

Cliffside Park Middle School
8th Grade Spanish Native Curriculum
August 2018

Unit 1

Subject: Spanish Native
Grade: 8

Student Learning Objectives

- Students will be able to identify how relationships with others have influenced their lives.

Enduring Understandings

- Building relationships can be a challenging yet rewarding experience.
- Our experiences mold our personalities and affect how we live our lives.

Essential Questions

- How do our personality traits make us compatible or incompatible in a relationship?
- How do our experiences influence our lives?

Standards

Interpretive:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted 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.

Interpersonal:

- 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.

Presentational:

- 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).

21st Century

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

Technology

- 8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- 8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.
- 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

- Unit 1--All About Me
- Unit 2--School Days
- Unit 3--Home, Sweet, Home
- Unit 4--Food, Glorious Food
- Unit 5--Celebrations!
- Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

Formative Assessments:

- Express their personal opinions about their ideal personality.
- Interpret and comprehend the short film, Diez Minutos, by answering questions individually or in groups followed by full class discussion.
- Discuss the underlying components of happiness in a small group.
- Generate a list of personality traits essential to a happy life.
- Debate which personality traits are essential for compatible relationships.

Summative Assessments:

- Writing Assessment
- Teacher Checklist or Rubric
- Chapter Test- reading, writing, listening skills
- Google Maps Assessment

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Materials

- El Niño Raiz (Kitty Crowther)
- La familia de Hugo (Fuencisla del Amo)
- Diez Minutos film El caballo y el asno fable
- Las cuatro formulas científicas de la felicidad

Modifications to Support Gifted and Talented Students

Modifications to Support English Language Learners

Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)

<ul style="list-style-type: none"> ● Draw or depict their ideal best friend and orally describe him/her to the class. ● Read and have a class discussion on the article, Las cuatro formulas científicas de la felicidad. ● Introduce people and respond in a culturally appropriate way to an introduction ● Rock & Learn Video segments: Hello/numbers practice/time/days of week/months of year. ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers 	<ul style="list-style-type: none"> ● Write recipes for happiness. ● Present the recipes for happiness to the class. ● Identify, comprehend, and apply vocabulary/ useful expressions related to the fable, El caballo y el asno, by retelling the story. ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodation 	<ul style="list-style-type: none"> ● Discuss the characteristics of the main characters; how they interact with each other, and their persona. ● Compare and contrast the lives of the characters. ● Demonstrate self-awareness of current and future responsibilities. ● Numbers practice game “Arriba” ● Role-play scenarios: students meet, greet ask/respond to time & weather questions. ● “Quizlet Live” game. ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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<p>during this time period</p> <ul style="list-style-type: none"> • Create Google Slide presentation on pertinent topics from within the unit • Allow G & T students to identify and define higher level terms within the unit of study 	<p>s for all assessments</p> <ul style="list-style-type: none"> • Use information from the WIDA testing to help facilitate individualized assessments for ELL students • Allow student access to native dictionary to help with the understanding of vocabulary within the unit • Student may create a Google Slide presentation and explain information in their native language 	
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Unit 2

Subject: Spanish Native
Grade: 8

Student Learning Objectives

- Students will be able to express their opinions on theme and other literary terms associated with fictional tales.

Enduring Understandings

- Understanding the legends of a particular society helps one understand and relate to that society's culture and history.
- Stories, fables, myths, and legends are used to entertain and as a teaching tool.

Essential Questions

- In what ways do myths illustrate the belief systems and customs of the cultures that create them?
- Why do we tell stories?

Standards

Interpretive:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted 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.

Interpersonal:

- 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.

Presentational:

- 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).

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

Formative Assessments:

- Describe talented story tellers and their stories.
- Read a legend or a myth, monitoring reading using context clues.
- Compare and contrast myths, legends, fables, and popular stories from a variety of countries and cultures.
- Analyze and identify cause and effect in a story.
- Read with a critical lens and identify themes that exist in the realm of stories, fables, myths, and legends.

- Recognize metaphorical elements in stories, by focusing on the characters' struggles.

Summative Assessments:

- Writing Assessment
- Teacher Checklist or Rubric
- Chapter Test- reading, writing, listening skills
- Google Maps Assessment

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Materials

- Los pájaros no tienen fronteras Edna Iturralde
- La Leyenda del domingo
- La Hierba Mate, Karla Lorenzo

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Research a fable from their native country or another country. ● Express how the author's message, lesson, or moral 	<ul style="list-style-type: none"> ● Listen to and understand the main idea stories. ● Orally summarize the main idea of a 	<ul style="list-style-type: none"> ● Research a country of choice and integrate that knowledge with folklore from the same country. ● Compare and contrast literary works, periods, themes, genres, and literary elements. ● Role-play scenarios: students meet, greet ask/respond to time & weather questions.

<p>connect to their own lives.</p> <ul style="list-style-type: none"> ● Write essays about their beliefs and values. ● Interpret the stories, Los pájaros no tienen fronteras, La Leyenda del domingo siete and La Hierba Mate. ● Introduce people and respond in a culturally appropriate way to an introduction ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics 	<p>story in small groups.</p> <ul style="list-style-type: none"> ● Research legends and orally present them to the class to discuss their findings. ● “Quizlet Live” game. ● Recognize sounds in a Bingo game ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA 	<ul style="list-style-type: none"> ● Concentration game: adjectives/classroom objects ● “Quizlet Live” game. ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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<p>from within the unit</p> <ul style="list-style-type: none"> • Allow G & T students to identify and define higher level terms within the unit of study 	<p>testing to help facilitate individualized assessments for ELL students</p> <ul style="list-style-type: none"> • Allow student access to native dictionary to help with the understanding of vocabulary within the unit • Student may create a Google Slide presentation and explain information in their native language 	
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Unit 3

Subject: Spanish Native
Grade: 8

Student Learning Objectives

- Students will be able to talk about their family relationships and others.

Enduring Understandings

- The composition of the family structure may vary among cultures and change over time.

- Communities and a sense of belonging play an important role in different societies.

Essential Questions

- What constitutes a family in different societies?
- How does the role that families and communities assume differ in societies around the world?

Standards

Interpretive:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted 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.

Interpersonal:

- 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.

Presentational:

- 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).

21st Century

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

Technology

- 8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- 8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.
- 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

- Unit 1--All About Me
- Unit 2--School Days
- Unit 3--Home, Sweet, Home
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- Unit 5--Celebrations!
- Unit 6--Migratory Animals
- Unit 7--Going Green

Assessments

Formative Assessments:

- Listen to poetry, read nonfiction articles, and read fictional short stories in order to compare and contrast perspectives of different people on similar topics and themes.
- Compare and contrast family structures and customs in other countries to their own.
- Analyze and critique some cultural practices of families in target language countries.
- Interpret a video clip about a “typical family” from a Hispanic/Latino culture.
- Examine how a “typical family” in a Hispanic/Latino culture compares to their own

Summative Assessments:

- Writing Assessment
- Teacher Checklist or Rubric
- Chapter Test- reading, writing, listening skills
- Google Maps Assessment

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Materials

- Cómo las hermanas García perdieron su acento, Julia Alvarez (novel)
- Mas allá de mí, Francisco Jiménez (novel)
- Un oso y un amor, Sabine Ulibarri (short story)
- Yo voy soñando caminos, Antonio Machado (poem)
- Esperanza Renace, Pam Munoz Ryan (novel)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Describe what they perceive to be traditional behavior between parents and children.● Differentiate parent's responsibilities and obligations to their children.● Evaluate different factors	<ul style="list-style-type: none">● Compare and contrast a student's life with older relative's lives.● Research Latin American figures and analyze how they have impacted the	<ul style="list-style-type: none">● They will state the familiar relationships of a family.● Talk about the reasons why people decide to move to another country.● State problems affecting Latinos in the US and recommend possible solutions.● Exchange opinions on current or past events affecting Latinos in the United States.

<p>that influence the lives of today's youth.</p> <ul style="list-style-type: none"> ● Examine advantages and disadvantages ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<p>lives of their people.</p> <ul style="list-style-type: none"> ● Analyze a particular point of view or cultural experience reflected in a work of literature. ● They will draw characters according to given physical characteristics ● "Quizlet Live" game. ● ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and 	<ul style="list-style-type: none"> ● They will create their own "Family Tree" and describe each individual physically and by their interests. ● "Quizlet Live" game. ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	<p>accommodations for all assessments</p> <ul style="list-style-type: none"> • Use information from the WIDA testing to help facilitate individualized assessments for ELL students 	
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Unit 4

Subject: Spanish Native
Grade: 8

Student Learning Objectives

- Students will be able to identify the role technology has played on their life.

Enduring Understandings

- Progress is defined by cultural interpretation.
- Scientific and technological developments have greatly impacted those living in industrialized societies.

Essential Questions

- How do developments in science and technology affect our lives?
- How do different cultures determine what is progress?

Standards

Interpretive:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted 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.

Interpersonal:

- 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.

Presentational:

- 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).

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

- 8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.
- 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me
Unit 2--School Days
Unit 3--Home, Sweet, Home
Unit 4--Food, Glorious Food
Unit 5--Celebrations!
Unit 6--Migratory Animals
Unit 7--Going Green

Assessments

Formative Assessments:

- State the rapid growth of technology and what can be done to keep up with it.
- Compare and contrast the rate of change and people's attitude toward technological advancement in the United States with a Latin American country.
- Evaluate how cultural practices and perspectives affect technological progress in the Spanish speaking world.
- Create slogans that identify their proposals for technological changes that will improve their lives.
- Research and identify famous scientists from Latin American countries.

Summative Assessments:

- Writing Assessment
- Teacher Checklist or Rubric
- Chapter Test- reading, writing, listening skills
- Google Maps Assessment

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Materials

- Non-Fiction and online current technological articles
- www.infotechnology.com Cuando era Puertorriqueña
- Esmeralda Santiago Infographic: Nativos, Inmigrantes, Analfabetos Digitales

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> • Participate in a class discussion about the importance of Hispanic youth being persistent in continuing and completing their education in order to meet their goals. • Hypothesize about views and attitudes regarding the impact of technology in the Spanish-speaking world. • Theorize why differences exist between attitudes towards technology in the 	<ul style="list-style-type: none"> • Evaluate views and attitudes regarding the impact of technology with the younger versus the older generation. • Interview family at home to find out how technology has changed during the course of their lives or how it has changed their lives for the better or worse. • Evaluate their findings on how technology has evolved and changed people's lives. 	<ul style="list-style-type: none"> • Generate graphic organizers comparing and contrasting the differences between digital natives and digital immigrants on how they perceive the importance of technology. • Debate issues related to the impact of technology on various fields such as education, transportation, government, and various professions. • They will create their own "Family Tree" and describe each individual physically and by their interests. • "Quizlet Live" game. • Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports • Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) • Text to speech • Students will be provided with graphic organizers • Students will have access to maps, illustrations, and other materials that will

<p>Spanish-speaking world and the United States.</p> <ul style="list-style-type: none"> • They will draw characters according to given physical characteristics • Amplify learning by providing more challenging texts • Allow G & T students to complete author studies on specific writers during this time period • Create Google Slide presentation on pertinent topics from within the unit • Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> • “Quizlet Live” game. • Recognize sounds in a Bingo game • Allow for peer to peer collaboration within the classroom • Assign an English speaking mentor to help student with language difficulties • Have ELL teacher assist in appropriate modifications and accommodations for all assessments • Use information from the WIDA testing to help facilitate individualized assessments for ELL students 	<p>allow them to comprehend the material in a non-literacy setting</p> <ul style="list-style-type: none"> • Students will not be penalized for spelling and grammar errors • Teachers will meet with collaborative teacher to discuss individual modifications for each student
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