



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Spanish
Grade 7

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



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

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Unit Overview Template

Content Area:	World Language - Spanish	Grade Level:	7	Unit Title:	¿Desayuno o almuerzo?
Unit Summary: Students will be able to talk and write about foods they 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.					
Primary Interdisciplinary Connections: ELA/ Culinary Arts					
<u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy					
☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration x Media Literacy					
Unit Rationale:	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.				
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.

CPI#:	Cumulative Progress Indicator (CPI):
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.
- likes and dislikes regarding foods and beverages.
- how often something is done.
- perspectives on meals.
- foods and beverages for dinner.
- what people or things are like.
- food, health and exercise choices.
- cultural perspectives on diet and health



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:

- Formal written unit assessment
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral– formal and informal
- Performance assessments
- Reading comprehension



Lesson Plans

Lesson	Time Frame
Lesson 1 ¿Desayuno o Almuerzo?	50 minute periods/7 days
Lesson 2 El verbo - present tense -er and -ir verbs	50 minute periods/6 days
Lesson 3 Los verbos - Gustar and Encantar	50 minute periods/ 7 days

Teacher Notes:

Do Now, textbook distribution as needed, online text (activities, audio, DVDs), 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

www.savvas.com

www.studyspanish.com



Lesson Plan 1 Template

Content Area:	World Language-Spanish	Lesson Title:	¿Desayuno o almuerzas	Time Frame:	50 minute periods/ 7 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies, Mathematics

Integration of Technology:

- savvas.com • www.kahoot.com • www.quizlet.com • www.wordreference.com
- www.blooket.com

Equipment Needed:

laptops, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Listen to and read descriptions of meals and menus - Talk and write about foods you and others like and dislike - Discuss food preferences, agreement, disagreement and quantity	Lesson Sequence - Research on-line, then compare/contrast and discuss meals in the Spanish speaking world - Prepare and present a dialogue with a partner about a lunch date - Write a composition about personal preferences - Introduce and practice new vocabulary in context - Textbook, workbook and on-line activities - Listening and comprehension - Venn Diagram using foods eaten at different meal times	- Class participation and performance - Teacher led questioning - Classwork assignments - Homework assignments - Quizzes - Projects - Recitations - savvas.com



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| | <ol style="list-style-type: none">8. Create a menu or a food plate in Spanish9. Read and interpret a menu in the target language.10. Discuss from a picture prompt – Diego Rivera11. Create a class cookbook with “favorite” Hispanic recipes | |
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Differentiation: Students will be provided with vocabulary lists and the visual tools needed to help aid in the learning. All projects and presentations will be modified for students with special learning needs. On-level & modified test assessments will be administered.

Resources Provided:

- Online textbook “Presentación de vocabulario” from Auténtico-
- Vocabulary lists
- Activity handouts
- Practice via Kahoot, Blooket, Quizizz, Wordwall
- Grammatical informational handouts



Lesson Plan 2 Template

Content Area:	World Language-Spanish	Lesson Title:	Present tense -er and -ir verbs	Time Frame:	50 minute periods/6 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: English

Integration of Technology:

- savvas.com • www.kahoot.com • www.quizlet.com • www.wordreference.com
- www.blooket.com

Equipment Needed:

laptop, projector and headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn how to form the -er verb - Learn how to form the -ir verb “ER and IR verbs” conjugations are essential to effectively communicating in Spanish..	Lesson Sequence - Introduce “Er and IR” conjugation - View GramActiva video - Interactive white board grammar activities - Follow up “ER and IR” activities 12&13 - Communicative pair activities using “ER and IR” verbs. - Students will complete grammar notes over –er/-ir verbs (grammar handout) - Students will practice over conjugations (fill the blank with the appropriate stem and ending for present tense).	- Class participation and performance - Teacher led questioning - Classwork assignments - Homework assignments - Projects - Quizzes - Quizziz, Kahoot, Blooket reports



8. Verb Charades: Write down -er and -ir verbs on separate cards. Have students pick a card and act out the verb without speaking while others guess what it is.
9. Sentence Building: they have to use -er and -ir verbs in context.
10. Verb Races: class divided into teams. Call out an infinitive verb, and teams race to write the correct conjugation on the board.
11. Interactive Online Games: Utilize online platforms designed for practicing verb conjugations.
12. Role-Playing: Create role-playing scenarios where students have to use -er and -ir verbs in conversations.
13. Verb Bingo: Create bingo cards with different conjugated forms of -er and -ir verbs. Call out the infinitive form, and students mark the corresponding conjugated form on their bingo cards.
14. Song Lyrics: Find songs in the target language that contain -er and -ir verbs in the present tense..
15. Dictation: Read out sentences containing -er and -ir verbs, and have students write down what they hear.



	16. Story Writing: Ask students to write short story using -er and -ir verbs	
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Differentiation:

Students will receive written notes and will also listen and view the grammar notes via an online textbook to aid the visual and auditory learners. Practice grammar activities via Quizizz, Blooket, and Kahoot offer a leveled 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:

- Writing, Listening activities from Text - Auténtico - 1A
- Present tense verb notes
- Activity handouts
- Practice via Kahoot, Blooket, Quizizz, Wordwall



Lesson Plan 3 Template

Content Area: World Language-Spanish	Lesson Title: Los verbos -Gustar and Encantar	Time Frame: 50 minute periods/ 7 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: English, Social Studies

Integration of Technology:

- savvas.com • www.kahoot.com • www.quizlet.com • www.wordreference.com
- www.blooket.com

Equipment Needed:

laptop, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the basic usage and meaning of the verbs "gustar" and "encantar" in Spanish. - Learn how to properly conjugate and use these verbs in different contexts. - Practice forming sentences using "gustar" and "encantar" to express likes and preferences. - Recognize the difference in usage between "gustar" and "encantar" in various situations. - Develop confidence in speaking and writing	Lesson Sequence - Presentation Gustar and Encantar - View GramActiva video - Interactive white board game grammar activities - Gustar and Encantar activities number 17, 18 and 19. - Explain that these verbs are used to express likes and dislikes in Spanish. - Practice forming sentences using the verbs with common nouns. - Assign homework to practice forming sentences with "gustar" and "encantar". - Expressing Dislikes:	- Class participation and performance - Teacher led questioning - Classwork assignments - Homework assignments - Projects - Quizzes - Quizziz, Kahoot, Blooket reports



Spanish sentences using these verbs.

how to express dislikes using "gustar" and "encantar" in the negative form.

9. Explain the structure of negative sentences with these verbs.
10. Provide examples and practice exercises for the students to practice forming negative sentences.
11. Assign homework to practice expressing dislikes using the verbs.
12. Explain the structure of Questions and Answers: how to form questions using "gustar" and "encantar".
13. Explain the inversion of subject and verb in questions with these verbs.
14. Provide examples and practice exercises for the students to practice forming questions.
15. Practice answering questions using the verbs in class..
16. Have students engage in conversation practice using "gustar" and "encantar" to express likes and dislikes.
17. Provide feedback and correction as needed.
18. Assign a speaking activity or project for homework where students must use the verbs in conversation.

**Differentiation:**

Students will receive written vocabulary lists and will also listen and view the vocabulary via online textbook to aid the visual and auditory learners. Practice grammar activities via quizizz, Blooket, etc offer a leveled 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:

- Writing, Listening activities from Text - Auténtico - 1A
- Gustar and Encantar verbs notes
- Activity handouts
- Practice via Kahoot, Blooket, Quizizz, Wordwall



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	World Language - Spanish	Grade Level:	7	Unit Title:	Para mantener la salud
Created:	May 2024	Board Approved on:			



Unit Overview Template

Content Area:	World Language - Spanish	Grade Level:	7	Unit Title:	Para mantener la salud
Unit Summary: This unit deals with all things related to the classroom. Students will acquire vocabulary and utilize this in conversation. Topics that will be addressed include: class objects, places in school and class descriptions. In addition, students will learn to say where things are located and where they are going. Finally, students will be able to talk about how they feel.					
Primary Interdisciplinary Connections: ELA					
<u>21st Century Themes</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy					
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Unit Rationale:					
The focus of this unit is on maintaining health. Students will explore vocabulary and concepts related to healthy habits, nutrition, exercise, and preventative measures. Through engaging activities, discussions, and readings, learners will develop language skills while also gaining insights into the importance of leading a healthy lifestyle. This chapter aims to equip students with the linguistic tools necessary to discuss health-related topics and make informed decisions about their well-being.					
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 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..
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Content Statements:

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

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

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

Intercultural: The Novice-Mid Cultural Content Statements remain the same for all the strands.

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

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

Technology:

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

Exhibit leadership for digital citizenship.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NL.IPRET.1	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:

- What foods and drinks are good for your health?
- What are some healthy exercise options?
- How do you advise on healthy exercise options?
- What are some typical dinners in Costa Rica?

Unit Enduring Understandings:

- Students will better understand how to advise on healthful and unhealthy lifestyles.
- Students will be able to describe healthy lifestyle choices and unhealthy lifestyle choices.
- Students will be able to understand how to use adjectives correctly when describing.
- Students will be able to independently apply expression of opinion on healthy lifestyle choices.
- Students will be able to present advice on a healthy lifestyle to peers



Unit Learning Targets:

Students will develop their ability to engage in conversations about health and wellness, expressing opinions, asking questions, and providing advice or recommendations to others. Students will be able to understand and interpret short texts (such as articles, advertisements, or blog posts) related to maintaining health, extracting key information and identifying main ideas. Students will practice writing compositions or short paragraphs discussing their own health habits, routines, and goals, as well as giving advice to others on how to maintain a healthy lifestyle.



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:

- Formal written unit assessment
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral– formal and informal
- Performance assessments
- Reading comprehension



Lesson Plans

Lesson	Time Frame
Lesson 1 Para mantener la salud	50 minute pds. /7 days
Lesson 2 Plural of adjectives	50 minute pds./8 days
Lesson 3 The verb SER	50 minute pds./6 days

Teacher Notes:

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

Curriculum Development Resources/Technology Resources:

- savvas.com • www.kahoot.com • www.quizlet.com • www.wordreference.com
- www.blooket.com



Lesson Plan 1 Template

Content Area:	World Language-Spanish	Lesson Title:	Para mantener la salud	Time Frame:	50 minute pds. 7 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies

Integration of Technology:

- savvas.com • www.kahoot.com • www.quizlet.com • www.wordreference.com
- www.blooket.com

Equipment Needed:

laptop, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Listen to and read descriptions of healthy and unhealthy lifestyles • Talk and write about food, health, and exercise choices • Exchange information while expressing your opinions about food choices and health • Understand cultural perspectives on medicines and health care • Compare traditional food, markets, and festivals in Spanish speaking world with those in the United States	Lesson Sequence 1. Students are introduced to vocabulary dealing with food groups and healthy activities via Videohistoria 2. Reinforce vocabulary using Interactive Whiteboard Vocabulary activities 3. Practice activities 8,9,10,11 4. Audio activities 5,6 5. Vocabulary Matching: Create vocabulary cards with Spanish words related to health and wellness. Have students match the Spanish words	• Class participation and performance • Teacher led questioning • Classwork assignments • Homework assignments • Projects • Quizzes • Games; quizizz, Kahoot, Blooket reports



with their English translations.

6. Listening
Comprehension: Use videos from the textbook or other sources that discuss topics related to health and wellness. After listening, ask comprehension questions in Spanish to assess students' understanding.
7. Interactive Worksheets:
Create interactive worksheets or online quizzes where students can practice vocabulary, and comprehension related to health topics. Include fill-in-the-blank exercises, matching activities, and short answer questions
8. Cultural Comparisons:
Compare health-related practices and attitudes in Spanish-speaking countries with those in the students' own culture.
9. Project: create a healthy menu and recommendations to keep healthy
10. Upon completion, students complete the project and present their "Healthy menu and healthy recommendations" to the entire class via projector
11. Students use critique handout to rate, make positive comments and suggestions to their



fellow classmates re:
presentations

Differentiation:

Students will be provided with vocabulary lists and the visual tools needed to help aid in the learning. All projects and presentations will be modified for students with special learning needs. On-level & modified test assessments will be administered.

Resources Provided:

- Online textbook “Presentación de vocabulario” from Auténtico-
- Vocabulary lists
- Activity handouts
- Practice via Kahoot, Blooket, Quizizz, Wordwall



Lesson Plan 2 Template					
Content Area:	World Language-Spanish	Lesson Title:	Plurals of adjectives	Time Frame:	50 minute periods/8 days
Lesson Components					
<u>21st Century Themes</u>					
X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Social Studies, English					
Integration of Technology: • savvas.com • www.kahoot.com • www.quizlet.com • www.wordreference.com • www.blooket.com					
Equipment Needed: laptop, projector, headphones					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - To understand the concept of plural adjectives in Spanish. - To learn how to form plural adjectives correctly. - To practice using plural adjectives in sentences related to describing food	Lesson Sequence - Presentation of The plurals of adjectives. - View GramActiva video - Complete Interactive Whiteboard Grammar activities - Practice activities 12, 13, 14 - Audio activities 7 - Visual aids: Using posters, slides, or flashcards displaying singular and plural forms of adjectives alongside their corresponding nouns. - Interactive games with Kahoot, Quizizz, Blooket, etc	- Class participation and performance - Teacher led questioning - Classwork assignments - Homework assignments - Projects - Quizzes - Games; quizizz, Kahoot, Blooket reports



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|--|---|--|
| | <ol style="list-style-type: none">8. Sentence construction: students have to change singular sentences into plural ones, making sure to adjust the adjectives accordingly.9. Peer teaching: students teach each other by pairing them up and each pair gets a specific aspect of plural adjectives to research and present to the class. | |
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Differentiation:

Students will be provided with vocabulary lists and the visual tools needed to help aid in the learning. All projects and presentations will be modified for students with special learning needs. On-level & modified test assessments will be administered.

Resources Provided:

- Writing, Listening activities from Text - Auténtico - 1A
- Plural of adjectives notes
- Activity handouts
- Practice via Kahoot, Blooket, quizizz, wordwall
- quia



Lesson Plan 3 Template				
Content Area:	World Language-Spanish	Lesson Title:	The verb SER	Time Frame: 50 minute periods/6 days
Lesson Components				
<u>21st Century Themes</u>				
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy				
<u>21st Century Skills</u>				
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy				
Interdisciplinary Connections: English, Social Studies				
Integration of Technology: - savvas.com • www.kahoot.com • www.quizlet.com • www.wordreference.com www.blooket.com				
Equipment Needed: laptop, projector, headphones				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - To understand the basic usage and conjugation of the verb "ser" in Spanish. - To recognize when to use the verb "ser" to describe permanent or inherent qualities. - To apply the verb "ser" in sentences related to food health and well-being. - To practice speaking and writing sentences using the verb "ser" accurately.	Lesson Sequence - Presentation of the verb SER - View: GramActiva video - Interactive Whiteboard Grammar activities - Practice activities 15,16, 17,18 - Audio activities 8,9 - Utilize visual aids such as posters, diagrams, or multimedia presentations to illustrate the different uses of "ser". - Use graphic organizers such as charts or tables to categorize the uses of	- Class participation and performance - Teacher led questioning - Classwork assignments - Homework assignments - Projects - Quizzes - Games; quizizz, Kahoot, Blooket reports



	"ser" and provide examples for each category. 8. Interactive Games: like Kahoot, Quizizz, Blooket to correctly conjugate "ser" based on different prompts or contexts. 9. Pair and Group Activities: students collaborate to complete tasks related to "ser", such as creating dialogues, interviewing each other, or solving language puzzles that require the use of the verb. 10. Storytelling: create short stories where they use "ser" to describe food and healthy choices.. This allows them to practice using the verb in context and fosters creativity in language production.	
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Differentiation:

Students will be provided with vocabulary lists and the visual tools needed to help aid in the learning. All projects and presentations will be modified for students with special learning needs. On-level & modified test assessments will be administered.

Resources Provided:

- Writing, Listening activities from Text - Auténtico - 1A
- The verb SER notes
- Activity handouts
- Practice via Kahoot, Blooket, quizizz, wordwall
- quia



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	World Language - Spanish	Grade Level:	7	Unit Title: Para mantener la salud
Created:	May 2024	Board Approved on:		



Unit Overview Template

Content Area:	World Language - Spanish	Grade Level:	7	Unit Title:	¿Adónde vas?
Unit Summary: In this unit, students will talk and write about places to go and activities to do during free time. Exchange information about weekend plans.					
Primary Interdisciplinary Connections: ELA					
<u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy					
X Information Literacy ☐ Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	In this unit, students will learn how to ask and answer questions about destinations and locations in Spanish. They will develop vocabulary related to places in the community, such as stores, restaurants, and landmarks, as well as learn the grammar necessary to form questions and responses about where someone is going.				
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.

CPI#:	Cumulative Progress Indicator (CPI):
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:

- Where do people go in their free time?
- How do we express locations and destinations in Spanish?
- What are common activities people do in different places?
- How can we use vocabulary related to places and activities to communicate effectively in Spanish?

Unit Enduring Understandings:

- Students will be able to state where they are going. This is an integral part of most everyday conversations.
- Students will be able to talk about weekend plans
- Students will develop a foundational understanding of expressing locations, destinations, and common activities in Spanish, facilitating effective communication in various contexts.

Unit Learning Targets:

Identify and describe various places where people go. Demonstrate the ability to express locations and destinations in Spanish accurately and fluently. Utilize vocabulary related to places and activities effectively in spoken and written communication in Spanish. Create and present oral or written compositions using the vocabulary and structures learned to describe personal preferences and experiences related to leisure activities and destinations in Spanish-speaking countries. Engage in interactive tasks, such as role-plays or simulations, to practice using vocabulary and expressions related to places, activities, and destinations in real-life contexts.

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:

- Formal written unit assessment
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral– formal and informal
- Performance assessments
- Reading comprehension

Lesson Plans

Lesson	Time Frame
Lesson 1 ¿Adónde vas?	50 minute periods/5 days
Lesson 2 The verb IR	50 minute periods/9 days
Lesson 3 Asking questions	50 minute periods/7 days

Teacher Notes:

Do Now, textbook distribution as needed, online text (activities, audio, DVDs), 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:*
savvas.com • www.kahoot.com • www.quizlet.com • www.wordreference.com
www.blooket.com



Lesson Plan 1 Template

Content Area:	World Language - Spanish	Lesson Title:	¿Adónde vas?	Time Frame:	50 minute pds./5 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Social Studies, English

Integration of Technology:

- savvas.com • www.kahoot.com • www.quizlet.com • www.wordreference.com
- www.blooket.com

Equipment Needed:

laptop, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Listen and read about leisure activities and schedules • Talk and write about places to go and activities to do during free time • Exchange information about weekend plans • Compare leisure activities in the Spanish speaking world and the United States	Lesson Sequence 1. Presentación vocabulary in context 2. View Video Historia 3. Follow up activity - video activities 1,2,3,4 4. Practice activity 3 5. Interactive Whiteboard vocabulary activities 6. Follow up activities 4,5,6,7 7. Vocabulary Matching: Create vocabulary cards with Spanish words related to locations. Have students match the Spanish words with their English translations. 8. Listening Comprehension: Use videos from the textbook	• Class participation and performance • Teacher led questioning • Classwork assignments • Homework assignments • Projects • Quizzes • Games; quizizz, Kahoot, Blooket reports



	or other sources that discuss topics related to places to go... After listening, ask comprehension questions in Spanish to assess students' understanding. 9. Interactive Worksheets: or online quizzes where students can practice vocabulary and comprehension. Fill-in-the-blank exercises, matching activities, and short answer questions 10. Cultural Comparisons: Identify cultural practices in an authentic video about community 11. Project: create a virtual map of your community	
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Differentiation:

Students will be provided with vocabulary lists and the visual tools needed to help aid in the learning. All projects and presentations will be modified for students with special learning needs. On-level & modified test assessments will be administered.

Resources Provided:

- Online textbook “Presentación de vocabulario” from Auténtico-
- Vocabulary lists
- Activity handouts
- Practice via Kahoot, Blooket, Quizizz, Wordwall



Lesson Plan 2 Template

Content Area:	World Language - Spanish	Lesson Title:	The verb IR	Time Frame:	50 minute periods/9 days
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Lesson Components

21st Century Themes

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

☒ Civic Literacy ☐ Health Literacy

21st Century Skills

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

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

Interdisciplinary Connections: Social Studies, Mathematics

Integration of Technology:

- savvas.com • www.kahoot.com • www.quizlet.com • www.wordreference.com
- www.blooket.com

Equipment Needed:

laptops, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Say where they are going • Present and practice the verb “IR” • Integrate place vocabulary with the verb “IR”	Lesson Sequence 1. Presentation the verb IR 2. View GramActiva video 3. Make English Connection - compare “ir” to the English “to go” - & when conjugated it is” I go, you go (yo voy, tú vas 4. Interactive Whiteboard Grammar activities 5. Practice activities 11, 12, 13 6. Audio activity 7 7. Práctica - teacher shows various subject (subject pronoun) cards - student responds with correct form 8. Paired practice using "ir" in conversations about	• Class participation and performance • Teacher led questioning • Classwork assignments • Homework assignments • Projects • Quizzes • Games; quizizz, Kahoot, Blooket reports



	their daily routines or upcoming plans. 9. Present the interrogative ¿Adónde vas?- Model response → yo voy a....then ask different students where they go after Spanish or after school 10. “IR” packet handout - students complete various “IR” related activities - fill in verb forms, answer questions etc. 11. Interactional games with Blooket, Kahoot, Quizizz 12. Sentence building: students can manipulate words or phrases to create sentences with "ir."	
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Differentiation:

Students will be provided with vocabulary lists and the visual tools needed to help aid in the learning. All projects and presentations will be modified for students with special learning needs. On-level & modified test assessments will be administered.

Resources Provided:

- Writing, Listening activities from Text - Auténtico - 1A
- The verb IR notes
- Activity handouts
- Practice via Kahoot, Blooket, Quizizz, Wordwall



Lesson Plan 3 Template

Content Area:	World Language - Spanish	Lesson Title:	Asking questions	Time Frame:	50 minute periods/5 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: English

Integration of Technology:

- savvas.com • www.kahoot.com • www.quizlet.com • www.wordreference.com
- www.blooket.com

Equipment Needed:

laptop, projector, headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand the meaning and usage of basic question words in Spanish. • Formulate questions using question words in Spanish • Differentiate between the usage of each question word in context	Lesson Sequence 1. Presentation: asking questions 2. View: GramActiva video 3. Interactive Whiteboard Grammar activities 4. Flashcards: with the Spanish question words (¿Qué?, ¿Quién?, ¿Cuándo?, ¿Dónde?, ¿Por qué?, ¿Cómo?, ¿Cuánto/a?). 5. Práctica - actividades 15,17,18 6. Interactive Games: Utilize online platforms or create interactive games like quizzes, matching exercises, or	• Class participation and performance • Teacher led questioning • Classwork assignments • Homework assignments • Projects • Quizzes • Games; quizizz, Kahoot, Blooket reports



	fill-in-the-blank activities with Spanish question words. Quizizz, Blooket or Kahoot 7. Audio activities 8,9 8. Writing activities 12, 13 9. Sentence Building: Give students a bank of words containing question words and other vocabulary they've learned, and have them construct their own questions. 10. Storytelling: students create short stories or dialogues using Spanish question words. This can be done individually or in pairs/groups.	
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Differentiation:

Students will be provided with vocabulary lists and the visual tools needed to help aid in the learning. All projects and presentations will be modified for students with special learning needs. On-level & modified test assessments will be administered.

Resources Provided:

- Writing, Listening activities from Text - Auténtico - 1A
- The question words
- Activity handouts
- Practice via Kahoot, Blooket, Quizizz, Wordwall



Lesson Reflection

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

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

Curriculum Design Template

Content Area:	World Language - Spanish	Grade Level:	7	Unit Title: ¿Adónde vas?
Created:	May, 2024	Board Approved on:		



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST 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



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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Accommodations and Modifications for ESL Students

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

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

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

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.