EGG HARBOR TOWNSHIP PUBLIC SCHOOLS

CURRICULUM

**5th Grade Spanish**

Length of Course: Full Year

Elective / Required: N/A

Schools: Dr. Joyanne D. Miller School

Student Eligibility: Grade 5

Credit Value: N/A

Date Approved:

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**DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

**WORLD LANGUAGES - PHILOSOPHY**

The acquisition of a second language is essential in the 21st century. Proficiency in a second language provides the learner with a competitive edge and increased value in the global economy and enhanced career opportunities. Proficiency can only be reached by constant exposure to authentic materials and continued use of the target language. We also believe in the value and tradition of teaching Classical Languages and acknowledge the teaching of them as the foundations for many modern languages.

Learning a second language provides students with innumerable advantages both in their academic career and in their post graduate life. Language proficiency enhances critical thinking and problem solving skills, increases and enriches vocabulary, and deepens understanding and appreciation for their own language and culture. Proficient language learners better understand and accept diversity in an ever changing global environment.

**WORLD LANGUAGES – STATEMENT OF PURPOSE**

The World Languages Department of Egg Harbor Township is committed to providing all students with meaningful learning experiences that promote proficiency in the target language and encourage cultural appreciation within an environment that fosters and rewards academic excellence. The overarching goal of language instruction is the development of students’ communicative skills. To achieve maximum proficiency, language classes in Egg Harbor Township will focus on the 5 Cs of Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

The revised world languages standard includes three modes of communication: interpretive, interpersonal, and presentational. In the Interpretive Mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. The Interpersonal Mode of communication requires students to engage in direct oral and/or written communication with others. The Presentational Mode of communication enables students to present orally and/or in writing information to an audience of listeners or readers with whom there is no immediate interaction. Students’ success is measured through a variety of rigorous Integrated Performance Assessments (IPAs) using authentic materials that prepare students to function in relevant situations in a 21st century environment.

Egg Harbor Township students are part of a dynamic, interconnected, and technologically driven global society focused on the creation and communication of knowledge and ideas. Individuals who effectively communicate in more than one language are globally literate and are well equipped to succeed in the 21st century. The goal for all World Language students is to foster an appreciation for second language learning, and ultimately, to promote bi-literacy and critical thinking skills in the target language.

The study of Classical Languages focuses primarily on the Interpretive Mode using historical contexts. Often, attention will be given to oral dimensions of classical languages by requiring students to make presentations in the language of study as a way of strengthening their language knowledge and use. Classical Mythology is taught in order to illustrate connections and comparisons between ancient cultures and the contemporary world.

The goal for heritage speakers is to prepare them for success by facilitating writing and reading fluency while refining formal speech. Heritage speakers have varying abilities and proficiencies in their respective heritage languages. Although heritage speakers are able to carry on fluent and idiomatic conversations in the heritage language, they often need instruction that allows them to develop strengths in reading and in formal speaking and writing. The goal is to provide them with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time.

**INTRODUCTION**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

**EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE**

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments,* and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township’s curriculum guides.

**GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?**

**WHAT IS UNDERSTANDING BY DESIGN?**

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage I: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the *“stuff”* upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

**INTENT OF THE GUIDE**

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher’s resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

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| **Unit Name: Hispanic Heritage Month 5th Grade Unit  Author: Ivelisse Velazquez-Malcun** |
| **SET-UP** |
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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **http://ubdexchange.ascd.org/images/general/shim.gif** | | | | | | Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  | | Course/Grade: | **Grade 5** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** | | School: | **Dr. Miller Elementary School** |  |  |  | | http://ubdexchange.ascd.org/images/general/shim.gif | | | | | |
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| **UNIT SUMMARY** |
| This unit will introduce students to various role models, of Hispanic descent, in different areas of work and industries each year. Students will understand the value and importance of the contributions made by people of Hispanic heritage to our society. Students will listen to, read or watch videos with biographical information and will be able to utilize that information to describe the different role models, using simple phrases and/or sentences in Spanish. Students will also review their geography in order to be able to locate the countries of heritage on a world map. |
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| **UNIT RESOURCES** |
| **Printed Materials:**   * **5th Grade*/Hispanic Headliners-Selena Gómez*** By Zella Williams * **5th Grade/*/Hispanic Headliners-America Ferrara*** By Zella Williams * **5th Grade/*/Hispanic Headliners-Mark Sanchez*** By Zella Williams * **5th Grade/*/Hispanic Headliners-Tony Romo*** By Zella Williams |
| **Resources:**   * Internet * Wikipedia * Youtube converted videos * Teacher tube * Worksheets |
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| **STAGE ONE** |
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| **GOALS AND STANDARDS** |
| Standard State: NJ  NJ.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.  7.1.NM.A. Interpretive Mode (Novice-Mid)  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NM.B. Interpersonal Mode (Novice-Mid)  7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.  7.1.NM.C. Presentational Mode (Novice-Mid)  7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.  7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
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| **UNDERSTANDINGS** |
| *I will understand that...*   * *People from those cultures can and do make important contributions to our society.* * *There are Hispanic role models from all areas of life.* * *I can use prior knowledge and observe visual clues from a speaker in order to help me understand what I see, hear and read in Spanish.* |
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| **ESSENTIAL QUESTIONS** |
| * *What is a role model?* * *Who are some Hispanic role models?* * *How can I better understand what I see, hear and read in Spanish?* |
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| **KNOWLEDGE AND SKILLS** |
| *Students will know-*   * *The name and profession of each role model featured during the unit.* * *The countries from which each role model or his/her family comes and their location on the world map.*   *Students will be able to-*   * *Identify each role model presented in the unit by name and country they represent.* * *Identify the countries of heritage for the role models and locate the countries on a map.* * *Identify the names of several different professions in Spanish.* * *Describe a role model with simple oral and written sentences in Spanish.* * *State likes and dislikes regarding each role model.* |
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| **STAGE TWO** |
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| **PERFORMANCE TASKS** |
| **Title:**Selena Gómez or Hispanic Athlete  ***Interpretive Assessment:***   * Listen to biographical information, take notes and make meaning of the information to understand who the role model is, what he/she is like, where he/she is from, what his/her contribution is and the importance of his/her contribution.   ***Interpersonal Assessment:***   * Identify and state the name of the role model, his/her profession, country of heritage and the location of the country on a world map.   ***Presentational Assessment:***   * **5th Grade – Te Presento a Mi Artista/Atleta Favorito** Students will research Selena Gómez or their favorite artist/athlete from a Latin American country and create a small poster or magazine picture collage. Students will write information about the person regarding their country of origin or family heritage, their profession and simple sentences describing the person physically and character-wise. |
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| **OTHER EVIDENCE** |
| * Speaking assessments with partners * Reading comprehension task * Homework * Presentation project   Student "Can Do" statements:   * I can listen to, read and watch simple biographical information about a person, in Spanish, and I can make meaning of it. * I can identify various Hispanic role models and state their countries of heritage. * I can locate various Hispanic countries on a world map. |
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| **STAGE THREE** |
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| **LEARNING ACTIVITIES** |
| **Week 1:**  Objective- SWBAT- state the name, profession and country of heritage of  the role model featured. SWBAT - locate the country of heritages on a world map.  Activities- Introduce the role model via a biographical video, book or other medium. Locate the country of origin or family heritage on o world map. Practice the questions**- "¿Cómo se llama ella?/ ¿Cómo te llamas tú?**- Ella se llama Selena Gómez/ Yo me llamo Juan; **"¿Cuántos años tiene ella?/ ¿Cuántos años tienes tú?**- Selena/Ella tiene 20 años/ Yo tengo 10 años.   * Identify the role model as Hispanic and locate the country of origin or family heritage on a world map in class. Introduce appropriate vocabualry to state a simple sentences about the country or origin of the role model.**(Vocabulary- es, de, el país, grande, pequeño)** * Draw and color the country of origin or family heritage and write two simple sentences about the country. * Practice the oral questions of the day by answering questions from the teacher and asking and answering the questions in pair practice exercises. * DI- Students will receive a handout with the map of the country and they will color it. The will have written sentences in the handout and will fill in the words practice in class only.   **Week 2:**  Objective- SWBAT- state the name, profession and country of heritage of  the role model featured. SWBAT - locate the country of heritages on a world map.  Activities- Introduce the role model via a biographical video, book or other medium. Locate the country of origin or family heritage on o world map. Practice the questions- **"¿Cuántos años tiene ella?/ ¿Cuántos años tienes tú?**- Selena/Ella tiene 20 años/ Yo tengo 10 años; **¿De dónde es ella?/ ¿De dónde eres tú?-** Selena/Ella es de México/ Yo soy de Nueva Jersey".   * Identify the role model as Hispanic and locate the country of origin or family heritage on a world map in class. Introduce appropriate vocabualry to state a simple sentences about the country or origin of the role model.(Vocabulary- es, de, el país, grande, pequeño) * Draw and color the country of origin or family heritage and write two simple sentences about the country. * Practice the oral questions of the day by answering questions from the teacher and asking and answering the questions in pair practice exercises. * DI- Students will receive a handout with the map of the country and they will color it. The will have written sentences in the handout and will fill in the words practice in class only.   **Week 3:**  Objective- SWBAT listen to and comprehend the biographical information told in class when the life of Selena Gómez is introduced through the book "Hispanic Headliners- Selena Gómez." SWBAT answer the question **"¿Quién es Selena Gómez"?**  (focused on her professions) using simploe sentences in Spanish (Selena Gómez es una...)  Activities- Introduce the story/book of the role model. Discuss the profession and important life/career events. Introduce simple vocabulary about professions.   * Listen to/ read a short biographical book/article about the featured role model.(Use TPR where  posssible). * Introdue professions vocabulary to describe Selena Gómez and practice creating and stating sentences to describe her various professions in Spanish **(Vocabulary- una, chica, actríz, cantante, artista, bailarina, filántropo, mujer de negocios, productora, diseñadora).** * Students will ask and asnwer the questions of the day in a pair practice oral exercise. * Play a game of "Concentración " to state sentences describing who Selena Gómez is.   **Week 4:**  *Objective- SWBAT answer the questions "* ***¿Cómo es Selena Gómez?/*** *Selena Gomez es.... SWBAT describe what Selena is like, orally and in writing, using simple descriptive vocabulary in Spanish(focused on her personality traits).*  *Activities- Review instructions for the unit project and introduce simple descriptive vocabulary to describe Selena's personality.*   * *Students will receive instructions on their unit project. They will design and create a poster or collage about the featured role model or their favorite Hispanic artist or athlete and describe them in Spanish.  (Other available books for America Ferrara, Mark Sanchez and Tony Romo).* * *Introduce descriptive vocabulary for the creation of simple sentences in Spanish to answer the question “¿Cómo es Selena Gómez”? (Selena Gómez es…).* ***(Vocabulary - simpática, alegre, inteligente, talentosa, responsable, trabajadora, cariñosa, generosa, buena, dulce, amigable).*** * *Students will practice asking and answering the question of the day with each other, using 3rd and 1st person-“¿Cómo es Selena/John, Ashley…?-/John es …//¿Cómo eres tú?/Yo soy …”).* * *Students will write sentences describing Selena and their classmates*   **Week 5:**  Objective: SWBAT work in class to create and finish their unit project. SWBAT use teacher guided sentences to describe Selena.  Activities- Students will utilize class time to work on their project.  **Week 6:**  Objective: SWBAT present their unit projects orally in class. |

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| **Unit Name: Mis Primeras Palabras/ Parte II - 5to Grado  Author: Ivelisse Velazquez-Malcun** |
| **SET-UP** |
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| **UNIT SUMMARY** |
| This unit will focus on the return to school with different and additional topics than those used in 4th grade. In this unit students will review basic greetings in Spanish and be introduced to new questions during greetings. Students will also be introduced to topics related to the calendar and the date in Spanish, such as Days of the Week, Months of the Year, Numbers 31-100,  and Seasons and Weather Conditions. |
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| **UNIT RESOURCES** |
| **Printed Materials:**   * Cultural songs and games "Buenos dias", "Primero de Enero" * Internet * Youtube converted videos * Worksheets * Power point presentation * Maracas Thematic Units Book |
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| **STAGE ONE** |
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| **GOALS AND STANDARDS** |
| Standard State: NJ  NJ.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.  7.1.NM.A. Interpretive Mode (Novice-Mid)  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NM.B. Interpersonal Mode (Novice-Mid)  7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.  7.1.NM.C. Presentational Mode (Novice-Mid)  7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.  7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
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| **UNDERSTANDINGS** |
| * I can use prior knowledge and observe visual clues from a speaker, in order to help me understand what I see, hear and read in Spanish. * I can talk about things that I have practiced in and out of the classroom. * I can use the spoken language and gestures to communicate in a new language. * I can communicate in a new language with simple vocabulary related to the calendar, the date, numbers and weather and seasons in Spanish. |
| **ESSENTIAL QUESTIONS** |
| * How can I better recognize and understand what I hear and read in a new language. * What tools can I use to talk to someone in another language, to help them understand me, when I am still at a beginner level in a new language. * How can I recognize and utilize basic vocabulary to communicate in Spanish about things associated with the calendar, the date, numbers, and weather and seasons. |
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| **KNOWLEDGE AND SKILLS** |
| **Students will know...**   * Formal and informal greetings, how to ask and answer basic questions in Spanish,  Where do you live? and What do you like? * Numbers 1-100 * Days of the Week and Months of the Year * Writing the date in Spanish * Understanding the similarities and differences between the English and Spanish calendars * Basic weather conditions and the seasons in Spanish * Culturally authentic songs and games     **Students will be able to...**   * Use basic greetings in Spanish * Ask and answer new questions in Spanish and state likes and dislikes * Utilize calendar items to state the date correctly in Spanish * State three differences between the English and Spanish calendars and ways of writing the date * State various weather conditions and identify the correct season of the year in Spanish * Make requests, ask and respond to basic questions and express preferences using memorized words and phrases |
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| **STAGE TWO** |
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| **PERFORMANCE TASKS** |
| **Title:**Interpretive Assessment  Listen, recognize and repeat simple vocabulary used in basic questions. Utilize vocabulary and concepts to show understanding.     **Title:**Interpersonal Assessment  There is a new Hispanic student (non-English speaker) coming to your classroom. You will be the person in charge of introducing him/her to the class. Before you do that, you must ask and answer basic greetings questions in Spanish (have a short conversation) to get to know the student.     **Title:**Presentational Assessment  Students will be assigned a date and weather report from a Spanish-speaking country. They must present the date and what the weather is like in a major city, in that country, for that day. |
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| **OTHER EVIDENCE** |
| * Speaking assessments with teacher and classmates * Reading comprehension exercise * Homework * Presentation project |
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| **STAGE THREE** |
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| **LEARNING ACTIVITIES** |
| **Learning Activities/ Weekly Pacing Guide:**  **Week 1:**  Objective: SWBAT greet each other in Spanish and, ask and answer questions about where they live and what they like.  Activities- Introduce the basic greetings in Spanish for the times of day and introduce the 21 Spanish-speaking countries of the world in a oral practice exercise, using an authentic Spanish song.   * Students will be introduced to greetings for each time of day with TPR exercises. * Students will practice basic greetings for each time of day in a pair practice exercise. * Students will practice vocabulary using authentic songs.     **Week 2:**  Objective: SWBAT ask and answer the questions "¿Cómo estás? and ¿Cómo te llamas?"  SWBAT state the names of their family members.  Activities - Review the greetings for each time of the day. Introduce the two simple greetings questions and appropriate answers to each. Introduce the names of immediate family members in Spanish.   * Students will listen to, write and repeat new vocabulary. * Students will practice the questions and answers to each question by doing a Circle Time oral exercise.     **Week 3:**  Objective: SWBAT ask and answer the questions "¿Cómo estás? and ¿Cómo te llamas?" SWBAT sing the "Buenos Días" song in Spanish. SWBAT state the names of their family members.  Activities - Review the two simple greetings questions and appropriate answers to each. Review the names of immediate family members in Spanish.   * Students will practice the questions and answers to each question by doing a pair practice exercise. * Students will learn and sing the Buenos Días song.     **Week 4:**  Objective: SWBAT ask and answer the question "¿Cuántos años tienes?"  SWBAT identify, name and count the numbers 1-10 in Spanish. SWBAT sing an authentic song in Spanish to practice numbers 1-10.  Activities- Introduce numbers 1-10 in Spanish through a game focused on drill practice (Salta la Cuerda). Introduce one more greetings question and its corresponding answer.   * Students will practice the numbers by asking the age question of each other in a group practice exercise. * Students will practice numbers by counting as they jump rope. * Students will practice numbers 1-10 by singing the Amigos song. * Students will review numbers 1-10 by completing a worksheet.   **Week 5:**  Objective: SWBAT identify and name numbers 11-20 in Spanish. SWBAT write and present a short paragraph where they introduce themselves and some members of their family.  Activities - Students will write their introductory paragraph in class and practice presenting themselves to other classmates.   * Students will write short teacher-guided sentences in class to create a paragraph with basic personal information. * Students will draw and color a picture of the family members discussed in the paragraph. * Students will present their written paragraphs to each other.     **Week 6:**  Objective: SWBAT identify and name the days of the week in Spanish. SWBAT review numbers 1-20 in Spanish.  Activities- Introduce the days of the weeks. Review numbers 1-20 in Spanish.   * Students will practice the names of the days of the week by singing one authentic song in Spanish. * Students will practice recognizing the days of the week by playing a game of Flyswatter and ¿Cuál Falta? * Students will practice identifying numbers 1-20 by playing a game with the individual whiteboards (Escribe el número once, etc...). * Students will practice numbers 1-20 by completing a homework sheet.     **Week 7**  Objective: SWBAT review the days of the week. SWBAT place the days of the week in the correct order in Spanish.  SWBAT review  and name numbers 1-20 and mention numbers 21-31 in Spanish.  Activities- Review the days of the week and review numbers 1-20 with games and drills.   * Review the first song of the days of the week and introduce the second one. Practice the days of the week with the movements associated with the song. * Practice the numbers 1-20 by counting bins full of classroom objects. (Circle Time format) * Practice the numbers 1-20 in Spanish by playing a game of Concentración.     **Week 8**  Objective: SWBAT identify and name the basic classroom objects in Spanish. SWBAT ask simple questions to request a classroom object.  Activities- Introduce the names of the basic classroom objects (el lápiz, el borrador, el sacapuntas, el cuaderno, la carpeta/el cartapacio). Introduce simple questions to request a classroom object in Spanish.   * Students will identify and name the five classroom objects in Spanish by practicing TPR movements for each object. * Students will practice the names of each object by playing and oral game of Circle Time. * Students will identify and write the names of the class objects in a practice worksheet.     **Week 9:**  Objective: SWBAT identify and name the months of the year in Spanish. SWBAT state their favorite month.  Activities- Introduce the Months of the Year in Spanish. Introduce the concept of stating favorites in Spanish.   * Students will identify months of the year by repeating the names of the months and placing the vocabulary cards in the proper order on the board. * Students will sing the song for the Months to the Macarena rhythm. * Students will complete a worksheet for the months of the year.     **Week 10:**  Objective: SWBAT recognize and name the months of the year in Spanish. SWBAT name their favorite month of the year.  Activities- Review the months of the year.   * Students will play games to review the months of the year (matching, whiteboard games, place in order, Concentración) * Students will sing a second authentic song for the months of the year (Canción de San Fermin- Primero de enero...). * Students will fill in a calendar template of their favorite month with the name of the month, days of the week and numbers 1-31, as the culminating activity for the unit. |
| **Unit Name: La Confección De Un País  Author: Ivelisse Velazquez-Malcun** |
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| **UNIT SUMMARY** |
| This Cross-Curricular unit will foster connections between the fifth grade Social Studies curriculum and geography and culture in Spanish. Students will utilize the target language to compare a town, a city, a state, a country, and a continent. Students will enumerate continents and the Spanish-speaking countries located in each. They will also use simple, guided sentences to describe different continents and countries, as well as name important capital cities. Students will utilize compass directions to define locations of continents, oceans and countries on a map. Finally, students will focus on one country, for example, Mexico, and study its flag, general history, important geographical features and important cities. Students will then be able to draw comparisons between their own country and culture, and that of Mexico. |
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| **Resources:**   * Internet * Wikipedia * Youtube converted videos * Teachertube * Worksheets * Power point presentations |
| **STAGE ONE** |
| **GOALS AND STANDARDS** |
| **Standard State: NJ**  NJ.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.  7.1.NM.A. Interpretive Mode (Novice-Mid)  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NM.B. Interpersonal Mode (Novice-Mid)  7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.  7.1.NM.C. Presentational Mode (Novice-Mid)  7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.  7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| **UNDERSTANDINGS** |
| **I will understand that...**   * One must have general knowledge of World geography, and the use of maps and a compass to tell directions and locations, in order to better communicate in today’s Global environment. * It is important to have general knowledge about the geographical location of the seven continents and various Spanish-speaking countries on a world map. * There are many similarities, as well as differences, amongst the geography and culture of Mexico, for example, and the United States. |
| **ESSENTIAL QUESTIONS** |
| * Why is it important to have basic knowledge of World geography in today’s Global environment? * Why must I know about geography? * How is Mexico similar to and/or different from the United States, in terms of geography and culture? |
| **KNOWLEDGE AND SKILLS** |
| **Students will know-**   * Basic geography vocabulary (a town, a city, a state, a country, a continent, the compass directions …) * The location of the seven continents of the world and those with Spanish-speaking countries. * 1-2 facts about the flag, general history, important geographical features, important cities and culture of Mexico.   **Students will be able to-**   * Identify and locate the seven continents on a world map and name them. * State geographical locations using the directions of the compass. * Locate the country of Mexico on a world map. * Name and locate important geographical features and cities in that country. |
| **STAGE TWO** |
| **PERFORMANCE TASKS** |
| **Title: ¡Mexico Lindo!**  Presentational Assessment:   * Students will work in groups and choose one Spanish-speaking country of the world, for example, Mexico. Students will utilize and apply the concepts learned in class to prepare a presentation about specific topics dealing with their chosen country. Students can create a poster, a map, a picture collage, etc… for their presentation to provide a visual aid in discussing the country’s location on a world map and a few important facts about the country (ie: history, flag, important geographical features and cities, and culture), using simple, guided sentences and vocabulary practiced in class, in the target language. A possible title for this project is **¡Mexico Lindo!** |
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| **OTHER EVIDENCE** |
| * Speaking assessments with partners * Vocabulary identification and usage exercises * Homework * TPR assessment   **Student “Can Do” statements:**   * I can listen to and watch simple informational pieces about a Spanish-speaking country, in Spanish, and I can make meaning of it. * I can identify and locate the seven continents of the world on a map and I can name them in Spanish. * I can state locations of continents, countries and cities using compass directions in the target language. * I can state simple facts about a Spanish-speaking country using vocabulary and simple guided sentences practiced in class. |
| **STAGE THREE** |
| Learning Activities/Weekly Pacing Guide:  **Week 1:**  Objective- **SWBAT** name the town, city, state, country and continent in which they live, in the target language. **(Cross-Curricular Social Studies lesson)**  **New vocabulary –**   * El pueblo * La ciudad * El estado * El país * El continente   Activities- Introduce new vocabulary using visual aids and picture handouts.   * Distribute a picture handout with visual aids of the vocabulary words. Use popular examples in the target language to help students comprehend each vocabulary word and differentiate between them. * Ask students for examples of several towns, cities, states, countries and continents, and have them state the names in the target language. * Have students participate in an oral exercise with a partner, where they ask for and name towns, cities, states, countries and continents in Spanish. * Have students complete a written exercise page to verify vocabulary recognition, comprehension and use.   **Week 2:**  Objective- **SWBAT** name, identify and establish the location of the seven continents of the world in Spanish. **(Cross-Curricular Social Studies lesson)**  **New vocabulary –**   * América del Norte * América del Sur * Europa * Asia * Africa * Australia * Antártida * Grande * Pequeño * Mediano * Los colores * Los números 1-10   Activities- Students will utilize visual aids in order to state the names of the seven continents in the target language. Students will match names of continents in English and the target language, to help initial recognition of new vocabulary words. Colors, sizes and numbers will be reinforced.   * Students will practice identifying each continent correctly by playing a game of “Flyswatter.” * Students will practice identifying each continent correctly by playing “Which One is Missing?” (Pictures are on board and we have kids put their heads down. When heads are up, teacher asks: “¿Cuál falta”? Students call out the name of the continent that is missing from the board, in the target language.) * Students will pair up to ask each other to identify and name each continent and its color. Students will also ask about the size of each continent. * Students will work in teams to play a game of “Unscramble the Continents.” Each team will have a turn on the board, placing the continents in their proper place on the map, as quickly as possible. Students will keep count in Spanish until the task is completed. The team with the least amount of time wins.   **Week 3:**  Objective- **SWBAT** name, identify, locate and color the seven continents and four oceans of the world, in Spanish.  **New vocabulary –**   * Océano Atlántico * Océano Pacífico * Océano Indico * Océano Glacial Artico   Activities- Students will practice stating the names, colors and sizes of the continents in Spanish. They will also practice establishing the location of each continent and the oceans of the world.   * Students will work in pairs with individual manipulatives to ask and answer questions and identify the continents and oceans of of the world. * Students will also practice placing the continents and oceans in their correct place on a world map (their tables). * Students will also practice recognizing and stating names of oceans and continents in the target language by doing a class circle practice oral exercise. Each person will rotate the visual aid of a specific continent or ocean and ask their classmate ¿Qué continente es este”? (or océano). Once the classmate answers correctly, the visual aid is given to that student to turn to their next classmate and ask the same question. This is repeated until the entire class has completed the exercise. * Students will practice identifying and naming continents and oceans with a game of Where is Sponge Bob? - **¿Dónde está Papo Esponja?** * Students will complete a written handout in which they name the continents and oceans of the world and color them according to the established color key.   **Week 4:**  Objective- **SWBAT** state the locations of the continents and oceans, with respect to one another, using the directions of the compass rose in simple sentences in Spanish.  **New vocabulary -**   * Norte * Sur * Este * Oeste * Noreste * Nordeste * Noroeste * Sureste * Sudeste * Suroeste * Sudoeste * El compás direccional   Activities- Students will utilize the new vocabulary to practice stating the locations of the continents and oceans on the world map, with respect to one another, using full sentences. Students will fill in the directions on a handout.   * Students will participate in a guided oral exercise in which they state the locations of various continents and oceans, using the compass rose directions in the target language. * Students will also participate in a pair oral exercise where they ask each other where a continent or ocean is located and the partner answers in Spanish, using the compass rose directions. * Students will reinforce their knowledge by completing a written worksheet of “¿Dónde está …”? questions.   **Week 5**  Objective- **SWBAT** name, identify and establish the location of four continents of the world that have Spanish-speaking countries in them. **SWBAT** identify and state the total number of Spanish-speaking countries in the world and the total number by continent.  Activities- Students will practice stating the names of the four continents with Spanish-speaking countries. Students will review a handout depicting those continents and the names of the Spanish-speaking countries located there. Students will answer questions in a written handout about each continent and the countries that speak Spanish located in each.   * Students will receive and complete a written handout with the names and locations of the four continents and their respective Spanish-speaking countries. * Students will utilize a classroom world map to identify the location of specific Spanish-speaking countries of the world.   **Week 6:**  Objective- SWBAT pinpoint and name the capital city of each Spanish-speaking country in the world, using the classroom World map.  **New vocabulary -**   * La capital , La ciudad capital de \_\_\_\_\_\_ es \_\_\_\_\_. * Centro * La capital de \_\_\_ está al \_\_\_\_ del país.   Activities- Students will practice pinpointing and naming capital cities using the classroom World map. Students will reinforce their map skills by locating each capital city of a Spanish-speaking country (searching for the appropriate symbol on a map) and stating its general location, by writing simple guided sentences in the target language.   * Students will practice orally asking and answering each other “¿Cuál es la capital de \_\_\_\_\_\_”? ¿Dónde está localizada”? * Students will complete a written handout with questions about the capital cities of the Spanish-speaking countries of the world.   **Week 7:**  Objective- **SWBAT** identify the country of Mexico in the proper continent and describe its compass location using simple sentences in the target language. **SWBAT** locate and name the capital city on a map.  **SWBAT** recognize the role of the Aztec Indians in the history of Mexico and its Coat of Arms. **SWBAT** color the Coat of Arms of Mexico.  **New vocabulary –**   * La Serpiente * el Cactus * El Aguila * Las Ramas de Olivo y Laurel * La Bandera * El Escudo de Armas * Los Indios Aztecas   Activities- Students will use the classroom map to pinpoint and state the location of the country of Mexico and its capital city. Students will read the legend of the Aztec Indians and recognize their importance in the Coat of Arms of Mexico.   * Students will color a copy of the Mexican Coat of Arms and identify each component of the Coat using its name in the target language. * Students will ask and answer each other’s questions about the components of the Coat of Arms – “¿Qué es ésto”?   **Week 8:**  Objective- **SWBAT** identify and color the flag of Mexico. **SWBAT** state the significance of each color of the Mexican flag, in the target language.  **New vocabulary –**   * Verde - La Esperanza * Blanco - La Pureza * Rojo - Los Mártires   Activities- Students will color the flag of Mexico and discuss the significance of each color to that country.   * Students will receive a handout with the flag of Mexico. They must color it correctly. * Students will participate in an oral exercise with a partner by asking and answering each other the following question: “¿Qué significa ésto”? as they point to each color and component of the flag (Eso significa \_\_\_\_\_\_\_\_).   **Week 9:** Culminating Activity/Project  Objective- SWBAT start sharing ideas as a group on what country they wish to feature for their presentation.  Activities- Students will receive the project instructions and use class time to work together.  **Week 10:** Culminating Activity/Project  Objective- **SWBAT** present their projects in class. Presentations will be no more than 4 minutes each |

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| **Unit Name: Oliver Button Es Una Nena  Author: Ivelisse Velazquez-Malcun** |
| **SET-UP** |
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| **UNIT SUMMARY** |
| This unit will encourage students to speak about the importance of tolerance and acceptance of others. It is a character education unit that addresses bullying and tolerance, based on the book titled *Oliver Button Es Una Nena*, by Tomie dePaola. Students will speak about feelings in Spanish, bullying, tolerance and accepting people as they are and for whom they are. Students will be encouraged to stop judging or hurting people who are different from them and to accept these people and get to know them. At the end of this unit, students should recognize the value of being themselves and the importance of accepting all people as they are. |
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| **UNIT RESOURCES** |
| **Printed Materials:**  ·       Books, ***Oliver Button Es Una Nena***, by Tommie dePaola (1 copy per pair) |
| **Resources:**  ·       Internet  ·       Wikipedia  ·       Youtube converted videos  ·       Teachertube  ·       Worksheets  ·       Power point presentations |
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| **STAGE ONE** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **GOALS AND STANDARDS** |
| Standard State: NJ  NJ.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.  7.1.NM.A. Interpretive Mode (Novice-Mid)  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NM.B. Interpersonal Mode (Novice-Mid)  7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.  7.1.NM.C. Presentational Mode (Novice-Mid)  7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.  7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
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| **UNDERSTANDINGS** |
| * *I will understand that…*   + Bullying is a sign of intolerance and is never the answer in order to resolve problems.   + It is important to recognize the value in each person, no matter how similar or different they are from us.   + It is important to be true to yourself and accept others for whom they ar |
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| **ESSENTIAL QUESTIONS** |
| * + What is bullying and why is it a bad choice?   + What is the value of knowing and accepting people who are different from me?   + How can I learn to be true to myself and accept others |
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| **KNOWLEDGE AND SKILLS** |
| **Students will know-**  ·       How to use feelings vocabulary in the target language. *(Feliz, triste, asustado, enojado, avergonzado, arrepentido, orgulloso)*  ·       Bullying is unacceptable and has terrible consequences on everyone.  ·       The importance of being accepting of others and paying attention to their feelings.    **Students will be able to-**  ·       Identify and state the main character and problem in a story.  ·       Describe simple events and place them in the correct sequence.  ·       Utilize simple guided sentences to state a situation in their own lives and how they chose to deal with it.  ·       Tell how they feel and how the main character feels in various situations. |
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| **STAGE TWO** |
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| **PERFORMANCE TASKS** |
| **Presentational Assessment:** Mi Historia De Oliver  ***Mi Historia de Oliver***: Retell the story using visuals and simple guided-sentences in the target language. Students will create their own 4 minute story about Oliver and present and tell it in class using simple guided sentences in the target language. Each group has the potential of presenting a different story with different situations and ways of handling each. Students will describe their stories using simple vocabulary learned during the unit. Students will be able to acknowledge the consequences of bullying and the importance of accepting others for whom they are. |
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| **OTHER EVIDENCE** |
| ·       Speaking assessments with partners  ·       Reading comprehension task  ·       Vocabulary identification and usage exercises  ·       TPR assessment  ·       Presentation project    **Student “Can Do” statements:**  ·       I can listen to and read a simple story, in Spanish, and I can make meaning of it.  ·       I can identify the main characters and problems in a story and use simple phrases and sentences, in the target language, to describe them.  ·       I can make good choices, keeping in mind the importance and value of every human being, no matter how similar or different they are and no matter the culture. |
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| **STAGE THREE** |
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| **LEARNING ACTIVITIES** |
| **Week 1:**    Objectives- SWBAT state what is bullying and why it is a bad choice. SWBAT discuss the importance of being tolerant and accepting of all people.    New vocabulary – Intimidar Lastimar Atacar  Burlar Me siento bien Me siento mal  Activities- Introduce new vocabulary and have students come up with a visual that depicts the vocabulary words.  ·       Discuss the meaning of bullying and the importance of standing up to it.  ·       Have students draw a picture of how they think a person who is bullied might feel like.    **Week 2:**  Objective- SWBAT listen to a short story (Oliver Button Es Una Nena), in the target language, and make meaning of the story.    New vocabulary – Story Words  Nena Caminar por el bosque  Saltar Leer Pintar  Jugar Disfrazar Cantar  Bailar Orgulloso Estrella    Activities- Introduce new vocabulary from the story, using TPR techniques. Students will listen to and follow reading a short story in the target language. Students will utilize book illustrations and context clues to make meaning of the story.  ·       Have students learn new vocabulary by practicing TPR gestures.  ·       Have students listen to the story in the target language, and identify and describe the main character of the story.  **Week 3:**  Objective- SWBAT listen to a short story (Oliver Button Es Una Nena), in the target language, and make meaning of the story.    New vocabulary – Story Words  Nena Caminar por el bosque  Saltar Leer Pintar  Jugar Disfrazar Cantar  Bailar Orgulloso Estrella    Activities- Reinforce new vocabulary from the story, using TPR techniques. Students will listen to and follow reading a short story in the target language. Students will utilize book illustrations and context clues to make meaning of the story.  ·       Have students practice vocabulary by practicing TPR gestures.  Have students listen to the story in the target language, and identify and describe the main character of the story.    **Week 4:**  Objective- SWBAT listen to the short story again, in the target language, ask and answer simple questions about the story and create story event pictures.    Activities- Listen to the story again in the target language. Work in pairs to create story event pictures and story cards.  ·       Have students work in pairs to draw a picture of a specific event in the story. One student draws the picture and colors it, and the other student will make a story card with the words (vocabulary) that go with the picture.  ·       Work in pairs to ask and answer each other, ¿Qué pasa aquí? (What’s happening here?)    **Week 5:**   Objective- SWBAT listen to the short story again, in the target language, ask and answer simple questions about the story and place event pictures and story cards in the correct story sequence.    Activities- Listen to the story again in the target language. Work as a class to use the event pictures and story cards, created previously, as manipulatives and place them in the correct story sequence order.  ·       Have students practice asking and answering simple questions about the story with each other.  ·       Have students tell each other the story events using the pictures drawn before.  ·       Class can play a game where the picture event and story cards are placed on the floor, out of order, in two piles. Teams compete to place the pictures and story cards in the correct sequence on the board and retell the story using each picture and corresponding story card. If they get stuck, or are wrong, the other team gets to continue the story from the place that the first team left off. Each picture card in the correct sequence, with the correct retell attached to it, will earn the team a point.    **Week 6:**  Objective- SWBAT listen to the short story again in the target language. SWBAT identify and state how the main character feels about his situation and how he would feel if people were more accepting of him.    New vocabulary – Feliz triste asustado enojado avergonzado orgulloso    Activities- Listen to the story again in the target language. Use simple sentences to discuss and describe their feelings about the story and the main character’s situation.  ·       Have students practice identifying pictures of events in the story and state how they think the main character feels at that moment.  ·       Have students write simple guided sentences about the story and Oliver’s feelings.    **Week 7:**  Objective- SWBAT work as table groups and create picture cards for their own bullying and acceptance story. SWBAT create their own 4 minute story, with their own story cards, showing different situations in which a person could be bullied and how the situation might be resolved positively. Students may present and teach different ways in which to deal with this situation.    Activities- Students will work as groups and create their own 4 minute stories about bullying and tolerance. It is up to the students to decide what situation they want to present and how they would resolve it. Groups will create their own storyboards and story cards and present and tell their story in class. Each group can potentially present a different story, with a different lesson to it.  ·       Have students create their stories using their own experiences.  ·       Have students draw pictures and create story cards for their story.  ·       Have students create their own way to resolve the situation positively.  ·       Have students practice telling their story in group.  **Week 8:**  Objective- SWBAT present the pictures and storyboard for their group 4 minute story in class. SWBAT tell their story as they show their pictures and discuss the lesson to their story using simple sentences in the target language.  Activities- Students will work as groups and present, show and tell their own 4 minute story.  Have each group present their story in class. |

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| **Unit Name: Mi Cuerpo, Sano y Saludable  Author: Ivelisse Velazquez-Malcun** |
| **SET-UP** |
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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **http://ubdexchange.ascd.org/images/general/shim.gif** | | | | | | Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  | | Course/Grade: | **Grade 5** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** | | School: | **Dr. Miller Elementary School** |  |  |  | | http://ubdexchange.ascd.org/images/general/shim.gif | | | | | |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **UNIT SUMMARY** |
| This unit will motivate students to know and respect their bodies and improve the way they take care of themselves. Students will utilize the target language to describe their bodies and how they feel. Students will state ways in which to take better care of themselves, in terms of nutrition and exercise. They will review and utilize the proper names for several popular sports. At the end of the unit, students will utilize the target language to present a short skit explaining how they take good care of their bodies (sports and exercise). |
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| **UNIT RESOURCES** |
| **Printed Materials:**  Books – *Los Productos Lácteos* by Robin Nelson |
| **Resources:**   * YouTube converted videos * Teacher Tube * Worksheets * Power point presentations * Internet |
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| **STAGE ONE** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **GOALS AND STANDARDS** |
| Standard State: NJ  NJ.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.  7.1.NM.A. Interpretive Mode (Novice-Mid)  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NM.B. Interpersonal Mode (Novice-Mid)  7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.  7.1.NM.C. Presentational Mode (Novice-Mid)  7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.  7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
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| **UNDERSTANDINGS** |
| *I will understand that...*   * Taking good care of my body using good nutrition and consistent exercise is important during all stages of my life. * It is important that I know my body well and be able to clearly describe how and what I feel when something is wrong. * There are similarities and differences in what is considered “Healthy” in the United States and Latin American countries. |
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| **ESSENTIAL QUESTIONS** |
| * How can I take better care of my body? (nutrition and exercise) * How do I clearly state when I don't feel well? * What is considered "Healthy" in the United States versus a Latin American country? |
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| **KNOWLEDGE AND SKILLS** |
| Students will know-   * The appropriate name for the major body parts and how to correctly describe how they feel, in Spanish. * The similarities and/or differences amongst what is considered "Healthy" in the United States versus other countries of the world (ie: a Latin American country).   Students will be able to-   * Identify several important body parts by their correct name in the target language. * Describe how they feel, utilizing simple oral and written sentences in the target language. * Identify simple ways with which to take better care of their bodies for life. |
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| **STAGE TWO** |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **PERFORMANCE TASKS** |
| **Presentational Assessment:** Me Mantengo Saludable  Students work as a group to depict what they do to take good care of their bodies. Students play different roles in a skit and describe how they take good care of themselves through consistent exercise and good nutrition. Students must show their ability to describe, in the target language, the means with which they keep healthy, using the correct vocabulary, as well as verbal clues and gestures. Students will show their favorite exercises and sports activities, and will describe how this helps them be healthy. Students will also utilize simple oral and teacher-guided written expressions, in the target language, to explain how this makes them feel. The activity title will be **Me Mantengo Saludable**. |
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| **OTHER EVIDENCE** |
| * Speaking assessments with partners * Vocabulary identification and usage exercises * Homework * TPR assessment * Presentation project   **Student "Can Do" statements:**   * I can listen to, read and watch simple informational pieces about being healthy, in the target language, and I can make meaning of it. * I can identify different parts of my body in the target language and use simple phrases and sentences to describe them and how I feel. * I can share information, in the target language, on how to take better care of my body for life. |
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| **STAGE THREE** |
| **Learning Activities/Weekly Pacing Guide:**    **Week 1:**    *Objective-* **SWBAT** identify the similarities and differences in what is “Healthy” in the US versus a Latin country. **SWBAT** name and recognize the most important parts of their body in the target language. **SWBAT** match the name and correct visual aid of each body part.    *New vocabulary –*     El cuerpo La cabeza El estómago  La espalda Los brazos Las manos  Las piernas Los pies    *Activities-* Introduce new vocabulary using visual aids, picture handouts and TPR exercises.  ·       Distribute a picture handout with visual aids of the parts of the body. Students will identify each part by writing the correct name under the picture, in the target language or students will draw a picture of each body part on a formatted sheet of paper and write the identifying name under each picture.  ·       Students will practice identifying each body part by playing the “Flyswatter game”.  ·       Play the Mr. Potato Head game **or** Pin the Body Part on the Monster or Person    **Week 2:**    *Objective-* **SWBAT** review and name the most important parts of their body in the target language. **SWBAT** ask and answer the question *“¿Qué parte del cuerpo es ésta”?* (What part of the body is this?) in the target language. **SWBAT** match the name and correct visual aid of each body part.  *Activities-* Reinforcevocabulary using visual aids, TPR exercises and oral exercise games.  ·       Students will identify each part of the body by playing a game of “¿Cuál falta”? where they have to identify which body part is missing from the visuals on the board.  ·       Students will also practice stating the names of each body part by using the pictures and asking and answering “¿Qué parte del cuerpo es ésta”? (Esta/o es), while working in circle groups.  ·       Students will practice TPR identifying movements for each body part and will be assessed on how well they have acquired the vocabulary by a quick TPR quiz, with their eyes closed.  ·       Sing and dance the Hokey Pokey in the target language    **Week 3:**    *Objective-* **SWBAT** describe how they feel, in the target language, using the question *¿Cómo te sientes”?* (*Me siento…* *& Tengo dolor de/en… or Me duele el/la…*).    *New vocabulary –* bien mal enfermo/a  cansado/a adolorido/a    *Activities-* Introduce new vocabulary using visual aids, picture handouts and TPR exercises.  ·       Students will practice identifying each feeling by using the TPR movements assigned to each one.  ·       Distribute a picture handout with visual aids of the ways we feel. Students will identify each feeling by writing the correct name under the picture, in the target language.  ·       Students will practice showing feelings by participating in a game of charades and a game of “Simón dice…”, using the new vocabulary.  ·       Students will practice asking and answering how they feel by participating in an oral pair practice exercise.    **Week 4:**    *Objective-* **SWBAT** identify and name several types of activities that help keep people healthy (deportes, ejercicios, actividades de recreación). **SWBAT** recognize the items of the food pyramid in Spanish.    *New vocabulary –* **los deportes** (el futbol americano, el beisból/sofból, el futból, la gimnasia, el baloncesto, el hockey)    **Los ejercicios** (Brincar cuica/saltar la cuerda, bailar Zumba, montar bicicleta)    **Las actividades de recreación** (caminar, correr, nadar, esquiar, el porrismo)    *Activities-* Introduce new vocabulary using visual aids, picture handouts and TPR exercises.Show the food pyramid in Spanish and read and listen to a short story about Dairy products.  ·       Distribute a picture handout with visual aids of the sports, exercises and leisure activities that help people stay healthy. Students will identify each sport, exercise and activity on a handout by writing the correct name under the picture, in the target language.  ·       Students will practice identifying each by using the TPR movements assigned to each one.  ·       Students will review new vocabulary by playing a game of “Flyswatter” and or “Busca” by teams.  ·       Students will see the Food Pyramid in Spanish and listen to a book about the importance of Dairy products.    **Week 5:**    *Objective-* **SWBAT** develop a short group skit, in which they show how they take good care of their bodies, by acting and utilizing simple oral sentences in the target language.    *Activities-* Explanation of project in class. Time allowed in class to develop ideas and start creating the skit using vocabulary, in the target language.  ·       Students will choose an idea and develop a skit to perform in class.    **Week 6:**    *Objective-* **SWBAT** develop a short group skit, in which they show how they take good care of their bodies, by acting and utilizing simple oral sentences in the target language.    *Activities-* Explanation of project in class. Time allowed in class to develop ideas and start creating the skit/script using vocabulary, in the target language.  ·       Students will choose an idea and develop a skit to perform in the next class.  **Week 7:**    *Objective-* **SWBAT** finish developing a short group skit, in which they show how they take good care of their bodies.      *Activities*- Allow students to finish working on their skits in class.  ·       Students will finish skits in class.    **Week 8:**    *Objective-* **SWBAT** present a short skit in class, in the target language, showing how they take good care of their bodies by means of good nutrition and consistent exercise.    *Activities-*Students present their skits in class by groups.  ·       Students presentations.  ·       Students will rate each other’s’ skits and choose their favorite. |

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| **Unit Name: Vamos de Picnic  Author: Ivelisse Velazquez-Malcun** |
| SET-UP |
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| **UNIT SUMMARY** |
| In this unit students will be organizing a picnic for their host Spanish speaking family they will learn to inquire what their host family would like to eat. They will learn to find information on Weather, and location in order to organize the picnic. |
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| **UNIT RESOURCES** |
| **Printed Materials:**   * Vocabulary worksheets * Book: La Isla * Music(CD): Que llueva... * Pictures: parks, food, city, country, stores. * Picture Cards: country outline, seasons, weather, foods, picnic basket * Word Cards: Stores, place names, foods, beverages. |
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| STAGE ONE |
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| **GOALS AND STANDARDS** |
| Standard State: NJ  NJ.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.  7.1.NM.A. Interpretive Mode (Novice-Mid)  7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.  7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.  7.1.NM.B. Interpersonal Mode (Novice-Mid)  7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.  7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.  7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.  7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.  7.1.NM.C. Presentational Mode (Novice-Mid)  7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.  7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
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| **UNDERSTANDINGS** |
| There are many similarities, as well as differences, amongst the food, and culture features in Spain and US. |
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| **ESSENTIAL QUESTIONS** |
| What are similarities and differences between a picnic in the US and Spain? |
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| **KNOWLEDGE AND SKILLS** |
| Students will know...  * Weather expressions included seasons. * Food vocabulary (fruits, bread, meats and some beverages) * Stores where food items are purchased * Likes and dislikes (Me gusta y no me gusta)  Students will be able to...  * Understand the weather expressions. * Ask/answer questions about likes/dislikes and preferences with food and beverages. * Recognized the places where they need to buy the foods. * Understand the weather report. * Ask and respond simple questions based on foods and the stores where food is purchased. * Give simple instructions, with shopping food items. * Ask and respond to simple questions, make requests and express preferences using memorized words and short phrases. * Present information on culturally authentic materials orally on one Spanish speaking country. |
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| STAGE TWO |
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| **PERFORMANCE TASKS** |
| **Presentational Assessment:** The Picnic  You are in charge of organizing a picnic for your host family in Spain. You budget is 50 Euros. You will ask your host family members what they like to eat and drink. Check the weather to plan the picnic and organize it. Interpretive Activity: Read an online weather report Google search. |
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| **OTHER EVIDENCE** |
| Other assessments and Evaluations:  * Vocabulary matching identification * Speaking with a partner (short conversations). * Teacher observations * homework |
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| STAGE THREE |
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| **LEARNING ACTIVITIES** |
| |  |  | | --- | --- | | **Class** | **Activity** | | Class 1 | Picnic country information    Create some mystery about the country to be studied.  Introduce the country from the target culture and give information on weather, food and the location. | | Class 2 | Where shall we organize the picnic?    Compare and contrast the advantages of organizing a picnic in the country or city. Use flash cards of location (park, rivers, lake, forest) TPR to work with the new vocabulary. | | Class 3 | What kind of food do we eat on a picnic?    Introduce the stores where food items are purchased. Introduce the categories of food.  Stores from the community, say a word for the store (bakery, food store, etc) in the community. Introduce some fruits, meats, bread, sodas etc. and ask the students where we can buy each one of the items. | | Class 4 | Review/Game    Game with two hula- hoops on the floor with the things they will bring to the picnic. Ask students to pull out picture cards one by one and said the name in Spanish. Put the pictures according the food and drinks. Some pictures could be either in both. For those they put those pictures in the middle. | | Class 5 | When to organize the picnic?  **Learning Activity**    What is in the basket for the picnic? Describe various types of foods, and beverages that have been learned in class. Call on individual students to tell you what the item is. Then, have the whole class repeat what the item is.    Students have already learned the weather and this will be a review. TPR with the following expressions. It’s sunny, It’s cloudy, It’s raining, it’s cold, it’s hot, it’s warm and it’s windy. Song: Que llueva. | |

**Curriculum Resources - Differentiated Instruction**

**Special Education Interventions in General Education**

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions  
Heterogeneous grouping

*Resources:*

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

**English Language Learners Interventions in Regular Education**

*Resources:*

FABRIC - Learning Paradigm for ELLs (NJDOE)  
[www.nj.gov/education/bilingual/pd/**fabric**/**fabric**.pdf](http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf)

Guide to Teaching ELL Students  
<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

**Gifted and Talented Interventions in Regular Education**

*Resources:*Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page  
<http://www.hoagiesgifted.org/programs.htm>

**21st Century Learning**

*Resources:*Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)  
<http://www.nj.gov/education/cte/hl/CRP.pdf>