

Cliffside Park High School

Spanish I Curriculum

August 2018

Unit 1

Subject: Spanish I
Grade: 9-12

<u>#</u>	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes.	7.1.NM.A.1 7.1.NM.A.4
2	Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication.	7.1.NM.B.1 7.1.NM.B.4
3	Use appropriate greetings and leave taking from the target culture in a variety of scenarios.	7.1.NM.B.3
4	Imitate and incorporate appropriate intonation for asking different types of	7.1.NM.B.3

	questions (if appropriate in the target language).	
5	Describe self and others.	7.1.NM.C.4
6	List culturally specific and personal pastime activities.	7.1.NM.C.4
7	Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation.	7.1.NM.C.1 7.1.NM.C.4

Essential Questions

- Why study Spanish?
- How do language and culture interact?
- What are some elements of Spanish pronunciation?
- How does one begin to communicate in the target language?

Standards

Interpretive:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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

- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes, and age.
- Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication.
- Use appropriate greetings and leave taking from the target culture in a variety of scenarios.
- Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).
- Describe self and others.
- Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation.
- List culturally specific and personal pastime activities.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills

- Hyperdoc Project: Google Maps

Benchmark Assessments:

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

Resources/Materials

- Español Santillana Level I for Spanish I
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

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

<p>Modifications to Support Gifted and Talented Students</p>	<p>Modifications to Support English Language Learners</p>	<p>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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>pertinent topics 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>appropriate modifications and 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 ● 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 	<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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Unit 2

Subject: Spanish I
Grade: 9-12

#	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Skim and scan culturally authentic target language	7.1.NM.A.1 7.1.NM.A.4

	materials from electronic information sources and other sources to identify words and phrases associated with school life, schedules, and classroom activities.	
2	Use physical response to demonstrate understanding of classroom routines.	7.1.NM.A.2
3	Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language.	7.1.NM.B.1 7.1.NM.B.4
4	Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts.	7.1.NM.C.1 7.1.NM.C.4

5	Describe self and others.	7.1.NM.C.4
6	List culturally specific and personal pastime activities.	7.1.NM.C.4
7	Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities	7.1.NM.C.1 7.1.NM.C.4

	by creating a multimedia presentation.	
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Essential Questions

- How does one describe things in the target language?
- What is the geoculture of Puerto Rico?

Standards

Interpretive:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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.

Presentation:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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

- Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life, schedules, and classroom activities.
- Use physical response to demonstrate understanding of classroom routines.
- Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language.
- Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

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

Resources

- Español Santillana Level I for Spanish I
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

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

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"> ● 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"> ● 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 ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit 	<ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> • Student may create a Google Slide presentation and explain information in their native language 	
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Unit 3

Subject: Spanish I Grade: 9-12

#	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, common household items, and household chores.	7.1.NM.A1 7.1.NM.A.4 7.1.NM.A.5
2	Skim and scan culturally authentic texts to identify cultural products and practices related to home life.	7.1.NM.A.3
3	Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.	7.1.NM.B.1 7.1.NM.B.4

4	Create a multimedia rich presentation to compare homes and household chores in the home and target cultures.	7.1.NM.C.1
5	Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe homes in the target culture.	7.1.NM.C4

Essential Questions

- How does one communicate likes and dislikes in the target language?
- What is the geoculture of Texas?

Standards

Interpretive:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring

meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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

- Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, common household items, and household chores.
- Skim and scan culturally authentic texts to identify cultural products and practices related to home life.
- Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.
- Create a multimedia rich presentation to compare homes and household chores in the home and target cultures.
- Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe homes in the target culture.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

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

Resources

- Español Santillana Level for Spanish I
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

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

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">● 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	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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

<p>level terms within the unit of study</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 4

Subject: Spanish I
Grade: 9-12

#	<u>STUDENT LEARNING OBJECTIVES</u>	<u>CORRESPONDING CCSS/NJCCCS</u>
1	Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target	7.1.NM.A.1 7.1.NM.A.5

	culture(s).	
2	Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s).	7.1.NM.A.3
3	Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices.	7.1.NM.A.2 7.1.NM.B.2
4	Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.	7.1.NM.B.4
5	Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.	7.1.NM.C.4 7.1.NM.C.5

Essential Questions

- How does one communicate needs in the target language?
- What is the geoculture of Costa Rica?

Standards

Interpretive:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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
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Unit 4--Food, Glorious Food
Unit 5--Celebrations!
Unit 6--Migratory Animals
Unit 7--Going Green

Assessments

- Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).
- Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s).
- Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices.
- Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.
- Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense

- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

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

Resources

- Español Santillana Level for Spanish I
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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

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"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with 	<ul style="list-style-type: none"> ● 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

<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>language difficulties</p> <ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • 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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Unit 5

Subject: Spanish I
Grade: 9-12

#	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.	7.1.NM.A.1 7.1.NM.A.4
2	Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures.	7.1.NM.B.4 7.1.NM.B.5
3	Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture.	7.1.NM.C.1 7.1.NM.C.3
4	Dramatize an authentic song or recite a poem associated with a target culture celebration.	7.1.NM.C.2 7.1.NM.C.5

Essential Questions

- How does one communicate living arrangements and family relationships in the target language?
- What is the geoculture of Chile?
- How do dictionary skills aid the language student?

Standards

Interpretive:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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

- Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.
- Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures.
- Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture.
- Dramatize an authentic song or recite a poem associated with a target culture celebration.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense

- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

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

Resources

- Español Santillana Level for Spanish I
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

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

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"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with 	<ul style="list-style-type: none"> ● 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

<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>language difficulties</p> <ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • 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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Unit 6

Subject: Spanish I
Grade: 9-12

#	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about migratory animals, their habitats, and the reasons for migration.	7.1.NM.A.1 7.1.NM.A.4
2	Ask and respond to memorized questions about migratory animals, their habitats, and the reasons for their migration using digital tools and face-to-face communication.	7.1.NM.B.1 7.1.NM.B.4
3	Use culturally appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language).	7.1.NM.B.3
4	Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that includes physical characteristics of migratory animals, their habitats, and their migratory patterns by creating a multimedia-rich presentation.	7.1.NM.C.1 7.1.NM.C.4

Essential Questions

- How does one communicate one's interests in the target language?
- How is the Chilean culture and customs different/ similar to the other Hispanic places

previously studied?

Standards

Interpretive:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about migratory animals and their habitats.
- Ask and respond to memorized questions about migratory animals and their habitats using digital tools and face-to-face communication.

- Use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) about animals and their habitats.
- Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that include physical characteristics of migratory animals and their habitats by creating a multimedia-rich presentation.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

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

Resources

- Español Santillana Level for Spanish I
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

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

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)
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<ul style="list-style-type: none"> ● 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"> ● 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 ● 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 	<ul style="list-style-type: none"> ● 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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	their native language	
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Unit 7

Subject: Spanish I Grade: 9-12

#	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with environmental products and practices of the target culture(s).	7.1.NM.A.1 7.1.NM.A.4
2	Give and follow directions regarding environmental practices.	7.1.NM.B.2
3	Ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication through the target language.	7.1.NM.B.1 7.1.NM.B.4 7.1.NM.B.5
4	Produce a multimedia rich presentation that compares environmental products and practices of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts.	7.1.NM.C.1 7.1.NM.C.4

Essential Questions

- How does one politely request something for oneself or of others?
- What is the geoculture of Mexico?

Standards

Interpretive:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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

- Skim and scan culturally authentic target language materials from electronic

information sources and other sources to identify words and phrases associated with environmental products and practices of the target culture(s).

- Give and follow directions regarding environmental practices.
- Ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication through the target language.
- Produce a multimedia rich presentation that compares environmental products and practices of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

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

Resources

- Español Santillana Level for Spanish I
- Google Docs, Google Slides, Google Sheets, Google Chat
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- Scholastic.com
- Teachertube, Youtube, Discovery Education

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

Modifications to Support

Modifications to Support

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

Gifted and Talented Students	English Language Learners	
<ul style="list-style-type: none"> ● 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"> ● 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 ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and 	<ul style="list-style-type: none"> ● 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

	explain information in their native language	
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