



**SPRINGFIELD PUBLIC SCHOOLS**  
**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

# Springfield Public Schools

## **Spanish** Grade 6

### Curriculum Guide

**2024**

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

*Springfield Board of Education  
Approved November 25, 2024*



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### Unit Overview Template

|                                               |                       |                                       |
|-----------------------------------------------|-----------------------|---------------------------------------|
| <b>Content Area:</b> World Language - Spanish | <b>Grade Level:</b> 6 | <b>Unit Title:</b> Para Empezar: Hola |
|-----------------------------------------------|-----------------------|---------------------------------------|

**Unit Summary:** Students will be introduced to all the basic building blocks of language. Specifically, students will learn greetings, leave takings and introductions for self and others. It will include exchanging phone numbers, saying which day it is, saying where you are from and expressing basic weather expressions. It will include the alphabet, helpful classroom phrases, greeting gestures and the hispanic speaking countries. Additionally, the different forms of address (multiple ways of expressing the word “you”) will be covered.

**Primary Interdisciplinary Connections:** English

**21<sup>st</sup> 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:** This unit will serve as an introductory unit to learning the target language. This unit also introduces novice Spanish learners to the Spanish speaking world. Students will understand the importance and the benefits of learning a second language and it will be stressed throughout Unit 1.

**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

9.4 Life Literacies and Key Skills, has been added to ensure our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy.

**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.

| <b>CPI#:</b>   | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                  |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.1.NL.IPRET.1 | 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. |
| 7.1.NL.IPRET.2 | Respond with physical actions and/or gestures to simple oral directions, commands, and requests.                                                                                                                                                                             |
| 7.1.NL.IPRET.3 | Recognize a few common gestures associated with the target culture(s).                                                                                                                                                                                                       |
| 7.1.NL.IPRET.4 | Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.                                                                                                                   |
| 7.1.NL.IPERS.1 | Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.                                                                                                                                             |
| 7.1.NL.IPERS.2 | 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.                                                                                                       |
| 7.1.NL.IPERS.3 | 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 | Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.                                                                                                 |
| 7.1.NL.PRSNT.2 | Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.                                                                                                                                                 |
| NJSLSA.RL.6.1  | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                          |



|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NJSLSA.W.6.22.A-B,E | <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g. definition classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>E. Establish and maintain a formal/academic style, approach and form</p> |
| 9.4.2.TL.6          | Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).                                                                                                                                                                                                                                                                                                                                                                                            |
| 9.4.8.TL.3          | Select appropriate tools to organize and present information digitally.                                                                                                                                                                                                                                                                                                                                                                                                               |
| 9.2.12.C.5          | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.                                                                                                                                                                                                                                                                                                                                                         |
| SEL.PK-12.1.3       | Recognize one's personal traits, strengths and limitations.                                                                                                                                                                                                                                                                                                                                                                                                                           |
| SEL.PK-12.1.4       | Recognize the importance of self-confidence in handling daily tasks and challenges                                                                                                                                                                                                                                                                                                                                                                                                    |
| SEL.PK-12.2.1       | Understand and practice strategies for managing one's own emotions, thoughts and behaviors                                                                                                                                                                                                                                                                                                                                                                                            |
| SEL.PK-12.3.4       | Demonstrate an awareness of the expectations for social interactions in a variety of settings.                                                                                                                                                                                                                                                                                                                                                                                        |
| SEL.PK-12.5.2       | Utilize positive communication and social skills to interact effectively with others.                                                                                                                                                                                                                                                                                                                                                                                                 |
| SEL.PK-12.5.5       | Identify who, when, where, or how to seek help for oneself or others when needed.                                                                                                                                                                                                                                                                                                                                                                                                     |

### Unit Essential Questions:

- Greeting one another in Spanish
- Introduce yourself - *¿Cómo te llamas?/ ¿Cómo se llama?-->Me llamo*
- Express how you are feeling - *¿Cómo estás?/ ¿Cómo está usted?-->Estoy bien etc.*
- Comprehend the difference between **tú** (informal you) and **usted** (formal you)
- Say where you are from - *¿De dónde eres?/ ¿De dónde es?-->Yo soy de../Es de..*
- Talk about the weather conditions - *¿Qué tiempo hace?--> Hace frío, hace sol etc.*
- Talk about the calendar - *¿Qué día es hoy? ¿Cuál es la fecha?*
- Where is Spanish spoken in the rest of the world?
- Why is second language learning so valuable in today's global world?

### Unit Enduring Understandings:

The learner will be able to:

- Introduce themselves and complete basic information exchanges.
- Learn about the many Spanish speaking countries and the importance of learning Spanish in today's world.
- Engage in an introductory conversation.
- Present themselves as well as others.
- Understand classroom directions.
- Write a persuasive essay on the importance of studying a World Language.



### **Unit Learning Targets:**

Students will be able to engage in a very basic introductory conversation. Students will be able to recognize and comprehend basic introductions. They will interpret and answer basic getting to know you inquiries. Students will be able to identify hispanic countries on a world map and complete a research project on a specific country. Students will understand the uniqueness of the Spanish alphabet and recognize its similarities and differences as compared with the English alphabet.

### **Evidence of Learning**

|                               |                                                                                                                                                                      |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summative Assessment:</b>  | Quizzes, Tests and Project Based Assessments                                                                                                                         |
| <b>Equipment Needed:</b>      | laptops, projector, iPads                                                                                                                                            |
| <b>Teacher Resources:</b>     | textbook (hard copy & online) with audio and video components, YouTube videos, recorded authentic target language, authentic realia                                  |
| <b>Formative Assessments:</b> | <ul style="list-style-type: none"> <li>● Journal entry</li> <li>● Listening/speaking activities</li> <li>● Spoken dialogues</li> <li>● Do nows/exit cards</li> </ul> |



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**Lesson Plans**

| <b>Lesson</b>                         | <b>Time Frame</b>                          |
|---------------------------------------|--------------------------------------------|
| Lesson 1 <b>Hola, ¿qué tal?</b>       | 42 minute periods/5 days (Every other day) |
| Lesson 2 <b>¿Cómo te llamas?</b>      | 42 minute periods/5 days (Every other day) |
| Lesson 3 <b>¿Qué tiempo hace hoy?</b> | 42 minute periods/5 days (Every other day) |

**Teacher Notes:**

Do Nows, textbook distribution as needed, online text (activities, audio, videos) , return homework, prepare videos, listening comprehension activities, culturally authentic multimedia, exit cards, vocabulary resources, and any additional resources that are needed for a special needs child.

**Curriculum Development Resources/Technology Resources:**

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

[www.senorjordan.com](http://www.senorjordan.com)

<https://www.savvasrealize.com/>

[www.studyspanish.com](http://www.studyspanish.com)

[www.conjuguemos.com](http://www.conjuguemos.com)



### Lesson Plan 1 Template

|               |                        |               |                    |        |                    |
|---------------|------------------------|---------------|--------------------|--------|--------------------|
| Content Area: | World Language-Spanish | Lesson Title: | Hola ....¿qué tal? | Time   | 42 minute periods/ |
|               |                        |               |                    | Frame: | 5 days             |

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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:** Geographic connections made to associate the various places where Spanish is spoken.

**Integration of Technology:** YouTube, señorjordan.com, Authentico, and conjuguemos.com

**Equipment Needed:** laptop, projector and headphones

| Goals/Objectives                                                                                                                                     | Learning Activities/ Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Formative Assessment Tasks                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>greet each other in Spanish using the appropriate phrases.</li> </ul> | <p><b>Lesson Sequence:</b></p> <p><b>Warm-up (5 minutes):</b></p> <ul style="list-style-type: none"> <li>Begin the lesson by playing a game of Simon Says using Spanish greetings.</li> <li>For example, "Simon says(dice), 'Hola!'" or "Simon says(dice), '¡ Buenos días!'". This will introduce students to some basic greetings in a fun and engaging way.</li> </ul> <p><b>Introduction (5 minutes):</b></p> <ul style="list-style-type: none"> <li>Show a short video clip, flashcards, or google slides to introduce students to common Spanish greetings such as "Hola", "Buenos</li> </ul> | <ul style="list-style-type: none"> <li>Simon dice</li> <li>TPR activity - leading, responding</li> <li>Dialogue listening, reading, speaking and writing practice</li> <li>Project presentation</li> <li>Quia activities</li> <li>Activities &amp; videos vía online text <i>Auténtico</i></li> <li>Quizzes</li> </ul> |



días", "Buenas tardes", and "Buenas noches".

- Discuss the meaning and proper usage of when to use each greeting.
- How do Spanish speakers greet each other?

**Activity 1:**

**Greeting Matching Game (10 minutes):**

- Prepare a set of cards with Spanish greetings on one side and English translations on the other side.
- Divide students into pairs and have them take turns matching the Spanish phrases with their English translations.
- This hands-on activity will help reinforce the students' understanding of the greetings.

**Activity 2:**

**Role-play Skits (10 minutes):**

- Divide students into groups of three or four.
- Give each group a scenario (e.g. meeting a new friend, greeting a teacher, etc.) and have them create a short skit using the Spanish greetings they have learned.
- Encourage students to be creative and use the greetings in context.
- After each group performs their skit, discuss what went well and provide feedback on pronunciation and usage.



**Activity 3:**

**Greeting Bingo (10 minutes):**

- Create bingo cards with different Spanish greetings written in each square.
- Call out the greetings in Spanish and have students mark off the corresponding squares on their bingo cards.
- The first student to get a row or column marked off shouts "¡Bingo!" to win a small prize.
- This game will reinforce the students' knowledge of greetings while also adding an element of competition.
- Students that are confident can also take turns calling out the words.

**Closure (5 minutes):**

- Review the Spanish greetings learned in the lesson and encourage students to practice using them in real-life situations.
- Provide resources for further practice, such as online flashcards or apps.

**Differentiation:**

Students will be provided with vocabulary lists and the visual tools needed to help aid in the learning. Dialogue projects will be modified for students with special learning needs. On-level & modified test assessments will be administered. Students will be given sentence starters to facilitate the conversations. By incorporating fun and interactive activities, this lesson will engage students in learning Spanish greetings and help them achieve the learning objective.

**Resources Provided:**

- Audio/video of Dialogue from Authéntico - online text
- Sample dialogue both written and on Podcasts
- Vocabulary lists
- Quia practice
- Match game cards/Flashcards
- <https://www.savvasrealize.com/>



### Lesson Plan 2 Template

**Content Area:** World Language- Spanish      **Lesson Title:** ¿Cómo te llamas?      **Time Frame:** 42 minute periods/5 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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:** Geographical connections made to associate the various places where Spanish is spoken.

**Integration of Technology:** YouTube, señorjordan.com, online textbook Auténtico, and conjuguemos.

**Equipment Needed:** laptop, projector, iPads and headphones

| Goals/Objectives                                                                                                                                          | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>introduce themselves and ask others for their names in Spanish.</li> </ul> | <p><b>Lesson Sequence:</b></p> <p><b>Warm-up (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Begin the lesson by greeting the students in Spanish and asking each one "¿Cómo te llamas?" (What is your name?)</li> </ul> <p><b>Introduction: (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Write the phrase on the whiteboard and have students repeat it after you.</li> <li>Explain the importance of knowing how to introduce yourself in Spanish and how it can help them in real-life situations.</li> </ul> | <ul style="list-style-type: none"> <li>Students will be assessed on their ability to introduce themselves in Spanish and ask for others' names during the role-playing activity.</li> <li>Participation in class discussions and activities will also be taken into account for assessment.</li> <li>Reading of dialogues</li> <li>Quia activities- practice quizzes &amp; vocab games</li> <li>Dialogue project presentation</li> <li>Quizzes</li> <li>Online Textbook Auténtico</li> </ul> |



**Activity 1: Vocabulary Practice (15 minutes)**

- Show the students flashcards with different Spanish phrases related to introducing oneself.
- Have students match the phrases with their English translations.
- Practice pronunciation of the phrases together as a class.

**Activity 2: Name Tag Exchange (20 minutes)**

- Have each student write their name on a name tag.
- Instruct students to walk around the room and introduce themselves to each other using their name tags.
- Encourage them to ask each other "¿Cómo te llamas?" and respond with their own names.

**Activity 3:**

**Role-Playing Activity: Skit Creation (20 minutes)**

- Divide the students into pairs or small groups.
- Assign each group a scenario where they must introduce themselves in Spanish, such as meeting a new classmate or greeting a stranger.
- Allow time for students to work on their skits and practice their lines.
- Have each group perform their skit for the class and



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>provide feedback on pronunciation and fluency.</p> <p><b>Closure: Name Game (5 minutes)</b></p> <ul style="list-style-type: none"> <li>● Play a name game where students sit in a circle and take turns saying their name in Spanish.</li> <li>● Encourage students to listen carefully and remember each other's names.</li> <li>● Award small prizes to students who correctly remember the most names.</li> </ul> |  |
| <p><b>Differentiation:</b></p> <p>Students will be provided with vocabulary lists and the visual tools needed to help aid in the learning. Dialogue projects will be modified for students with special learning needs. Practice grammar activities online textbook Auténtico offers a leveled selection accommodating all learners. On-level &amp; modified test assessments will be administered.</p>                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p><b>Resources Provided: Vocabulary lists, sample dialogues</b></p> <ul style="list-style-type: none"> <li>● Audio of Dialogue from Auténtico - online text</li> <li>● Sample dialogue both written and on Podcasts</li> <li>● Vocabulary lists</li> <li>● Quia activities</li> <li>● Practice on online textbook Auténtico</li> <li>● Whiteboard and markers</li> <li>● Flashcards with Spanish phrases</li> <li>● Name tags for each student</li> <li>● Small prizes/stickers for participation</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |



### Lesson Plan 3 Template

**Content Area:** World Language- Spanish      **Lesson Title:** ¿Qué tiempo hace hoy?      **Time Frame:** 42 minute periods/5 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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:** Geographical connections made to associate the various places where Spanish is spoken. Weather differences in the southern hemisphere.

**Integration of Technology:** YouTube, señorjordan.com, Online Textbook Auténtico

**Equipment Needed:** laptop, projector, headphones

| Goals/Objectives                                                                                                                                      | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Formative Assessment Tasks                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>identify and describe the months, weather, and seasons in Spanish.</li> </ul> | <b>Lesson Sequence:</b><br><b>Warm up: (5 minutes)</b> <ul style="list-style-type: none"> <li>Begin the lesson by reviewing the days of the week in Spanish with the students. Encourage them to share any knowledge they already have about months, weather, and seasons in Spanish.</li> </ul><br><b>Introduction (10 minutes)</b> <ul style="list-style-type: none"> <li>Introduce the new vocabulary for the lesson by showing the students a slide show of the months, weather, and seasons in</li> </ul> | <ul style="list-style-type: none"> <li>Project presentation- Weather report</li> <li>Oral assessment</li> <li>Quia activities</li> <li>Project presentation- weekly weather in a hispanic capital</li> <li>Quizzes</li> </ul> |



Spanish. Have them repeat the words after you to practice pronunciation.

**Activity 1: Months, Weather, and Seasons Activity (20 minutes)**

- Divide the students into pairs or small groups and give each group a set of flashcards with the names of the months, weather, and seasons in Spanish.
- Ask the students to match the flashcards with the correct months, weather, and seasons. Encourage them to use the words in sentences to practice using the vocabulary in context.
- Have each group present their matches to the class and explain their choices.

**Activity 2: Weather Report Presentation (20 minutes)**

- Provide the students with pictures or props representing different weather conditions (sunny, rainy, snowy, etc.).
- Ask each student to choose a weather condition and prepare a short weather report in Spanish, using the vocabulary learned in the lesson. Encourage them to be creative and use gestures or props to enhance their presentations.
- Have the students present their weather reports to the class, allowing for questions



and feedback from their peers.

**Activity 3: Worksheet and Review (10 minutes):**

- Distribute worksheets with fill-in-the-blank questions about months, weather, and seasons in Spanish to the students.
- Review the answers as a class, providing explanations for any incorrect responses and reinforcing the vocabulary.

**Closure (5 minutes):**

- End the lesson by summarizing the key points covered and reviewing the months, weather, and seasons in Spanish with the students.

**Differentiation:**

Students will receive written vocabulary lists and will also listen and view the vocabulary via online textbook Auténtico to aid the visual and auditory learners. Practice grammar activities offered on the online textbook Auténtico which accommodate all learner levels. In addition, creative projects, song presentations also appeal to the auditory-musical, visual types of learners. On-level and modified test assessments will be administered.

**Resources Provided:**

- Dialogue activities from Text - Auténtico
- Quia practice
- Weekly weather in a hispanic capital - handout with rubric
- Flashcards/google slides with the names of the months, weather, and seasons in Spanish
- Pictures or props representing different weather conditions
- Whiteboard and markers
- Worksheets with fill-in-the-blank questions about months, weather, and seasons in Spanish
- [www.meteobar.com/Weather](http://www.meteobar.com/Weather) - For weather project
- [www.accuweather.com](http://www.accuweather.com)
- [www.senorjordan.com](http://www.senorjordan.com)



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

### Curriculum Design Template

|                      |                            |                     |                           |                    |        |
|----------------------|----------------------------|---------------------|---------------------------|--------------------|--------|
| <b>Content Area:</b> | World Language-<br>Spanish | <b>Grade Level:</b> | 6                         | <b>Unit Title:</b> | ¡Hola! |
| <b>Created:</b>      | May 2024                   |                     |                           |                    |        |
|                      |                            |                     | <b>Board Approved on:</b> |                    |        |



### Unit Overview Template

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                        |                     |   |                    |                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------|---|--------------------|----------------------------------------------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | World Language-Spanish | <b>Grade Level:</b> | 6 | <b>Unit Title:</b> | Capítulo 1a: Mis Amigos y yo: ¿Qué te gusta hacer? |
| <b>Unit Summary:</b> Students will learn to talk about likes/dislikes in connection with activities. They will also understand the verb “ser” and subject pronouns. This in turn will allow students to tell where they and others are from. Students will also acquire “people” vocabulary. This will enable students to once again utilize “ser” to identify and describe specific people. Finally, students become familiar with the fact that in Spanish, all nouns have a gender. This becomes integral as students work with the appropriate article to describe a person (and most importantly when working with adjectives). As students learn ways of determining the gender, number of a noun, they will then begin developing descriptions using adjectives of personality and appearance.) |                        |                     |   |                    |                                                    |
| <b>Primary Interdisciplinary Connections:</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                        |                     |   |                    |                                                    |
| <b><u>21<sup>st</sup> Century Themes</u></b> X Creativity and Innovation X Critical Thinking and Problem Solving <input type="checkbox"/> ICT Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |                     |   |                    |                                                    |
| X Information Literacy <input type="checkbox"/> Life and Career Skills X Communication and Collaboration X Media Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                        |                     |   |                    |                                                    |
| <b>Unit Rationale:</b> It is essential when developing introductory skills in a language to be able to express basic likes and dislikes as a means of self-expression, which is a basic linguistic goal. Additionally, students need to understand the use of subject pronouns as it applies here to the verb “Ser” and going forward as it applies to all verbs. Moreover, it is important for students to know how to express where they as well as others are from. Finally, students need to know how to identify and address specific people they will encounter in conversation.                                                                                                                                                                                                                 |                        |                     |   |                    |                                                    |
| <b>Career Readiness (Standard 9):</b> 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

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b>          | <p>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.</p> <p>Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode</p> <p>9.4 Life Literacies and Key Skills, has been added to ensure our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy.</p> |
| <b>Content Statements:</b> | <p><b>Interpretive Mode:</b> 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.</p>                                                                                                                                                                                                                                                                                   |



**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.

| <b>CPI#:</b>    | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                 |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.1.NL.IPRE T.1 | 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 |
| 7.1.NL.IPRET.2  | Respond with physical actions and/or gestures to simple oral directions, commands, and requests.                                                                                                                                                                            |
| 7.1.NL.IPRET.3  | Recognize a few common gestures associated with the target culture(s).                                                                                                                                                                                                      |
| 7.1.NL.IPRET.4  | Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.                                                                                                                  |
| 7.1.NL.IPERS.1  | Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.                                                                                                                                            |
| 7.1.NL.IPERS.2  | 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.                                                                                                      |
| 7.1.NL.IPERS.3  | 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  | Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.                                                                                                |
| 7.1.NL.PRSNT.2  | Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.                                                                                                                                                |
| 9.4.2.TL.6      | Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).                                                                                                                                                                                  |
| 9.4.8.TL.3      | Select appropriate tools to organize and present information digitally.                                                                                                                                                                                                     |



**SPRINGFIELD PUBLIC SCHOOLS**  
**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

|                   |                                                                                                                               |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 9.2.12.C.5        | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| SEL.PK-12.1<br>.3 | Recognize one's personal traits, strengths and limitations.                                                                   |
| SEL.PK-12.1<br>.4 | Recognize the importance of self-confidence in handling daily tasks and challenges                                            |
| SEL.PK-12.2.<br>1 | Understand and practice strategies for managing one's own emotions, thoughts and behaviors                                    |
| SEL.PK-12.3.4     | Demonstrate an awareness of the expectations for social interactions in a variety of settings.                                |
| SEL.PK-12.5.<br>2 | Utilize positive communication and social skills to interact effectively with others.                                         |
| SEL.PK-12.5<br>.5 | Identify who, when, where, or how to seek help for oneself or others when needed.                                             |

**Unit Essential Questions:**

- How does one use the verb gustar and other infinitives to express what he/she likes to do?
- What does the verb “ser” mean and what are subject pronouns?
- How does one use the verb “ser + de” expression to discuss origin?
- How to describe self and others using adjectives?
- How does one use the verb “ser” to describe people, professions
- How does one relate gender to people & professions?

**Unit Enduring Understandings:**

- How to describe likes/dislikes using the verb “gustar” and other common infinitives
- How to describe origin using ser, subject pronouns and the expression (ser+de)
- Students’ understanding that all nouns have a gender and that when describing people, professions. It is important to apply the appropriate gender article.

**Unit Learning Targets:**

Students will be able to talk about activities and tell where they are from. Students will also learn to say what they like and don't like. Students will understand the verb “ser” with subject pronouns and use it to describe where someone is from and to describe people, professions. In connection with this, students will begin to understand gender as it applies to various people and professions.



### **Evidence of Learning**

**Summative Assessment:** quiz, test and/or project based assessment

**Equipment Needed:** laptops, projector, headphones

**Teacher Resources:** textbook (hard copy & online) with audio and video components, YouTube videos, recorded authentic target language, authentic realia

### **Formative Assessments:**

- Dialogues
- Projects
- Written dialogues
- PowerPoints
- Quizzes
- Spoken dialogues
- Rubrics
- Exit cards



### Lesson Plans

| Lesson                                      | Time Frame               |
|---------------------------------------------|--------------------------|
| Lesson 1 ¿Qué te gusta hacer?               | 42 minute periods/5 days |
| Lesson 2 The Verb Ser with subject pronouns | 42 minute periods/5 days |
| Lesson 3 Describing self and others         | 42 minute periods/5 days |

#### **Teacher Notes:**

Do Now, textbook distribution as needed, online text (activities, audio, DVDs) , return homework, prepare videos, listening comprehension Podcasts, culturally authentic multimedia, exit cards, vocabulary resources

#### **Curriculum Development Resources/Technology Resources:**

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

www.senorjordan.com

<https://www.savvasrealize.com/>

www.studyspanish.com



### Lesson Plan 1 Template

|                                             |                                           |                                             |
|---------------------------------------------|-------------------------------------------|---------------------------------------------|
| <b>Content Area:</b> World Language-Spanish | <b>Lesson Title:</b> ¿Qué te gusta hacer? | <b>Time Frame:</b> 42 minute periods/5 days |
|---------------------------------------------|-------------------------------------------|---------------------------------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

☒ Civic Literacy    ☐ Health Literacy

#### 21<sup>st</sup> 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:** English and Social Studies

**Integration of Technology:** YouTube, señorjordan.com, online textbook Auténtico

**Equipment Needed:** laptop, projector, headphones

| Goals/Objectives                                                                                                                                                                             | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>discuss their likes and dislikes using the verb "gustar" and express their preferences in Spanish.</li> </ul> | <p><b>Lesson Sequence:</b></p> <p><b>Warm-Up (10 mins):</b></p> <ul style="list-style-type: none"> <li>Begin the lesson by asking students to brainstorm different activities they enjoy doing in Spanish, such as "Me gusta leer" or "Me gusta jugar al fútbol".</li> <li>Write these activities on the whiteboard and discuss the meaning of "gustar" in Spanish.</li> </ul> <p><b>Introduction (10 mins):</b></p> <ul style="list-style-type: none"> <li>Show students pictures or flashcards of various activities and ask them to identify the activities in Spanish.</li> <li>Introduce the verb "gustar" and explain how it is used to express likes and dislikes in Spanish.</li> </ul> | <ul style="list-style-type: none"> <li>Monitor student participation and engagement during activities.</li> <li>Review completed worksheets for comprehension and accuracy in using "gustar".</li> <li>Evaluate student performance in the role play activity based on pronunciation, fluency, and use of "gustar".</li> <li>Students will create a poster or presentation showcasing their likes and dislikes using "gustar" and present it to the class.</li> <li>Provide additional practice activities or games to reinforce the concept of expressing likes and dislikes in Spanish.</li> </ul> |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                      |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Activity 1: Sentence Building (15 mins):</b></p> <ul style="list-style-type: none"> <li>● Divide students into pairs or small groups.</li> <li>● Provide each group with sentence strips containing sentences using "gustar".</li> <li>● Have students work together to unscramble the sentences and write them correctly in Spanish.</li> <li>● Monitor and provide assistance as needed.</li> </ul> <p><b>Activity 2: Role Play (20 mins):</b></p> <ul style="list-style-type: none"> <li>● Assign each student a role (e.g. student, teacher, chef) and have them prepare a short dialogue using "gustar" to discuss their likes and dislikes.</li> <li>● Students will perform their dialogues in front of the class, practicing pronunciation and fluency.</li> <li>● Encourage students to ask follow-up questions to their classmates to practice using "gustar" in conversation.</li> </ul> <p><b>Activity 3: Worksheet (15 mins):</b></p> <ul style="list-style-type: none"> <li>● Distribute the worksheet with questions about likes and dislikes to each student.</li> <li>● Have students work independently to answer the questions using "gustar".</li> <li>● After completing the worksheet, students will pair</li> </ul> | <ul style="list-style-type: none"> <li>● Homework assignments</li> <li>● TPR activity - leading, responding</li> <li>● Quia activities</li> <li>● PowerPoint presentation</li> <li>● Teacher lead questioning</li> <li>● Classwork assignments</li> <li>● Online text <i>Auténtico</i></li> <li>● Quizzes</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>up and share their answers with a partner.</p> <ul style="list-style-type: none"> <li>● Review the answers as a class and provide feedback.</li> </ul> <p><b>Closure (5 mins):</b></p> <ul style="list-style-type: none"> <li>● Review key vocabulary and phrases related to likes and dislikes in Spanish.</li> <li>● Ask students to reflect on their own likes and dislikes and share one new thing they learned about a classmate.</li> </ul> |  |
| <p><b>Differentiation:</b></p> <p>Students will receive written vocabulary lists and will also listen and view the vocabulary and practice grammar via online text to aid the visual and auditory learners. In addition, creative projects, TPR activities also appeal to the auditory-musical, visual types of learners. On level and Modified test assessments will be administered. By incorporating a variety of engaging activities and providing opportunities for student interaction and practice, this lesson plan aims to help students develop their language skills and confidence in expressing their preferences in Spanish.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <p><b>Resources Provided:</b></p> <ul style="list-style-type: none"> <li>● Whiteboard and markers</li> <li>● Pictures or flashcards of different activities (e.g. playing sports, reading, cooking)</li> <li>● Sentence strips with sentences using "gustar"</li> <li>● Worksheet with questions about likes and dislikes</li> <li>● Videos from Text - Auténtico - 1</li> <li>● Writing, Listening activities from Text - Auténtico - 1</li> <li>● Vocabulary lists</li> <li>● Like/Dislike PowerPoint project- Handout with rubric</li> </ul>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |



### Lesson Plan 2 Template

**Content Area:** World Language-Spanish      **Lesson Title:** The verb “Ser” with subject pronouns      **Time Frame:** 42 minute periods/5 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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:** English and Social Studies

**Integration of Technology:** YouTube, señorjordan.com, Online Textbook Auténtico

**Equipment Needed:** laptop, projector, headphones

| Goals/Objectives                                                                                                                                           | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>conjugate the verb "ser" and use subject pronouns in Spanish sentences.</li> </ul> | <p><b>Lesson Sequence:</b><br/> <b>Warm-Up (10 minutes):</b></p> <ul style="list-style-type: none"> <li>Begin the lesson by playing a game of "Verb Charades" where students will act out different actions while their classmates guess the corresponding verb in Spanish. This will get students engaged and thinking about verbs in a fun way.</li> </ul> <p><b>Introduction to "Ser" and Subject Pronouns (15 minutes):</b></p> <ul style="list-style-type: none"> <li>Introduce the verb "ser" and its conjugations in the present tense.</li> <li>Teach students the subject pronouns in Spanish and</li> </ul> | <ul style="list-style-type: none"> <li>Observe students' participation in the activities and their ability to correctly conjugate "ser" and use subject pronouns in sentences.</li> <li>Collect and review the mini posters or infographics created by students to assess their understanding of the material.</li> <li>Class participation and performance</li> <li>Classwork assignments</li> <li>Homework assignments</li> <li>Quia activities</li> <li>Quizzes</li> <li>Teacher led questioning</li> <li>Online activities in text <i>Auténtico</i></li> </ul> |



how they are used in sentences.

- Provide examples of sentences using "ser" and subject pronouns for students to practice.

**Activity 1: Ser and Subject Pronouns Matching Game (20 minutes):**

- Create a set of cards with subject pronouns on one side and the corresponding conjugations of "ser" on the other.
- Divide students into pairs and have them match the subject pronouns with the correct conjugations.
- Encourage students to practice saying the sentences out loud as they match the cards.

**Activity 2: "Ser" Sentence Building (20 minutes):**

- Provide the students with a set of subject pronouns, adjectives, and nouns.
- In pairs, students will create sentences using "ser" to describe a person using the given words.
- Encourage students to be creative and use different combinations of words to form unique sentences.
- Have the students share their sentences with the class.



**Closure (10 minutes):**

- Have students create a mini poster or infographic showcasing the conjugations of "ser" and subject pronouns. This will allow them to review the material in a creative way and serve as a reference for future lessons.

**Differentiation:**

Students will receive written vocabulary lists and will also listen and view the vocabulary via online text Auténtico to aid the visual and auditory learners. Practice grammar activities via online textbook accommodating all learners. In addition, creative projects, TPR activities also appeal to the auditory-musical, visual types of learners. On-level and modified test assessments will be administered. By incorporating engaging activities such as games, scavenger hunts, and creative projects, students will have a fun and interactive learning experience while mastering the concepts of "ser" and subject pronouns. This lesson plan aligns with the New Jersey state standards for language acquisition and provides a comprehensive understanding of the topic.

**Resources Provided:**

- Videos from Text - Auténtico - 1
- Writing, listening, speaking activities from Text - Auténtico - 1
- List of famous Latino performers, athletes for students to research - origin
- Handouts - Grammatical points summarized - subject pronouns, ser conjugation



### Lesson Plan 3 Template

**Content Area:** World Language- Spanish      **Lesson Title:** Describing self and others      **Time Frame:** 42 minute periods/5 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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:** Social Studies

**Integration of Technology:** YouTube, señorjordan.com, Online textbook Auténtico

**Equipment Needed:** laptop, projector, headphones

| Goals/Objectives                                                                                                                                                                                                                                                                                                                                     | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>describe themselves and others in Spanish using adjectives.</li> <li>utilize appropriate vocabulary and grammar structures to describe physical appearance and personality traits.</li> <li>engage in conversations and ask questions about others' descriptions.</li> </ul> | <p><b>Lesson Sequence:</b></p> <p><b>Warm up (5 minutes):</b></p> <ul style="list-style-type: none"> <li>Engage students by showing them pictures of people with different physical appearances and ask them to describe what they see in Spanish.</li> </ul> <p><b>Introduction(10 minutes):</b></p> <ul style="list-style-type: none"> <li>Review basic adjectives in Spanish that can be used to describe physical appearance and personality traits.</li> </ul> <p><b>Activity 1: Describing Myself (15 Minutes):</b></p> <ol style="list-style-type: none"> <li>Give each student a mirror and ask them to look at themselves in the mirror.</li> </ol> | <ul style="list-style-type: none"> <li>Class participation and performance</li> <li>Classwork assignments</li> <li>Homework assignments</li> <li>Quia activities</li> <li>Quizzes</li> <li>Activities- via online text Auténtico</li> <li>Describing people using slides or flashcard pictures.</li> <li>Role play activity</li> </ul> |



2. Students will take turns describing themselves using the adjectives provided on flashcards.
3. Encourage students to be creative and use a variety of adjectives to describe themselves.

**Activity 2: Describing Others (15 Minutes):**

1. Show students pictures of people with different physical appearances.
2. Students will work in pairs to describe the people in the pictures using the adjectives they have learned.
3. Each pair will present their descriptions to the class and the rest of the students will guess who they are describing.

**Activity 3: Role-play Conversations (15 Minutes):**

1. Divide students into pairs and assign each pair a role (Person A and Person B).
2. Person A will describe a person (real or imaginary) using adjectives.
3. Person B will ask questions to guess who Person A is describing.
4. Switch roles and repeat the activity.

**Closure (5 minutes):**

- Write a sentence describing yourself and your best friend.



**Differentiation:**

Students will receive written vocabulary lists and will also listen and view the vocabulary via online text Auténtico to aid the visual and auditory learners. Practice grammar activities online textbook Auténtico selection accommodating all learners. In addition, creative projects, TPR activities also appeal to the auditory-musical, visual types of learners. On-level and modified test assessments will be administered.

**Resources Provided:**

- Videos from Auténtico - 1
- Writing, listening, speaking activities from Text - Auténtico - 1
- Flashcards cutouts of people, and professions
- Whiteboard and markers
- Pictures of people with different physical appearances
- Flashcards with Spanish adjectives
- Mirror for students to look at themselves



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

### Curriculum Design Template

|                                             |                       |                                         |
|---------------------------------------------|-----------------------|-----------------------------------------|
| <b>Content Area:</b> World Language-Spanish | <b>Grade Level:</b> 6 | <b>Unit Title:</b> ¿Qué te gusta hacer? |
| <b>Created:</b> May 2024                    |                       | <b>Board Approved on:</b>               |



### Unit Overview Template

|                                               |                       |                                                                     |
|-----------------------------------------------|-----------------------|---------------------------------------------------------------------|
| <b>Content Area:</b> World Language - Spanish | <b>Grade Level:</b> 6 | <b>Unit Title:</b> Capítulo 1b: Mis amigos y yo: ¿y tú? ¿Cómo eres? |
|-----------------------------------------------|-----------------------|---------------------------------------------------------------------|

**Unit Summary:** The primary focus of this unit is expanding students' knowledge of the gender factor. This becomes integral when working with all forms of definite and indefinite articles and most importantly when working with adjectives. Students will learn ways of determining the gender of a noun based on definite and indefinite articles as well as plurality and then will begin developing descriptions using adjectives of personality and appearance.

**Primary Interdisciplinary Connections:** English

**21<sup>st</sup> 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:** The ability to describe is integral in communicating with others. It is important to understand the way to work with adjectives in the target language of Spanish and to learn descriptive words that will allow for detailed descriptions of personality and appearance.

**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

9.4 Life Literacies and Key Skills, has been added to ensure our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy.

**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.

| <b>CPI#:</b>   | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                  |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.1.NL.IPRET.1 | 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. |
| 7.1.NL.IPRET.2 | Respond with physical actions and/or gestures to simple oral directions, commands, and requests.                                                                                                                                                                             |
| 7.1.NL.IPRET.  | Recognize a few common gestures associated with the target culture(s).                                                                                                                                                                                                       |
| 7.1.NL.IPRET.4 | Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.                                                                                                                   |
| 7.1.NL.IPERS.1 | Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.                                                                                                                                             |
| 7.1.NL.IPERS.2 | 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.                                                                                                       |
| 7.1.NL.IPERS.3 | 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 | Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.                                                                                                 |
| 7.1.NL.PRSNT.2 | Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.                                                                                                                                                 |
| 9.4.2.TL.6     | Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5).                                                                                                                                                                                    |
| 9.4.8.TL.3     | Select appropriate tools to organize and present information digitally.                                                                                                                                                                                                      |
| 9.2.12.C.5     | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.                                                                                                                                                |
| SEL.PK-12.1.3  | Recognize one's personal traits, strengths and limitations.                                                                                                                                                                                                                  |



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|                   |                                                                                                |
|-------------------|------------------------------------------------------------------------------------------------|
| SEL.PK-12.1.<br>4 | Recognize the importance of self-confidence in handling daily tasks and challenges             |
| SEL.PK-12.2.1     | Understand and practice strategies for managing one's own emotions, thoughts and behaviors     |
| SEL.PK-12.3.<br>4 | Demonstrate an awareness of the expectations for social interactions in a variety of settings. |
| SEL.PK-12.5<br>.2 | Utilize positive communication and social skills to interact effectively with others.          |
| SEL.PK-12.5.<br>5 | Identify who, when, where, or how to seek help for oneself or others when needed.              |

**Unit Essential Questions:**

- How does one identify gender of a noun?
- What is the difference between a definite/indefinite article?
- How does one modify an adjective in Spanish?
- When does one modify an adjective in Spanish?
- How does one describe people, places, things (nouns) in writing and using spoken Spanish?

**Unit Enduring Understandings:**

- The enduring understanding in this unit is that students will come to realize that all nouns have a gender and that when describing nouns using adjectives, it is essential to consider gender and plurality of the noun. They will accurately be able to describe appearance and personality orally and in writing.

**Unit Learning Targets:**

Students will describe the personality and appearance of individuals both conversationally and in writing. In addition, students will accurately use adjectives, modifying them appropriately.



### **Evidence of Learning**

**Summative Assessment:** quiz, test and/or Project Based Assessment

**Equipment Needed:** laptops, projector

**Teacher Resources:** textbook (hard copy & online) with audio and video components, YouTube videos, recorded authentic target language, authentic realia

### **Formative Assessments:**

- translations
- projects
- written essays
- PowerPoints
- quizzes
- spoken dialogues
- rubrics
- exit cards



### Lesson Plans

| Lesson                                              | Time Frame               |
|-----------------------------------------------------|--------------------------|
| Lesson 1 Definite & indefinite articles             | 42 minute periods/5 days |
| Lesson 2 Adjective modification for gender & number | 42 minute periods/5 days |
| Lesson 3 Frida Kahlo                                | 42 minute periods/3 days |

#### **Teacher Notes:**

Do Now, textbook distribution as needed, online text (activities, audio, videos) , return homework, prepare videos, listening comprehension Podcasts, culturally authentic multimedia, exit cards, vocabulary resources

#### **Curriculum Development Resources/Technology Resources:**

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

[www.quia.com](http://www.quia.com)

[www.senorjordan.com](http://www.senorjordan.com)

<https://www.savvasrealize.com/>

[www.studyspanish.com](http://www.studyspanish.com)



### Lesson Plan 1 Template

**Content Area:** World Language - Spanish      **Lesson Title:** Definite and Indefinite Articles      **Time Frame:** 42 minute periods/5 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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:** English, Social Studies/Social Sciences

**Integration of Technology:** YouTube, señorjordan.com, online textbook Auténtico 1

**Equipment Needed:** laptop, projector, headphones

| Goals/Objectives                                                                                                                                                                                                                                                     | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>utilize definite articles with specific objects</li> <li>utilize indefinite articles with specific objects</li> <li>identify and distinguish between masculine and feminine nouns</li> </ul> | <b>Lesson Sequence:</b><br><b>Warm up (5 minutes):</b><br>Introduction: <ul style="list-style-type: none"> <li>Begin the lesson by reviewing what definite and indefinite articles are in English (e.g. the vs. a/an).</li> </ul> <b>Introduction (10 minutes):</b> <ul style="list-style-type: none"> <li>Explain that definite articles (el, la, los, las) in Spanish are used to describe specific nouns, while indefinite articles (un, una, unos, unas) are used to describe nonspecific nouns.</li> <li>Show examples of how definite and indefinite articles are used in Spanish sentences.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher led questioning</li> <li>Classwork assignments</li> <li>Quizzes</li> <li>Quia activities</li> <li>Online textbook Auténtico</li> <li>Mini-Project</li> <li>Informal assessment will be conducted throughout the lesson through observation of students' participation in activities and understanding of article usage.</li> <li>Formal assessment will include a written quiz at the end of the lesson, where students will demonstrate their ability to use definite and indefinite articles correctly in sentences.</li> </ul> |



**Activity 1: Definite and Indefinite Article Sort (15 minutes):**

- Provide students with a list of Spanish nouns and a set of cards with definite and indefinite articles written on them.
- In pairs, students will match the correct article to each noun.
- Encourage students to discuss their choices with their partner to ensure understanding.

**Activity 2: Definite and Indefinite Article Charades(15 minutes)**

- Divide students into two teams.
- Provide each team with a set of Spanish nouns written on cards.
- One student from each team will act out the noun without speaking, while their teammates guess the noun and decide whether it requires a definite or indefinite article.
- This activity will reinforce vocabulary and article usage in a fun and engaging way.

**Activity 3: Definite and Indefinite Article Pluralizing (20 minutes)**

- In small groups, students will work together to create a poster board collage with nouns using a mix of definite and indefinite articles in singular and plural .



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- Encourage students to be creative and incorporate as many new vocabulary words as possible.

**Closure ( 5 minutes):**

- Review the use of definite and indefinite articles in Spanish, asking students to explain when each type of article is used.

**Differentiation:**

Students will receive written vocabulary lists and will also listen and view the vocabulary via online text Auténtico 1 to aid the visual and auditory learners. Practice grammar activities via online text Auténtico accommodating all learners. In addition, creative projects, TPR activities also appeal to the auditory-musical, visual types of learners. On-level and modified test assessments will be administered.

**Resources Provided:**

- Writing, listening, speaking activities from Text - Auténtico - 1
- Videos from Text - Auténtico - 1
- Video from [www.señorjordan.com](http://www.señorjordan.com)
- Clip art pictures



### Lesson Plan 2 Template

|                                             |                                                                |                                              |
|---------------------------------------------|----------------------------------------------------------------|----------------------------------------------|
| <b>Content Area:</b> World Language-Spanish | <b>Lesson Title:</b> Adjective modification in gender & number | <b>Time Frame:</b> 42 minute periods/ 5 days |
|---------------------------------------------|----------------------------------------------------------------|----------------------------------------------|

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

#### 21<sup>st</sup> 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:** English and Social Studies

**Integration of Technology:** YouTube, señorjordan.com, Online Textbook Auténtico, PowerPoint

**Equipment Needed:** laptops, projector, headphones

| Goals/Objectives                                                                                                                                                                                                                          | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Formative Assessment Tasks                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>use adjectives to describe personality and appearance</li> <li>modify adjectives in Spanish to match the gender and number of the nouns they describe.</li> </ul> | <b>Lesson Sequence:</b><br><b>Warm up (10 minutes):</b> <ul style="list-style-type: none"> <li>Begin the lesson by reviewing basic adjectives in Spanish and reminding students of the importance of matching adjectives with nouns in terms of gender and number.</li> </ul> <b>Introduction (10 minutes):</b> <ul style="list-style-type: none"> <li>Introduce the concept of adjective modification in number and gender, explaining that adjectives must agree in gender and number with the nouns they describe.</li> </ul> | <ul style="list-style-type: none"> <li>Class performance and participation</li> <li>Teacher led questioning</li> <li>Translations</li> <li>Classwork assignments</li> <li>Quia activities</li> <li>Practice using online Textbook Auténtico</li> <li>PowerPoint project</li> <li>Quizzes</li> </ul> |



- Provide examples of adjectives in singular and plural forms, as well as masculine and feminine forms.

**Activity 1: Adjective Memory Game (15 minutes)**

- Divide students into pairs or small groups and distribute cards with nouns written on them.
- On a separate set of cards, write corresponding adjectives in both singular and plural forms, as well as masculine and feminine forms.
- In turns, students must match the correct adjective to the noun by considering the gender and number agreement.
- Encourage students to explain their choices to their partners, reinforcing the concept of adjective modification in number and gender.

**Activity 2: Adjective Scavenger Hunt (20 minutes)**

- Provide students with a list of common objects or items around the classroom, along with the corresponding adjectives they must use to describe them.
- Students must work individually or in pairs to find the objects and write down the correct adjectives



in singular and plural forms, as well as masculine and feminine forms.

- Once completed, students can compare their lists and discuss any discrepancies, reinforcing the importance of adjective agreement with nouns.

**Activity 3: Adjective Role Play (15 minutes)**

- Divide students into groups and assign each group a scenario to act out using adjectives in Spanish.
- Each group must create a short skit where they describe various objects using adjectives in both singular and plural forms, as well as masculine and feminine forms.
- Encourage students to be creative and use a variety of adjectives to demonstrate their understanding of adjective modification in number and gender.

**Closure (10 minutes):**

- Review key concepts of adjective modification in number and gender, emphasizing the importance of accuracy in matching adjectives with nouns.
- Allow students to ask any remaining questions or seek clarification on any confusing aspects of the lesson.



- Assign homework that reinforces the concept of adjective modification in number and gender, such as writing sentences using adjectives in different forms.

**Differentiation:**

Students will receive written vocabulary lists and will also listen and view the vocabulary via online text Auténtico aid the visual and auditory learners. Practice grammar activities via the online textbook Auténtico which offers a selection of practice accommodating all learners. In addition, creative projects, TPR activities also appeal to the auditory-musical, visual types of learners. Projects to be modified on an as needed basis. On-level and modified test assessments will be administered.

**Resources Provided:**

- Writing, listening, speaking activities from Text - Auténtico - 1
- DVDs from Text - Auténtico - 1
- Vocabulary lists



### Unit Overview Template

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                          |                     |   |                    |                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------|---|--------------------|-----------------------|
| <b>Content Area:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | World Language - Spanish | <b>Grade Level:</b> | 7 | <b>Unit Title:</b> | ¿Desayuno o almuerzo? |
| <b>Unit Summary:</b> Students will be able to talk and write about foods you and others like and dislike. Students will be able to listen to and read descriptions of meals and menus. They will be able to exchange information about food preferences.                                                                                                                                                                                                                        |                          |                     |   |                    |                       |
| <b>Primary Interdisciplinary Connections:</b> English                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |                     |   |                    |                       |
| <b>21<sup>st</sup> Century Themes</b> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> ICT Literacy<br><input type="checkbox"/> Information Literacy <input type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Media Literacy                                     |                          |                     |   |                    |                       |
| <b>Unit Rationale:</b> This unit will idealize the student's immediate environment - the food. It is important for students to develop a personal identity through experiences that occur within the cafeteria setting. This would include topics like exchanging likes and dislikes about food and beverages; eating habits and meals. With practice, students can build on their previously acquired vocabulary and engage in more meaningful conversations with one another. |                          |                     |   |                    |                       |
| <b>Career Readiness (Standard 9):</b> 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

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards:</b>          | <p>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.</p> <p>Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode</p> <p>9.4 Life Literacies and Key Skills, has been added to ensure our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy.</p> |
| <b>Content Statements:</b> | <p><b>Interpretive Mode:</b> 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.</p> <p><b>Interpersonal Mode:</b> Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar</p>                                                                                                          |



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.

| <b>CPI#:</b>   | <b>Cumulative Progress Indicator (CPI):</b>                                                                                                                                                                                                                                  |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.1.NL.IPRET.1 | 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. |
| 7.1.NL.IPRET.2 | Respond with physical actions and/or gestures to simple oral directions, commands, and requests.                                                                                                                                                                             |
| 7.1.NL.IPRET.3 | Recognize a few common gestures associated with the target culture(s).                                                                                                                                                                                                       |
| 7.1.NL.IPRET.4 | Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.                                                                                                                   |
| 7.1.NL.IPERS.1 | Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.                                                                                                                                             |
| 7.1.NL.IPERS.2 | 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.                                                                                                       |
| 7.1.NL.IPERS.3 | 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 | Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.                                                                                                 |
| 7.1.NL.PRSNT.2 | Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.                                                                                                                                                 |
| 9.4.2.TL.6:    | Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).                                                                                                                                                                                   |



|                |                                                                                                                               |
|----------------|-------------------------------------------------------------------------------------------------------------------------------|
| 9.4.8.TL.3     | Select appropriate tools to organize and present information digitally.                                                       |
| 9.2.12.C.5     | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| SEL.PK-12.1.3: | Recognize one's personal traits, strengths and limitations                                                                    |
| SEL.PK-12.1.4  | Recognize the importance of self-confidence in handling daily tasks and challenges                                            |
| SEL.PK-12.2.1  | Understand and practice strategies for managing one's own emotions, thoughts and behaviors                                    |
| SEL.PK-12.3.4  | Demonstrate an awareness of the expectations for social interactions in a variety of settings                                 |
| SEL.PK-12.5.2  | Utilize positive communication and social skills to interact effectively with others                                          |
| SEL.PK-12.5.5  | Identify who, when, where, or how to seek help for oneself or others when needed                                              |

#### **Unit Essential Questions:**

- Can I talk about breakfast?
- Can I talk about lunch Can I talk about beverages?
- Can I talk about eating and drinking?
- Can I talk about how often I do an activity? Can I say that I like/love to eat something?
- Can I conjugate "ER" verbs?
- Can I conjugate "IR" verbs?
- Can I describe a breakfast, lunch or dinner in a Spanish-speaking country?
- Can I list the foods that are native to Spain and Latin America?
- Can I express what I like and do not like to eat?
- Can I use the plurals of adjectives and the verb ser?
- Can I describe what one should do to lead a healthy lifestyle?
- Can I compare/contrast the uses of ser and estar?
- Can I explain how foods and beverages differ in Spanish-speaking countries vs. the U.S.?

#### **Unit Enduring Understandings:**

- "ER verb" conjugations are essential to effectively communicating in Spanish.
- "IR verb" conjugations are essential to effectively communicating in Spanish.
- GUSTAR and ENCANTAR conjugations are different from "AR", "ER", "IR" conjugations and are essential to communicating in Spanish.
- Colonialism impacted the diet of Spanish Speaking America
- Communication is the ability to understand and be understood in real world contexts.
- Making healthy food choices and staying active are important factors in living a healthy lifestyle across cultures

#### **Unit Learning Targets:**

Students will be able to read, write, listen and talk: about

- foods and beverages for breakfast and lunch.
- about likes and dislikes regarding foods and beverages.



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- about how often something is done.
- about cultural perspectives on meals.
- about foods and beverages for dinner.
- about what people or things are like.
- about food, health and exercise choices.
- about cultural perspectives on diet and health



### Lesson Plan 3 Template

**Content Area:** World Language - Spanish    **Lesson Title:** Frida Kahlo    **Time Frame:** 42 minute periods /3 days

### Lesson Components

#### 21<sup>st</sup> Century Themes

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

☒ Civic Literacy    ☐ Health Literacy

#### 21<sup>st</sup> 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:** English and Social Studies

**Integration of Technology:** YouTube, señorjordan.com, Online Textbook Auténtico

**Equipment Needed:** laptops, projector, headphones

| Goals/Objectives                                                                                                                                                                                                                                                                              | Learning Activities/<br>Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>identify key events in the life of Frida Kahlo.</li> <li>describe and analyze Frida Kahlo's artwork using adjectives and colors in Spanish.</li> <li>recreate a self portrait in the style of Frida Kahlo.</li> </ul> | <b>Lesson Sequence:</b><br><b>Warm-Up (10 minutes):</b> <ul style="list-style-type: none"> <li>To start the lesson, show students a brief video about Frida Kahlo's life and art. Ask students to share any prior knowledge they have about Frida Kahlo and her work. Discuss as a class what they already know and what they would like to learn about her.</li> </ul> <b>Introduction (15 minutes):</b> <ul style="list-style-type: none"> <li>Introduce students to Frida Kahlo's biography, highlighting key events in her life such as her childhood, marriage to Diego Rivera, and the impact of her physical disabilities on her</li> </ul> | <ul style="list-style-type: none"> <li>Students will be assessed based on their participation in class discussions, their analysis of Frida Kahlo's artwork, and their creativity in creating their own self-portraits.</li> <li>Students will also be assessed on their understanding of how Frida Kahlo's art has influenced the art world.</li> <li>Class participation and performance</li> <li>Teacher led questioning</li> <li>Classwork assignments</li> <li>Quia activities</li> <li>Translations</li> <li>online text <i>Auténtico</i></li> <li>Quizzes</li> </ul> |



art. Emphasize how her art was influenced by her personal experiences and cultural heritage.

**Activity 1: Frida Kahlo's Self-Portraits (30 minutes):**

Provide students with images of Frida Kahlo's self-portraits and ask them to choose one to describe in Spanish. Have students answer questions in Spanish such as:

- How is she feeling in the portrait?
- What colors are used?

After analyzing the self-portraits, have students create their own self-portrait inspired by Frida Kahlo's style. Encourage students to incorporate elements that represent their own identity and experiences.

**Activity 2: Kahlo's Influence on the Art World (25 minutes):**

- Divide students into small groups and assign each group a different art movement or artist influenced by Frida Kahlo. Have students research how Kahlo's work inspired these artists and movements. Each group will present their findings to the class, discussing how Kahlo's art has impacted the art world.

**Closure (10 minutes):**

- To wrap up the lesson, have students reflect on what they have learned about Frida



Kahlo and her art. Ask students to share one thing they found most interesting or surprising about Kahlo. Remind students that art is a powerful tool for expressing personal experiences and emotions.

**Differentiation:**

Students will receive written vocabulary lists and will also listen and view the vocabulary and grammar via online text to aid the visual and auditory learners. In addition, creative projects, TPR activities also appeal to the auditory-musical, visual types of learners. Projects to be modified on an as needed basis. On-level and modified test assessments will be administered.

**Resources Provided:**

- Writing, listening, speaking activities from Text - Auténtico - 1
- Videos from Text - Auténtico - 1
- Vocabulary lists
- Quia activities
- Frida Kahlo handout with rubric
- Images of Frida Kahlo's artwork
- Biographical information about Frida Kahlo
- Art supplies (such as colored pencils, markers, and paper)
- iPads with Internet access



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

### Curriculum Design Template

|                      |                            |                           |   |                    |                                                    |
|----------------------|----------------------------|---------------------------|---|--------------------|----------------------------------------------------|
| <b>Content Area:</b> | World Language-<br>Spanish | <b>Grade Level:</b>       | 6 | <b>Unit Title:</b> | <b>Capítulo 1B:</b> Mis amigos y yo ¿Como eres tú? |
| <b>Created:</b>      | May 2024                   | <b>Board Approved on:</b> |   |                    |                                                    |



## **SPRINGFIELD PUBLIC SCHOOLS**

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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



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> 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  
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:**



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
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



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY  
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



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> 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



## **SPRINGFIELD PUBLIC SCHOOLS**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> 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



## SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> 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

## **What Does the Gifted and Talented Experience Look Like?** *Springfield Public Schools*

### **Mission Statement**

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

## Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

*Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)*

### **Early Childhood Center** **Edward V. Walton**

#### Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

#### Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

### **Elementary Schools** **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

#### Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

#### Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

### *Strategies and Practices that Support Gifted and Talented Students*

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

### Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

### Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

### Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

**Secondary Schools**  
**Florence M. Gaudineer Middle School**  
**Jonathan Dayton High School**

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

**Gifted and Talented Identification Criteria**

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

**Multiple Measures of Eligibility**

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

*According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.*

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

*The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.*

#### Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

### Gifted and Talented Program Identification Matrix

**Minimum Score Required for Consideration: 14 Points**

| <b>1 Point</b>                                              | <b>2 Points</b>                                   | <b>3 Points</b>                                             |
|-------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------|
| Cogat Assessment<br>Overall Stanine Score of a 7            | Cogat Assessment<br>Overall Stanine Score of an 8 | Cogat Assessment<br>Overall Stanine Score of a 9            |
| iReady Math Assessment<br>Just Below Current Grade<br>Level | iReady Math Assessment<br>On Grade Level          | iReady Math Assessment<br>½ Year + Above Current<br>Level   |
| iReady ELA<br>On Grade Level                                | iReady ELA<br>½ Year Above Current Level          | iReady ELA<br>One Full Grade Level +<br>Above Current Level |
| NJSLA Math<br>Approaching Expectations                      | NJSLA Math<br>Met Expectations                    | NJSLA Math<br>Exceed Expectations                           |
| NJSLA ELA<br>Approaching Expectations                       | NJSLA ELA<br>Met Expectations                     | NJSLA ELA<br>Exceed Expectations                            |
| HOPE Teacher Rating Scale<br>Raw Score: 11 - 29             | HOPE Teacher Rating Scale<br>Raw Score: 30 - 49   | HOPE Teacher Rating Scale<br>Raw Score: 50-66               |

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

#### Resource Links

[https://riversideinsights.com/cognitive\\_abilities\\_test](https://riversideinsights.com/cognitive_abilities_test)

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, [www.nagc.org](http://www.nagc.org)).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

## **Supplemental Resources/Programming for Gifted Students**

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

*Math/ELA*

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

*STEM*

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

### Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.