

Cliffside Park High School

Spanish IV Curriculum

August 2018

Unit 1

Subject: Spanish IV

Grade: 11-12

Enduring Understandings

- Vocabulary- verbos, sustantivos, adjetivos, adverbios
- Solo/a(adj)- alone
- Solo (adv) –only
- realizar- to carry out
- darse cuenta- to realize or become aware
- Grammar- the preterit tense of – ar, -ir, -er verbs
- the imperfect tense of –ar, -ir, -er verbs
- preterit vs. imperfect tense
- Culture: El Dia de Los Muertos- Mexico

Essential Questions

- What is “El Dia de los Muertos” “the day of the dead”?
- Where’s the day of the dead celebrated?

Standards

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.

Interpretive:

- 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a

message.

- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal:

- 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational:

- 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
- 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

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.

Formative Assessments:

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

Materials

- VOCES digital--Advanced level
- Español Santillana High School 4
- 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 	<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 	<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

<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 	<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 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 2

Subject: Spanish IV
Grade: 11-12

Enduring Understandings

- Vocabulary- verbos, sustantivos, adjetivos, adverbios
- la curiosidad, desconocido, miedoso/a, sobrenatural, soledad, tristeza
- dejar- to leave behind
- dejar de+ infinitive- to stop doing something
- dejar+ inf- to allow or let
- Grammar- the preterit tense of – ar, -ir, -er verbs
- the imperfect tense of –ar, -ir, -er verbs
- preterit vs. imperfect tense
- Culture: el día de los muertos- · Mexico
- Ritmos: “La Llorona” by Tish Hinojosa
- Imágenes: “ El Hechizo” by: Francisco Goya
- Páginas: “ El Fantasma” by; Enrique Anderson Imbert
- Describe the past
- Narrate the past
- Analyze/ discuss/ respond to cultural issues, text, topics
- Analyze/ discuss/ respond to cultural figures

Essential Questions

- What is a legend?
- What is the difference between leyenda, mito y fabula?
- Explain the legends known in English? Ex: (Pocahontas, Johnny Appleseed)

Standards

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.

Interpretive:

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- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
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- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
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21st Century

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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

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

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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.

Formative Assessments:

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- Conversation Topics: Cultural film of Spain

Summative Assessments:

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

Benchmark Assessments:

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partner/group

Materials

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- Work with other members of the World Language Department to create cultural awareness
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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	<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	<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

<ul style="list-style-type: none"> • Allow G & T students to identify and define higher level terms within the unit of study 	<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 • 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 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 3

Subject: Spanish IV
Grade: 11-12

Enduring Understandings

- Vocabulary- verbos, sustantivos, adjetivos, adverbios
- la contaminación, la atmósfera, el ecosistema, las especies en peligro de extinción, el océano, el petróleo, le energía eléctrica, nuclear y solar, el medio ambiente, la capa de ozono, la sequía,

- ambiental , nefasto, prejudicial, potable
- alrededor, a traves de, sobre
- Grammar- ser, estar and haber
- the future tense
- Discussing world issues of today and tomorrow
- Describing people and things

Essential Questions

- What do you consider contamination?
- What are some of the most obvious causes of environmental contamination?
- What are some of the consequences of contamination in the organisms?

Standards

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.

Interpretive:

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Interpersonal:

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Presentational:

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21st Century

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

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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

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Concepts and Skills

Unit 1--All About Me

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Unit 4--Food, Glorious Food

Unit 5--Celebrations!
Unit 6--Migratory Animals
Unit 7--Going Green

Assessments

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Formative Assessments:

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Summative Assessments:

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

Benchmark Assessments:

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Materials

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	<p>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 4

Subject: Spanish IV
Grade: 11-12

Enduring Understandings

- Vocabulary- verbos, sustantivos, adjetivos, adverbios
- Future Professions: la astrofísica, la bioquímica, la cibernética, la electrónica, la genética, la ingeniería nuclear, la química, el/la técnico/a
- calidad- quality as a measure of worth
- cualidad- quality as a characteristic of person or thing
- the subjunctive in the noun clauses
- Ritmo: Juanito en la laguna by: Antonio Berni
- Pagina: Los mutantes by: Jose Ruibal
- El movimiento ecológico costarricense the ecological movement in Costa Rica
- Discussing la lucha contra la contaminación en Mexico The fight against contamination in Mexico
- Predicting future events or occurrences
- Expressing hopes and doubts
- Mini project- Making predictions and resolutions for the New Year.

Essential Questions

- What are the United States and Canada doing to improve the environment?
- Why has it taken the Hispanic world to become environmentally conscious?
- Is it lack of financial resources or technical know-how?

Standards

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.

Interpretive:

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21st Century

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

CRP11. Use technology to enhance productivity.

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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 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 	<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>vocabulary within the unit</p> <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 5

Subject: Spanish IV
Grade: 11-12

Enduring Understandings

- Vocabulary - verbos, sustantivos, adjetivos, adverbios
- Autentico/a, el derecho, la dignidad, (in) humano/humana, la persecución, el sufragio universal, el procedimiento, la represión, la tortura, (in)validez, la voluntad
- Grammar- direct and indirect object pronouns
- Grammar- Personal
- Grammar- gustar and similar verbs
- Culture- reading and discussing Las arpilleras chilenas y las madres de la plaza de Mayo
- Discussing human rights around the world
- Discussing foreign policy
- Reacting to world issues
- Mini project- Working on Human Rights day

Essential Questions

- What is human rights- derechos humanos?
- What are some of the events in history that have violated human rights?

Standards

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.

Interpretive:

- 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal:

- 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational:

- 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

- 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

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.

Formative Assessments:

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

Materials

- VOCES digital--Advanced level
- Español Santillana High School 4
- 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 6

Subject: Spanish IV
Grade: 11-12

Enduring Understandings

- Vocabulary - verbos, sustantivos, adjetivos, adverbios
- La amnestía, el/ la pacifista, racista, sindicato, a fines de, a principios de, hechar raises, quedar por hacer
- quedarse- to stay (in a place)
- quedar- to become or to remain (with adj)
- Grammar- subjunctive with interpersonal expressions
- Reading and discussing Rigoberta Menchu y el indigenismo guatemalteco
- Ritmo- reading and discussing · Victor Jara “ Te Acuerdo Amanda”
- Imagenes- reading and discussing Francisco Goitia “ tata Jescucristo”
- Pagina- reading and discussing Armando Valladares- “ No importa Llevar por ti”
- Discussing human rights around the world
- Discussing foreign policy
- Reacting to world issues

Essential Questions

- What are some of the biggest activists of human rights?
- Who is Rigoberta Menchu?
- What did she do to help her people and the indigent people of Guatemala?

Standards

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.

Interpretive:

- 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to

daily activities and to some unfamiliar situations through appropriate responses.

- 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal:

- 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational:

- 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
- 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

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.

Formative Assessments:

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

- Conversation Topics: 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

Materials

- VOCES digital--Advanced level
- Español Santillana High School 4
- 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 	<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>student with 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 7

Subject: Spanish IV
Grade: 11-12

Enduring Understandings

- Vocabulary- - verbos, sustantivos, adjetivos, adverbios
- La actitud, la mentalidad, la mente, optimista, la seriedad, la timidez, egoísta
- Cognados falsos- False Cognitives
- soportar- to put up with or tolerance ex: No soporto a una persona tan grocera
- apoyar- to support ex; Mis amigos siempre me apoyan en mis decisiones.
- el recuerdo- memory as in remembrance
- Reflexive constructions-the subject both performs and · receives the action expressed.
- Past participle and present perfect tense
- Agreement form and position of adjectives
- El qué dirán “ Dime con quién andas y te diré quien eres”
- Talking about yourself and others
- Talking about personality and routines
- Describing people, things and situations
- Telling what happened

Essential Questions

- What are some of your goals for your future career?
- What are some of the goals after you graduate high school?

Standards

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.

Interpretive:

- 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world

languages, this Indicator is listed as reserved.

- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal:

- 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational:

- 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
- 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

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.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
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- Conversation Topics: 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

Materials

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- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
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- 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 	<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 	<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

<p>identify and define higher level terms within the unit of study</p>	<p>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 	<ul style="list-style-type: none"> ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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Unit 8

Subject: Spanish IV
Grade: 11-12

Enduring Understandings

- Vocabulary - verbos, sustantivos, adjetivos, adverbios
- El cerebro, la conciencia, la costumbre, la opcion, el vicio
- Hacer trampa-to cheat
- El qué dirán- what people will say
- Pero, sino. Sino que means BUT in the following contexts
- Pero- when the second part of the sentence does not correct the first part example:

Marta es competente pero insegura. Martha is competent but insecure.

- sino- when the first part of the sentence is negative and the second part is a noun, adj, adv, or prep phrase that corrects the same in the first part ex: No soy competente sino desordenada. I am not competent, but (rather) disorganized.
- sino que- used instead of sino if the second part of the sentence has a new verb ex: Juan Manuel no baila en las fiestas sino que canta y habla mucho. Juan Manuel doesn't dance at parties, instead he sings and talks a lot.
- Culture- the art of conversation and sympathy
- El que dirán
- Ritmos: Franco "Soy"
- Imagenes: Frida Kahlo "Las dos Fridas"
- Pagina: Julia de Burgos "A Julia de Burgos"
- Describing people, things and situations
- Telling what happened
- Project: Making a memory book: a story of the student's life from the infant baby year's to their senior year in high school and what their next steps after graduating high school, college?
- Written in Spanish with pictures and creativity

Essential Questions

- What are some activities that become daily habits?
- What type of pressure to young people have in the United States and Canada?

Standards

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently.

Interpretive:

- 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

- 7.1.IM.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal:

- 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational:

- 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
- 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

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.

Formative Assessments:

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

Materials

- VOCES digital--Advanced level
- Español Santillana High School 4
- 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	<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	<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

<ul style="list-style-type: none">● Allow G & T students to identify and define higher level terms within the unit of study	<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● 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 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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