



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

Springfield Public Schools
Springfield, New Jersey 07081

Spanish
Grade 8

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
Springfield, New Jersey**

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Superintendent of Schools**

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Unit 1 Overview

Content Area:	Spanish	Grade Level:	8	Unit Title:	Vamos a un restaurante
Unit Summary: Students will focus on the intricacies of dining out, learning essential vocabulary and phrases related to describing people and things, food and table settings, eating out, and expressing needs.					
Primary Interdisciplinary Connections: Language Arts, Health, Technology, Social Studies					
<u>21st Century Themes</u>					
X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy					
☐ Civic Literacy X Health Literacy					
Unit Rationale:	This unit focuses on introducing foundational Spanish vocabulary and grammar structures related to dining out in a restaurant. This unit typically covers basic phrases for ordering food and drinks, asking for the bill, expressing preferences, and interacting with restaurant staff.				
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: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities 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.

Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

CPI#:	Cumulative Progress Indicator (CPI):
7.1.NL.IP RET.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.IP RET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IP RET.3	Recognize a few common gestures associated with the target culture(s).



7.1.NL.IP RET.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.IP ERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IP ERS.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.IP ERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.P RSNT.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.P RSNT.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.P K-12. 1.3	Recognize one's personal traits, strengths and limitations.
SEL. PK-1 2.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL. PK-1 2.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL. PK-1 2.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL. PK-1 2.5.2	Utilize positive communication and social skills to interact effectively with others.
SEL. PK-1 2.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.

Unit Essential Questions:

- What are some typical menu items we might find in a Spanish-speaking restaurant?



- How do we order food and drinks in Spanish?
- Can you practice ordering a meal in Spanish?
- What are some polite ways to ask for the bill or check in Spanish?
- How do we express likes and dislikes about food in Spanish? Can you give examples?
- What are some cultural differences or customs we should be aware of when dining in a Spanish-speaking country?

Unit Enduring Understandings:

- Comprehension of a text or audio does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- There are excellent online and digital tools available to help the second language learner.

Unit Learning Targets: Students will listen, read and write information about restaurant meals and service. Students will write about plans for a celebration. Students will exchange information while describing the physical features of family members.



Evidence of Learning

Summative Assessment:	5 days/ Students will write a menu with typical Spanish food using vocabulary and grammar structures from the unit. Students will role play a restaurant scene using those menus.
Equipment Needed:	Laptops, Auténtico textbook and resources
Teacher Resources:	Rubric for grading

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 ¡Vamos a un restaurante!	5 days
Lesson 2 The verb venir	5 days
Lesson 3 The verb ser and estar	5 days

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class's understanding of the concepts. Students' progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

****Do Nows and Closing Activities are part of every lesson****

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

Content Area: Spanish	Lesson Title: ¡Vamos a un restaurante!	Time Frame: 50 minute periods/5 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:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico B Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Listen to, read and write information about restaurant meals and service • Write about plans for a celebration • Exchange information while describing physical features or family members • Express needs	Lesson Sequence 1. Introduce and practice new vocabulary in context: Describing people and things; food and table settings 2. Activities 1-3 3. Video Historia presentation: Fiesta en el restaurante 4. Video Activities 1,2,3,4 5. Interactive white board vocabulary activities 6. Actividades 4-6 7. Dialog: Eating out and ordering a meal. 8. Listening and comprehension	• Class participation and performance • Teacher led questioning • Classwork assignments • Homework assignments • Quizzes • Projects • Quia activities • Recitations • savvas.com



- | | | |
|--|--|--|
| | <ol style="list-style-type: none">9. Create a dinner menu with typical Spanish dishes10. Read and interpret a menu in the target language.11. Role play a restaurant scene | |
|--|--|--|

Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 1B for every lesson.

Resources Provided:

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



Lesson Plan 2

Content Area: Spanish	Lesson Title: The verb Venir	Time Frame: 50 minute periods/5 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:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténticos 1B Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Gain a basic understanding of the verb "venir" and its conjugation. - Use "venir" in simple sentences. - Practice conjugating and using "venir" in context to reinforce learning.	- Tutorial video grammar - Hip hop song - Guided WB pp. 175-178 - Core WB pp. 98-100 - Communication activities - Interactive white board Grammar activities - Interactive Online Games: Utilize online platforms designed for practicing verb conjugations.	- Class participation and performance - Teacher led questioning - Classwork assignments - Homework assignments - Quizzes - Quizziz, Kahoot, Blooket reports
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 1B for every lesson.		
Resources Provided:		



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- Autentico 1B Textbook and Resources
- Conjuguemos.com



Lesson Plan 3

Content Area: Spanish	Lesson Title: Repaso: Ser and estar	Time Frame: 50 minute periods/5 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:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico 1B Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Gain a basic understanding of the verb "ser" and "estar" and its conjugation. ● To distinguish when to use "ser" and when to use "estar" based on the context of the sentence.	Lesson Sequence 1. Ser and estar presentation 2. View Gram Activa video 3. Interactive white board Grammar activities 4. Activities 15-18 5. Audio activities 8-9 6. Interactive Online Games: Utilize online platforms designed for practicing verb conjugations. 7. Writing activities 11-13 8. Core practice 5B-5, 5B-6, 5B-7	● Class participation and performance ● Teacher led questioning ● Classwork assignments ● Homework assignments ● Quizzes ● Quizziz, Kahoot, Blooket reports



Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 1B for every lesson.

Resources Provided:

- Auténtico 1B Textbook and Resources
- Conjuguemos.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 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:	Spanish	Grade Level:	8	Unit Title:	En el restaurante
Created:	May 2024	Board Approved on:			



Unit 2 Overview

Content Area: Spanish	Grade Level: 8	Unit Title: La casa
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Unit Summary: Students will have basic conversations about their home, bedroom, and chores. Additionally, they will practice telling others what to do using informal tu commands, what they will be able to do and talk about sleeping habits.

Primary Interdisciplinary Connections: Language Arts, Technology

21st Century Themes

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

Unit Rationale: The unit's content is designed to provide students with a well-rounded understanding of vocabulary and grammar structures related to describing houses and household items, as well as practical language skills for giving commands and making comparisons. Learning about the house and the bedroom allows them to describe their own living spaces and daily routines, which are common topics of conversation.

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: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

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:

- What are the different rooms typically found in a house? Can you describe each one briefly?
- How do you describe a bedroom? What furniture is commonly found in a bedroom?
- Can you name the colors in Spanish that are commonly used to describe rooms and furniture?
- How do you give commands in Spanish? Can you provide examples of commands related to tasks in the house?
- What are some common comparisons you can make when describing different rooms or pieces of furniture?
- How do you describe the size or characteristics of a room or furniture in Spanish?



Unit Enduring Understandings:

Through this unit, beginners will develop a foundational understanding of vocabulary and language structures related to describing their house and their bedroom. They will gain the ability to communicate basic information about the items, furniture, and activities in their house and bedroom. This understanding will serve as a building block for further language acquisition and communication in everyday contexts.

Unit Learning Targets:

- Students will be able to describe their homes and the rooms within using basic Spanish vocabulary.
- Students will demonstrate an understanding of bedroom furniture, colors, and basic commands related to household activities.
- Students will be able to make simple comparisons between different rooms and furniture items in terms of size, color, and functionality.



Evidence of Learning

Summative Assessment:	3-4 days/ Students will (1)draw or create their ideal bedroom, labeling all the furniture and things. They students will write and present their bedroom including descriptions, colors, and things they like to do,
Equipment Needed:	Laptop, Auténtico Level 1B textbook and resources
Teacher Resources:	Rubric for grading

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 En el dormitorio	5 days
Lesson 2 Making comparisons	5 day
Lesson 3 Stem changing verbs	5 days

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures before teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class's understanding of the concepts. Students' progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

****Do Nows and Closing Activities are part of every lesson****

Curriculum Development Resources/Technology Resources:

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

savvas.com

<http://www.nj.gov/education/modelcurriculum/wl/>

www.state.nj.us/education/cccs/2014/wl/WL.pdf

<http://www.nj.gov/education/aps/cccs/wl/>



Lesson Plan 1

Content Area: Spanish	Lesson Title: En el dormitorio	Time Frame: 50 min/5 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:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico1B Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn vocabulary: furniture, bedroom items, colors, electronic equipment • Practice vocabulary to describe bedroom and bedroom items • Listen to, read, write, speak, and comprehend about your room	Lesson Sequence 1. Vocabulary presentation in context 2. Activities 1-2 3. Presentation Videohistoria En mi dormitorio 4. View Videohistoria 5. Video activities 1-4 6. Activity 3 7. Interactive Whiteboard vocabulary activities 8. Actividades4-6 9. Core practice 6A- (1-4) 10. Project: my ideal bedroom, including furniture, colors, electronic equipment, comparisons and likes.	• Class participation and performance • Teacher led questioning • Classwork assignments • Homework assignments • Quizzes • Quizziz, Kahoot, Blooket reports



Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 1B for every lesson.		
Resources Provided: • Auténtico 1B Textbook and Resources • Conjuguemos.com		

Lesson Plan 2				
Content Area:	Spanish	Lesson Title:	Making comparisons	Time Frame: 50 min/5 days
Lesson Components				
<u>21st Century Themes</u> X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy X Health Literacy				
<u>21st Century Skills</u> X Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy X ICT Literacy				
Interdisciplinary Connections: • Language Arts				
Integration of Technology: • Online textbook resources such as home tutor activities and videos • Conjuguemos.com for interactive grammar practice				
Equipment Needed: • Laptops • Headphones/Speakers • Auténtico 1B Textbook and resources				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand the basic structures for making comparisons, such as using "más...que" and "menos...que"	Lesson Sequence 1. Presentation making comparisons 2. View GramActiva video 3. Interactive Whiteboard grammar activities	• Class participation and performance • Teacher led questioning • Classwork assignments • Homework assignments



• Understand how to express equality in comparisons using "tan...como". • Understand superlatives related to comparisons and intensifiers • Practice comparison and superlatives related to the unit.	4. Complete Activities 13-18 5. Practice forming sentences using comparisons 6. Interactive Online Games: Utilize online platforms designed for practicing comparisons.	• Quizzes • Quizziz, Kahoot, Blooket reports
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 1B for every lesson.		
Resources Provided: • Auténtico 1B Textbook and Resources • Conjuguemos.com		



Lesson Plan 3

Content Area: Spanish	Lesson Title: Stem changing verbs	Time Frame: 50 min/5 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico 1B Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand the concept of stem-changing verbs and how they differ from regular verbs • Learn to use the verb "poder" to express what one can or cannot do. • Learn to conjugate the verb "dormir" and use it to describe one's own and others' sleeping habits	Lesson Sequence 1. Presentation stem changing verbs Poder and Dormir 2. View GramActiva video 3. Interactive Whiteboard Grammar activities 4. Complete activities 23-28 5. Interactive Online Games: Utilize online platforms designed for practicing comparisons. 6. Role-play scenarios where students ask each other what they can or cannot do using "poder" 7. Write a short paragraph describing one's own	• Class participation and performance • Teacher led questioning • Classwork assignments • Homework assignments • Quizzes • Quizziz, Kahoot, Blooket reports



sleeping habits and
compare with classmates.

Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 1B for every lesson.

Resources Provided:

- Auténtico 1B Textbook and Resources
- Conjuguemos.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 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:	Spanish	Grade Level:	8	Unit Title:	La casa
Created:	April 2024	Board Approved on:			



Unit 3 Overview

Content Area: Spanish	Grade Level: 8	Unit Title: ¿Cómo es tu casa?
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Unit Summary: In this unit, students will explore the theme of homes and daily routines. They will learn to describe different rooms in a house, and vocabulary related to household chores. Students will also practice giving and following commands related to these tasks, enabling them to communicate effectively about household responsibilities and routines in Spanish.

Primary Interdisciplinary Connections: Language Arts, Technology

21st Century Themes

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

☐ Civic Literacy ☒ Health Literacy

Unit Rationale: The objective of this unit is to familiarize students with Spanish vocabulary related to rooms in a house, common household chores, and commands used to give instructions for these tasks. Through this unit, students will develop their listening, speaking, reading, and writing skills in Spanish while also gaining cultural insights into household dynamics in Spanish-speaking countries.

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: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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:

- How would you describe your house? Can you name the different rooms?
- What household chores do you typically do on a daily basis?
- Can you provide instructions on how to clean a specific room in your house?
- Which room in your house do you spend the most time in, and why?
- What are some essential tasks you need to accomplish when maintaining your house?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Students can effectively communicate about their homes, including describing its rooms and household chores, and issuing commands using relevant vocabulary and imperative forms.



Unit Learning Targets:

- Listen to conversations about chores and read housing ads.
- Talk about household chores, and write a description of a house/ apartment.
- Exchange information while giving advice.
- Explain how houses in the Spanish Speaking world compare to those in the United States.



Evidence of Learning

Summative Assessment:	3-4 days/ Students will draw or create their ideal home, labeling all the rooms, furniture and things. They students will write and present their ideal house including descriptions, colors, and chores they have to do.
Equipment Needed:	Laptops, Auténtico 1B textbook and resources
Teacher Resources:	Rubric for grading

Formative Assessments:

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



Lesson Plans

Lesson	Time Frame
Lesson 1 ¿Cómo es tu casa?	5 days
Lesson 2 Affirmative Tú Commands	5 day
Lesson 3 The present progressive tense	5 days

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class' understanding of the concepts. Students' progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

****Do Nows and Closing Activities are part of every lesson****

Curriculum Development Resources/Technology Resources:

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

savvas.com

<http://www.nj.gov/education/modelcurriculum/wl/>

www.state.nj.us/education/cccs/2014/wl/WL.pdf

<http://www.nj.gov/education/aps/cccs/wl/>



Lesson Plan 1

Content Area: Spanish Lesson Title: ¿Cómo es tu casa? Time Frame: 50 min/5 days

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:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico 1B Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn about vocabulary about houses and apartments • Learn about vocabulary about rooms, and household chores • Practice vocabulary in context: rooms in the house and chores • Understand cultural perspectives regarding homes and privacy.	Lesson Sequence 1. Presentation of vocabulary in context 2. Complete activities 1, 2 3. Presentation videohistoria “La casa del verano” 4. View Videohistoria 5. Video activities 1,2,3,4 6. Complete Activity 3 7. Interactive Whiteboard vocabulary activities 8. Complete activities 4,5,6 9. Core practice 6B (1-4) 10. Interactive Online Games: Utilize online platforms designed for practicing comparisons.	• Class participation and performance • Teacher led questioning • Classwork assignments • Project • Homework assignments • Quizzes • Quizziz, Kahoot, Blooket report



Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 1B for every lesson.

Resources Provided:

- Auténtico 1B Textbook and Resources
- Conjuguemos.com

Lesson Plan 2

Content Area: Spanish	Lesson Title: Affirmative Tú Commands	Time Frame: 50 min/5 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:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico 1B Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand what affirmative tú commands are and when to use them.. • Learn the basic formation rules for affirmative tú commands for regular verbs, including -ar, -er, and -ir verbs.	Lesson Sequence 1. Presentation Affirmative Tú Commands 2. View GramActiva video 3. Interactive Whiteboard grammar activities 4. Complete activities 11,12,13 5. Core Practice 6B-5 6. Writing activity 10	• Class participation and performance • Teacher led questioning • Classwork assignments • Homework assignments • Quizzes • Quizziz, Kahoot, Blooket report



Irregular verbs: Identify common irregular verbs in the affirmative tú commands.	7. Interactive Online Games: Utilize online platforms designed for practicing comparisons.	
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 1B for every lesson.		
Resources Provided: - Auténtico 1B Textbook and Resources - Conjuguemos.com		



Lesson Plan 3

Content Area: Spanish	Lesson Title: The progressive present tense	Time Frame: 50 min/5 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:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico 1B Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand the concept of the progressive present tense in Spanish. • Develop proficiency in forming and using the progressive present tense in various contexts. • Enhance overall fluency in Spanish by incorporating the progressive present tense into speaking and writing.	Lesson Sequence 1. Presentation of the progressive present tense 2. View GramActiva video 3. Interactive Whiteboard grammar activities. 4. Complete activities 16-20 5. Complete Audio activities 8-9 6. <i>Core practice 6B (6-7)</i> 7. <i>Writing activities 11-13</i> 8. Interactive Online Games: Utilize online platforms designed for practicing comparisons	• Class participation and performance • Teacher led questioning • Classwork assignments • Homework assignments • Quizzes • Quizziz, Kahoot, Blooket report.
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple		



Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 1B for every lesson.

Resources Provided:

- Auténticos 1B Textbook and Resources
- Conjuguemos.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 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:	Spanish	Grade Level:	8	Unit Title:	La casa
Created:	April 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:



SPRINGFIELD PUBLIC SCHOOLS

**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



SPRINGFIELD PUBLIC SCHOOLS

**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.