style="list-style-type: none"> Describe people, places, things, and events using short phrases and simple sentences 	Review immediate family members and teach students to point to family members (kinesthetic assessment) grandmother, grandfather, using Berenstain Bears and Rugrats poster cards, "¿Quién es?"; Students identify relationships among family members, "How many brothers/sisters do you have?" using flashcards in an oral activity; Review "How many people are in the family?" through a cut paste activity; Students match family members to word list

<ul style="list-style-type: none"> • Provide and obtain information on familiar topics 	<p>Reinforce vocabulary of the days of the week; Introduce days of the week through song; Introduce numbers: #1-69 through relay game; Use Number BINGO to reinforce vocabulary; Clothing is taught through identifying related articles: Sweater, pants, shirt, shoes, jeans through pictures, "¿Que lleva?"; Students draw related activity of clothing; Students describe what a classmate is wearing and use colors as descriptors</p>
<ul style="list-style-type: none"> • Express basic personal needs 	<p>Reinforce vocabulary of basic body parts: Shoulders, knees, chest, head, arms, and feet by playing game of "Simon Says" in target language; Introduce body parts and common ailments through a song, "¿Me duele?" (Headache, stomache, backache, feet hurt)</p>
<ul style="list-style-type: none"> • Identify some common and distinct features, such as parts of speech and vocabulary, among languages 	<p>Review colors through strips of construction paper as a manipulative; Students will use a worksheet to incorporate numbers and colors: How many red crayons? 8 red crayons; Do color mixing with storybook, <u>Franco, un Conejo Blanco</u></p>

Standard 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for Spanish in addition to English.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
<i>1</i>	<i>1</i>
<ul style="list-style-type: none"> • Demonstrate an awareness of culture 	<p>Introduce Mexico as an example of where the target language is spoken using map and globe; Identify where Spanish is spoken - Mexico, Spain</p>
<ul style="list-style-type: none"> • Demonstrate knowledge of the cultures of speakers of the language studied 	<p>Using the internet, compare and or contrast the differences in cultures and customs in Mexico and Spain</p>
<ul style="list-style-type: none"> • Recognize interrelationships between the language and the culture of a given group of people 	<p>Reinforce and expand major holiday celebrations in Mexico and how they differ from American celebrations; Discuss Reyes Magas and make shoes out of construction paper that teacher fills</p>

	with candies and plastic toys; Discuss Cinco de Mayo
<ul style="list-style-type: none"> Recognize and explore the process of stereotyping 	Identify the effects of stereotyping on a given culture by exploring similarities between people in Mexico and US

SPANISH ACTIVITIES FOR SECOND GRADE

Standard 7.1 All students will be able to communicate at a basic literacy level in Spanish.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
2	2
<ul style="list-style-type: none"> Respond to and initiate simple statements and commands 	Respond to teacher using simple and basic dialogue: Hola, Adiós, Buenos dias, Buenas tardes, Hasta luego, Hasta mañana
<ul style="list-style-type: none"> Express attitudes, reactions, and courtesy using short phrases and simple sentences 	Reinforce basic greetings: hello, good-bye; Review, "What is your name?" "My name is ____." Teacher places students' names on sombreros (¿Como te llamas? Me llamo) while students find the sombrero with their name on it in response to the question, "¿Como te llamas?"; Students ask one another, "¿Como te llamas?" in a round robin paired activity; Introduce courtesy expressions: Please, thank you, and you're welcome
<ul style="list-style-type: none"> Express likes, dislikes, and preferences 	Students will discuss ¿Te gusta? ¿No te gusta? in context form using items they like or dislike
<ul style="list-style-type: none"> Describe people, places, things, and events using short phrases and simple sentences 	Review family members and introduce: Aunt, uncle, cousin in oral activity: "Who is this?" (friends); Students point to the character that the teacher describes using (Rugrats) handouts; Introduce reading Spanish as matching and/or fill-in relationship sentences using word bank; Compare the difference between amiga, amigo using Rugrats poster cards as visual aids; Use direct questioning techniques to form a tree diagram of family members; Students manipulate vocabulary by pointing to characters

<ul style="list-style-type: none"> • Provide and obtain information on familiar topics 	<p>Reinforce the days of the week through a song; Introduce numerals 1-79 by playing with #'s 1-70 flashcards and BINGO game cards; The articles of clothing introduced: Sweater, pants, shirt, shoes, jeans; Students describe what another student is wearing drawing pictures of clothing that the teacher states (pictorial representation)</p>
<ul style="list-style-type: none"> • Express basic personal needs 	<p>Review basic body parts and facial parts with introduction of fingers, toes, and face; Introduce parts of the face: Eye, nose, mouth, tongue, ears, hair; Review parts of the body: Head, chest, legs, arms, feet, fingers and toes, back and stomach by using songs and pictures; Play "Simon Says" in target language to review vocabulary orally</p>
<ul style="list-style-type: none"> • Identify some common and distinct features, such as parts of speech and vocabulary, among languages 	<p>Reinforce color vocabulary by playing "I Spy" game orally to identify color of clothing, "¿Que color?"; Teacher describes what a child is wearing and students guess who the person is and then that person would describe someone else in the classroom in oral dialogue; Reinforce colors with color mixing relating storybook tale, <u>Franco</u>; Use reinforcement worksheets as reading assessment in recognition of color words</p>

Standard 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for Spanish in addition to English.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
<i>2</i>	<i>2</i>
<ul style="list-style-type: none"> • Demonstrate an awareness of culture 	<p>Discuss calendar; Introduce differences in the calendar: The start of the week is a Monday, don't capitalize days, months, the first of the month, "el primero"</p>
<ul style="list-style-type: none"> • Demonstrate knowledge of the cultures of speakers of the language studied 	<p>Discuss areas where Spanish is spoken using a world map</p>
<ul style="list-style-type: none"> • Recognize interrelationships between the language and the 	<p>Reinforce customs of major holidays that are celebrated in other Spanish dominant countries</p>

culture of a given group of people	through music and dance, such as Cinco de Mayo, freeze dance with mariachis
<ul style="list-style-type: none"> Recognize and explore the process of stereotyping 	Review similarities and differences of students' cultural heritage with cultural heritage of Mexico in North America

SPANISH ACTIVITIES FOR THIRD GRADE

Standard 7.1 All students will be able to communicate at a basic literacy level in Spanish.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
<i>3</i>	<i>3</i>
<ul style="list-style-type: none"> Respond to and initiate simple statements and commands 	Respond using appropriate dialogue between teacher/student and student/student; Reinforce greetings from previous grades and repeat activities
<ul style="list-style-type: none"> Express attitudes, reactions, and courtesy using short phrases and simple sentences 	Maintain and reinforce basic greetings: Hello, good-bye; In paired oral activity use greetings/salutations; Introduce sombrero activity with names (see 2nd grade) "What is your name?" and appropriate response; Introduce "Good Morning", "Good Afternoon", and expressions of courtesy
<ul style="list-style-type: none"> Express likes, dislikes, and preferences 	Student and teacher will use dialogue to express preferences: ¿Te gusta? ¿No te gusta? (Thumbs up and down to indicate likes/dislikes as a kinesthetic cue)
<ul style="list-style-type: none"> Describe people, places, things, and events using short phrases and simple sentences 	Develop vocabulary for family members in oral activity in response to each question, "Who is this?" and introduce descriptive adjectives; Students point to a Rugrat family member that teacher describes by the relationship; Describe Rugrats' family members by hair color, build and eye color as recognition activity and assessment

<ul style="list-style-type: none"> • Provide and obtain information on familiar topics 	<p>Develop oral vocabulary for the months of the year and the days of the week; Introduce days/months through a song; Conduct take away activity with days/months; Development of numerals activity using Bingo; Conduct # 1-79 numerals counting game, relay game, Round Robin counting game; Review recitation of names; Introduce description of family members using simple adjectives</p>
<ul style="list-style-type: none"> • Express basic personal needs 	<p>Develop vocabulary for basic body and facial parts; Review simple symptoms: Stomach ache, headache, backache, footache, sore throat; Review body and facial parts as introduced in 2nd grade</p>
<ul style="list-style-type: none"> • Identify some common and distinct features, such as parts of speech and vocabulary, among languages 	<p>Reinforce all color vocabulary; Cognates are introduced and examples are cited; Reinforce colors with color mixing using storybook, <u>Franco</u>; Review vocabulary using worksheets; Conduct reading assessments individually with recognition of color words</p>

Standard 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for Spanish in addition to English.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
3	3
<ul style="list-style-type: none"> • Demonstrate an awareness of culture 	<p>Reinforce vocabulary for the Spanish calendar and integrate cultural aspects in appropriate context related activities</p>
<ul style="list-style-type: none"> • Demonstrate knowledge of the cultures of speakers of the language studied 	<p>Reinforce vocabulary for immediate family and extended family members; Identify different areas in the world where Spanish is spoken on world map, noting differences in regions</p>
<ul style="list-style-type: none"> • Recognize interrelationships between the language and the culture of a given group of people 	<p>Introduce articles of clothing: Hat, pants, shirt, shoes, sweater and skirt; Review clothing vocabulary as introduced in 2nd grade; Introduce articles of clothing through the 4 seasons; Play "I Spy" game, as in 2nd grade reviewing oral</p>

	vocabulary; Discover the importance of the Spanish culture and its influence in America through the use of video, or virtual trips on the internet; Recognize familiar holidays in target language: Cinco De Mayo (May 5,) Reyes Magas
<ul style="list-style-type: none"> Recognize and explore the process of stereotyping 	Role play greeting and exchange of courtesy through interaction and dialogue; Read a culturally diverse story in which children and adults greet each other; Discuss similarities and differences in Spanish and English greetings

SPANISH ACTIVITIES FOR FOURTH GRADE

Standard 7.1 All students will be able to communicate at a basic literacy level in Spanish.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
<i>4</i>	<i>4</i>
<ul style="list-style-type: none"> Respond to and initiate simple statements and commands 	Respond through dialogue using graduated vocabulary; Review greetings from previous grades and introduce "How are you?" and appropriate responses
<ul style="list-style-type: none"> Express attitudes, reactions, and courtesy using short phrases and simple sentences 	Mastery of basic greetings; Introduce written responses to greeting using varied vocabulary in sentences; Participate in a paired activity to present a dialogue
<ul style="list-style-type: none"> Express likes, dislikes, and preferences 	Introduce breakfast food vocabulary; Introduce common lunch foods in preference statements, Do you like? I do like...I don't like...; Translate one lunch menu from cafeteria in Spanish
<ul style="list-style-type: none"> Describe people, places, things, and events using short phrases and simple sentences 	Describe family members using simple adjectives; Express places often visited; As first exposure, students will express events in their lives (i.e., birthdays) using vocabulary introduced in previous grades; Students describe their own

	family members by hair color, tall, short, eye color descriptions; Students state their birthdays in a round robin activity, other students guess the birthday
<ul style="list-style-type: none"> • Provide and obtain information on familiar topics 	Review articles of clothing and students state what they would wear to school in relation to the weather; Introduce weather expressions in context to the day of the week and month of the year; Master vocabulary for the days of the week, months of the year; Review numerals 1-75; Introduce numerals 79-100; Use weather expressions and related articles of clothing, and description of family members in writing
<ul style="list-style-type: none"> • Express basic personal needs 	Review personal needs expressions and related symptoms of illnesses; Students can state their need to go to the bathroom, nurse or express thirst, hunger
<ul style="list-style-type: none"> • Identify some common and distinct features, such as parts of speech and vocabulary, among languages 	Introduce Spanish alphabet; Recite Spanish alphabet as it is introduced with a song as reinforcement; Master color words; Review geometric shapes in target language.

Standard 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for Spanish in addition to English.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
<i>4</i>	<i>4</i>
<ul style="list-style-type: none"> • Demonstrate an awareness of culture 	Compare/contrast schooling in the Hispanic countries to the United States (mealtime, activities of students); Create Venn diagrams to compare/contrast similarities and differences
<ul style="list-style-type: none"> • Demonstrate knowledge of the cultures of speakers of the language studied 	Compare/contrast English to the target language using charts, webs, and/or Venn diagrams
<ul style="list-style-type: none"> • Recognize interrelationships between the language and the 	Chart common words and expressions that are unique to the language, but are used in the English Language; Look at word origins that

culture of a given group of people	originate from Spanish and the impact of these words on the English language of today
<ul style="list-style-type: none"> Recognize and explore the process of stereotyping 	Discuss the importance of equity within a given culture and avoidance of generalizations by giving stereotypical examples

SPANISH ACTIVITIES FOR FIFTH GRADE

Standard 7.1 All students will be able to communicate at a basic literacy level in Spanish.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
5	5
<ul style="list-style-type: none"> Create and respond to simple phrases, questions and sentences 	Expand upon simple statements and phrases to include greetings, introductions and leave-taking in paired oral dialogue; Conduct skits using greetings, introductions, and leave-taking in which students interact by asking one another questions and responding appropriately
<ul style="list-style-type: none"> Describe people, places, things and events with some details 	Review and expand names of family members using appropriate vocabulary; Students create a family booklet using complete descriptive statements, showing correct noun/adjective agreements (Mini Book)
<ul style="list-style-type: none"> Generate and respond to short messages such as invitations, directions, announcements and appointments 	Introduce simple vocabulary related to invitations, directions, announcements and appointments; Students design and create an invitation or announcement to a party with directions included
<ul style="list-style-type: none"> Interact with appropriate responses in limited social settings and basic situations 	Review basic courtesy expressions; Students engage in oral dialogue skits using greetings and courtesy expressions in common situations and social contexts

<ul style="list-style-type: none"> Express details of their everyday lives and of past experiences 	Introduce vocabulary related to school and some past-time activities; Students express in oral and written forms activities during and after school
<ul style="list-style-type: none"> Engage in original and spontaneous conversation in the language studied 	Using basic greeting expressions and courtesy expressions, students respond to one another in impromptu situations designed by the teacher; Emphasis on everyday language is stressed and reinforced; Students present their dialogue.
<ul style="list-style-type: none"> Organize thoughts into coherent oral speech 	Students can express their basic personal needs and how they are feeling; Lunch foods are introduced from school menu; Students express their likes and/or dislikes in well organized preference statements
<ul style="list-style-type: none"> Explore employment opportunities where languages are advantageous 	Students generate a list of occupations in which proficiency of languages is advantageous; Rationale for language proficiency is examined and discussed
<ul style="list-style-type: none"> Identify common and distinct features, such as prepositional phrases and clauses among languages 	Review basic structures of language using common features, N., Adj., V., Adv., articles and cognates are expanded in relation to the Spanish language with examples cited

Standard 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
5	5
<ul style="list-style-type: none"> Compare the customs of their own culture and the studied culture 	Students expand on comparing/contrasting schooling in Hispanic countries to the US; Mealtimes and youth activities are also compared/contrasted

<ul style="list-style-type: none"> Understand the role of stereotyping in forming and sustaining prejudice 	Continue to examine stereotyping and the impact on a given culture by comparing/contrasting movies, Celebrities and sport stars; Discuss the importance of equity within a given culture and avoidance of generalizations
<ul style="list-style-type: none"> Demonstrate an awareness of contributions made in many fields by men and women of diverse cultures 	Famous people who have contributed to and impacted society in many fields, such as medicine, art, music, literature, drama, politics and sports, are cited in the target culture; Discussion of the contributions are made orally and in writing, expressing the importance of the contribution
<ul style="list-style-type: none"> Examine interrelationships between the language and the given culture of a given group of people as evidenced in literary works 	Students continue to explore and expand upon how a language impacts a culture by referring to famous writers in literature, with an emphasis on choosing authors of children’s literature; Characters and/or situations are explored and comparisons are made

SPANISH ACTIVITIES FOR SIXTH GRADE

Standard 7.1 All students will be able to communicate at a basic literacy level in Spanish.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
6	6
<ul style="list-style-type: none"> Create and respond to simple phrases, questions and sentences 	Expand upon simple statements and include greetings, introductions and leave-taking in the formal and informal forms; Paired oral situational dialogue; Skits using greetings, introductions, and leave-taking in which students interact with one another stating questions and appropriate responses; Students take turns asking one another how they are, their name using the informal form and ask the teacher how he/she is and his/her name, using the formal form
<ul style="list-style-type: none"> Describe people, places, things and events with some details 	Review and expand family member vocabulary; Students design and create a family tree and write a descriptive paragraph about their family members to be shared orally with the class; Students include

	name, age, physical description and their family members' personalities in paragraph form
<ul style="list-style-type: none"> • Generate and respond to short messages such as invitations, directions, announcements and appointments 	Review and reinforce simple vocabulary related to invitations, directions, announcements and appointments; Students write a short paragraph concerning their plans and appointments for the weekend
<ul style="list-style-type: none"> • Interact with appropriate responses in limited social settings and basic situations 	Review and reinforce basic courtesy and salutation expressions; Students engage in oral dialogue skits using greetings and courtesy expressions in situations that are common and familiar in target language
<ul style="list-style-type: none"> • Express details of their everyday lives and of past experiences 	Reinforce and expand pastime activities after school and during the weekend; Students write a paragraph about a typical day in their lives
<ul style="list-style-type: none"> • Engage in original and spontaneous conversation in the language studied 	Using greeting and courtesy expressions, students participate in a paired activity to present a dialogue and record on audio, or videocassette
<ul style="list-style-type: none"> • Organize thoughts into coherent oral speech 	Students can express their basic personal needs and symptoms of illness; Dinner foods are introduced and students express their preferences in like/dislike statements; Restaurant menu items are expressed in like/dislike statements
<ul style="list-style-type: none"> • Explore employment opportunities where languages are advantageous 	Students research occupations where proficiency of a language is beneficial and advantageous; Students present their findings to the class in a role-play format
<ul style="list-style-type: none"> • Identify common and distinct features, such as prepositional phrases and clauses among languages 	Review and expand basic structures of language using common features, N., Adj., Adv., V., articles, prepositions and cognates; The basic structures in both English and the target language are compared/contrasted; Students practice these basic structures of language in both written and oral forms of expression

Standard 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
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6	6
<ul style="list-style-type: none"> • Compare the customs of their own culture and the studied culture 	Students research a particular aspect of the Hispanic culture and compare/contrast to their own culture in a display (i.e., poster, collage)
<ul style="list-style-type: none"> • Understand the role of stereotyping in forming and sustaining prejudice 	Students continue to recognize and identify stereotyping in the media; Understand the impact the media has on the target culture and discuss ways to avoid generalizations and thus prejudice
<ul style="list-style-type: none"> • Demonstrate an awareness of contributions made in many fields by men and women of diverse cultures 	Students research a famous person in the target language and culture who contributed in diversifying their fields and then present their findings to the class in a two minute presentation
<ul style="list-style-type: none"> • Examine interrelationships between the language and the given culture of a given group of people as evidenced in literary works 	Students continue to explore and discuss the impact of famous literary works on the target culture using children's literature; Read an English version and a target language version of the story to the class; Compare and contrast both versions

SPANISH ACTIVITIES FOR SEVENTH GRADE

Standard 7.1 All students will be able to communicate at a basic literacy level in Spanish.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
7	7
<ul style="list-style-type: none"> • Create and respond to simple phrases, questions and sentences 	
<ul style="list-style-type: none"> • Describe people, places, things and events with some details 	
<ul style="list-style-type: none"> • Generate and respond to short messages such as invitations, directions, announcements and appointments 	

<ul style="list-style-type: none"> • Interact with appropriate responses in limited social settings and basic situations 	
<ul style="list-style-type: none"> • Express details of their everyday lives and of past experiences 	
<ul style="list-style-type: none"> • Engage in original and spontaneous conversation in the language studied 	
<ul style="list-style-type: none"> • Organize thoughts into coherent oral speech 	
<ul style="list-style-type: none"> • Explore employment opportunities where languages are advantageous 	
<ul style="list-style-type: none"> • Identify common and distinct features, such as prepositional phrases and clauses among languages 	

Standard 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
7	7
<ul style="list-style-type: none"> • Compare the customs of their own culture and the studied culture 	<p>Students discuss the importance of family and extended family; Design family trees in Spanish; compare similarities and differences between Spanish families and American families; Students will describe the importance of the Saint's Day Celebration vs. American's Independence Day; students will differentiate between Halloween in US and "The Day of the Dead" in Spanish cultures and other holidays or special occasions, such as birthday celebrations; Plan mock celebration</p>
<ul style="list-style-type: none"> • Understand the role of stereotyping in forming and sustaining prejudice 	<p>Class forms discussion groups to define the terms stereotyping and prejudice with adolescents; View video, "Flash Judgments: Exploring Our</p>

	Attitudes Toward Differences" (Media Resources 1996-1998) and cite examples of stereotyping; discuss the impact of stereotyping on a culture and the effect of prejudice that arises; Students will be given a list of attribute about the Spanish culture to label TRUE of FALSE and participate in discussion of attitudes and generalities
<ul style="list-style-type: none"> • Demonstrate an awareness of contributions made in many fields by men and women of diverse cultures 	Students are given a research assignment in which they are to locate information from the Media Center about a famous or renowned Spanish person; Present their report to the class using multi-media approaches
<ul style="list-style-type: none"> • Examine interrelationships between the language and the given culture of a given group of people as evidenced in literary works 	Teacher relates some literary stories from Spanish culture to class to see if students can locate familiar themes in American tales; Students will recreate their own rhyme or tale in Spanish, share with classmates; Students will bring in supplementary materials and readings to share with class

SPANISH ACTIVITIES FOR EIGHTH GRADE

Standard 7.1 All students will be able to communicate at a basic literacy level in Spanish.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
8	8
<ul style="list-style-type: none"> • Create and respond to simple phrases, questions and sentences 	
<ul style="list-style-type: none"> • Describe people, places, things and events with some details 	
<ul style="list-style-type: none"> • Generate and respond to short messages such as invitations, directions, announcements and appointments 	
<ul style="list-style-type: none"> • Interact with appropriate responses in limited social settings and basic situations 	

<ul style="list-style-type: none"> Express details of their everyday lives and of past experiences 	
<ul style="list-style-type: none"> Engage in original and spontaneous conversation in the language studied 	
<ul style="list-style-type: none"> Organize thoughts into coherent oral speech 	<p>Students practice their new vocabulary learned in all chapters by creating two-paired skits in dialogues and present them to the class; Skits will also include structures learned and cover many topics; Students will view and describe photographs in Spanish</p>
<ul style="list-style-type: none"> Explore employment opportunities where languages are advantageous 	<p>Students view filmstrips, "Your Career and Foreign Languages in Health and Government, Communications, Travel and Finance" (Gessler Publishing Company); Students write about occupations that appeal to their own career goals describing how they would utilize the Spanish language</p>
<ul style="list-style-type: none"> Identify common and distinct features, such as prepositional phrases and clauses among languages 	

Standard 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.

<i>Cumulative Progress Indicators</i>	<i>Suggested Activities/Materials</i>
8	8
<ul style="list-style-type: none"> Compare the customs of their own culture and the studied culture 	
<ul style="list-style-type: none"> Understand the role of stereotyping in forming and sustaining prejudice 	<p>Class forms discussion groups to define the terms stereotyping and prejudice with adolescents; view video, "Stereotyping People" (Media Resources 1996-1998) and cite examples of stereotyping; Discuss the</p>

	<p>impact of stereotyping on a culture and the effect of prejudice that arises; Students will cite examples in print media</p>
<ul style="list-style-type: none"> • Demonstrate an awareness of contributions made in many fields by men and women of diverse cultures 	<p>Students are given a research assignment in which they are to locate information from the Media Center about a famous or renowned Spanish speaking person; Present their report to the class using multi-media approaches</p>
<ul style="list-style-type: none"> • Examine interrelationships between the language and the given culture of a given group of people as evidenced in literary works 	<p>Teacher reads some literary works that originated in Spain, of Spanish speaking countries from around the world: <u>Don Quixote</u>, <u>El Cid</u>; Students classify settings, main idea (plot, theme) and characterizations from selections and share examples with class; Students research material about Spanish writers and authors on-line and present findings to class</p>

Appendix

21st Century Life and Career Skills

x	CRP1. Act as a responsible and contributing citizen and employee.
x	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
x	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
x	CRP6. Demonstrate creativity and innovation.
x	CRP7. Employ valid and reliable research strategies.
x	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
x	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
x	CRP11. Use technology to enhance productivity.
x	CRP12. Work productively in teams while using cultural global competence.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Integrated Modifications and accommodations

Special Education/IEP	504
<ul style="list-style-type: none"> ● Assessments/assignments read orally w/ extended time ● Concept chunking ● Graphic organizer concept maps ● Picture study guides ● Small group instruction ● Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts ● Use of Screen reader ● Provide illustrations and word banks ● Audio recordings of text 	<ul style="list-style-type: none"> ● Extended time for assignments ● Frequent breaks ● Sign agenda book, increased communication with home ● Study guides ● Graphic organizers ● Check for understanding more frequently
ELL	Gifted & Talented
<ul style="list-style-type: none"> ● Picture study guides ● Video presentation/Audio presentation ● Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts ● Advanced notes ● Extended time ● Avoid slang and colloquial expressions ● Check for understanding more frequently ● Recorded text 	<ul style="list-style-type: none"> ● Supply students with higher level reading novels to support growth with the target language ● Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. ● Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
I&RS/At Risk	
<ul style="list-style-type: none"> ● Complete fewer or different homework problems than peers ● Questions read aloud 	

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|--|--|
| <ul style="list-style-type: none">• Use of screen reader | |
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