



Burch Charter School of Excellence

World Languages (Spanish) Curriculum Guide – Grade 5

2020-202

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; □ In ensuring that the district has a well-trained, highly qualified and competent staff; □ In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

World Language Strands:

- A. **Interpretive Mode** of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening includes cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches.

- B. **Interpersonal Mode** of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

- C. **Presentational Mode** of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.

The Role of Grammar in the World Language Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised world language standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

PACING CHART

| Units | Days |
|-------------------------------|---------------|
| Unit 1 - All About Me | 40-42 days |
| Unit 2 – School Days | 40 – 43 days |
| Unit 3 – Home, Sweet Home! | 40-42 days |
| Unit 4 – Food, Glorious Food! | 40 – 43 days |
| Totals Days: | 160 -170 days |

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

| Educational Technology | |
|------------------------|--|
| Number: | Standard Statement: |
| 8.1.8.B.1 | Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). (Units 1,2,3,4) |
| 8.1.8.C.1 | Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. (Units 2,3,4) |
| 8.1.8.D.1 | Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. (Units 1,2,3,4) |
| 8.1.8.D.2 | Demonstrate the application of appropriate citations to digital content. (Units 3,4) |
| 8.1.8.D.3 | Demonstrate an understanding of fair use and Creative Commons to intellectual property. (Units 1,2,3,4) |
| 8.1.8.D.4 | Assess the credibility and accuracy of digital content. (Units 3,4) |

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| 8.1.8.E.1 | Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. (Units 3,4) |
| 8.2.8.A.1 | Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs). (Units 2,3,4) |
| 8.2.8.A.2 | Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system. (Units 2,3,4) |
| 8.2.8.A.3 | Investigate a malfunction in any part of a system and identify its impacts. (Units 2,3,4) |
| 8.2.8.A.4 | Redesign an existing product that impacts the environment to lessen its impact(s) on the environment. (Units 2,3,4) |
| 8.2.8.A.5 | Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system. (Units 2,3,4) |
| 8.2.8.B.1 | Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers. (Units 2,3,4) |
| 8.2.8.B.2 | Identify the desired and undesired consequences from the use of a product or system. (Units 1,2,3,4) |
| 8.2.8.B.3 | Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts. (Units 3,4) |
| 8.2.8.B.4 | Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings. (Units 3,4) |

21st Century Life and Careers Skills

| Number: | Standard Statement: |
|-----------|---|
| 9.1.8.A.4 | Relate earning power to quality of life across cultures. (Units 1,2, 3,4) |

Career Ready Practices

Indicators: CRP1, CRP2, CRP4, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12

- Act as responsible and contributing citizen and employee. (Units 1,2)
- Apply appropriate academic and technical skills. (Units 1,2,3,4)
- Communicate clearly and effectively and with reason. (Units 1,2)
- Demonstrate creativity and innovation. (Units 3,4)
- Employ valid and reliable research strategies. (Units 3,4)
- Utilize critical thinking to make sense of problems and persevere in solving them. (Units 2,3,4)
- Model integrity, ethical leadership and effective management. (Units 2,3,4)
- Use technology to enhance productivity. (Units 1,2,3,4)
- Work productively in teams while using cultural global competence. (Units 1,2,3,4)

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| Grade: Fifth | Content: World Language | Proficiency Level: Novice-Mid |
| Unit #: 1 | Topic: All About Me | Time Frame: 40 - 42 days |

Unit 1-New Jersey Student Learning Standards for World Languages

Linguistic Content Statements

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.

Interpersonal:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
Describe people, places, and things

Presentational:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statements:

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist

in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)

- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural

perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

- Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

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| 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. |

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| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| 7.1.NM.C.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). |

| Essential Questions | Enduring Understanding | Grammar |
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| <input type="checkbox"/> ¿Quién eres? (Who are you?) | <input type="checkbox"/> Students will understand that human beings are unique. | <input type="checkbox"/> “Ser” verb <input type="checkbox"/> Gustar <input type="checkbox"/> Difference between “Tu” and “Usted” |
| Student Learning Objectives | | SKILLS |
| <p>Student will know how to:</p> <ul style="list-style-type: none"> • Appropriate (formal and informal) greeting and taking leave • Indicate the preferences in seasons • Express origin/age • Categorize food | | <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 2. Use digital tools to participate in short conversations and to exchange information related to targeted themes. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 3. Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 4. Use appropriate intonation for asking different types of questions in the target language. 5. Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing. 6. List culturally specific and personal pastime activities. 7. Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |

| Vocabulary | | Resources | Assessment/Project |
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| <p>Hola Buenos días Buenas tardes Buenos noches Adiós</p> | | <p>Core materials En Español 1A</p> <p>Supplemental materials: Authentic readings</p> | <ul style="list-style-type: none"> - Una ficha de lectura - Reading comprehension questions -Graphic organizer -Dictation -Debate |
| <p>Hasta luego Hasta mañana Nos vemos ¿Cómo estás? ¿Cómo está (usted)? ¿Qué tal? Bien Muy bien Mal Muy mal Regular Fenomenal Excelente Terrible ¿Cómo se llama ¿Cómo te llamas Me llamo..... Se llama..... ¿Cuál es tu estación favorita? Invierno Verano Primavera Otoño Mi estación favorita es..... Mi cumpleaños es.... Hemisferio norte Hemisferio sur ¿Qué tiempo hace? Hace.....</p> | | <p>Useful Internet Sites:</p> <p>http://www.wikipedia.org/ http://www.askkids.com http://www.dmoz.org/kids and teens/ http://www.kidzsarch.com http://www.cibersleuth-kids.com</p> | <ul style="list-style-type: none"> -Quizzes -Tests -Presentations -Create, label, and present a balanced food plate incorporating at elements of food categories. <p><u>Rubrics:</u></p> <p><u>Collaborative Rubric</u></p> <ul style="list-style-type: none"> -Workload equality -On task -Interaction <p><u>Writing Rubric</u></p> <ul style="list-style-type: none"> -Ortografía -Contenido -Gramática -Organización <p><u>Project Rubric</u></p> <ul style="list-style-type: none"> -Creativity -Logical organization -Vocabulary use/spelling <p><u>Role play/Oral presentation</u></p> <ul style="list-style-type: none"> -Pronunciation -Fluency Comprehensibility -Vocabulary |

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| <p>sol/calor/frío/fresco/ viento/buen tiempo/mal tiempo Llueve Nieva Está nublado ¿De dónde eres? ¿De dónde es? Soy de..... Es de..... Nacionalidades ¿Qué te gusta comer? Me gusta comer..... Como..... Bebo..... La pizza La fruta La hamburguesa La naranja El agua La ensalada El bocadillo La limonada Desayuno Almuerzo Cena Merienda Granos Vegetales Frutas</p> | | | <p>-Performance</p> <p><u>Class Participation Rubric</u></p> <p>-Preparation -Involvement in class -Conduct and respect for others -Use of Spanish</p> <p>OTHER EVIDENCE: *Teacher observations *Students' written/oral responses *Feedback</p> <p>For Special Education students refer to accommodations and modifications indicated in IEP.</p> <p>For 504 students refer to accommodations indicated in 504 plan.</p> <p>ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</p> |
| <p>Leche Carne Frijoles</p> | | | |

| Differentiated Instruction | | Interdisciplinary Connections |
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| At Risk Students | Enrichment, Gifted & Talented | <p>Students will be able to explore and compare/contrast the weather/ seasons in various countries.</p> <p>ELA: NJSL W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> |
| <ul style="list-style-type: none"> ● Engage students in curriculum by focusing on topics relevant to student to students’ lives and needs. ● Identify and use students’ strengths to promote high self-esteem. ● Communicate high expectations for students’ performance. ● Present rules and instructions in an informational rather than controlling manner. ● Give students opportunities to make choices and provide a “menu” of assignments (individually or as a group) ● Evaluate students’ performance in a non-controlling manner ● Use extrinsic reinforcers selectively ● Allow students many opportunities for practice and learning ● Use scaffolding for complex tasks ● Assignments must require prior knowledge ● Create activities that promote HOTS ● Convey high performance expectations ● Set learning and behavior goals with students’ input. ● Communicate attributions for learners’ performances directly through statements and indirectly through emotional reactions. (I knew you could do it!) ● Evaluate students based on mastery and not one another. | <p>CONTENT</p> <ul style="list-style-type: none"> • Provide more challenging reading materials • Focus on the overall trends, patterns and themes rather than small details and facts • Study problems that do not have a clear solution • Use topics of interest to the student, relevant to how the world works, complex and worthwhile <p>PROCESS</p> <ul style="list-style-type: none"> • Allow for flexible groupings of students: individual, pairs, small groups • Create specialized learning centers for skill work • Encourage creativity and reward risk taking • Provide opportunities for divergent (many answers) and convergent (best answer) thinking • Explicitly teach skills needed to learn independently (research, organization, etc.) <p>PRODUCT</p> <ul style="list-style-type: none"> • Allow a variety of acceptable products (using | |

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| <ul style="list-style-type: none"> ● Encourage students' academic risk taking ● Create classroom activities that are noncompetitive ● Organize student-led conferences within the class. ● Provide simplified/reinforced directions, expectations, and tasks | <p>Multiple Intelligences, for example)</p> <ul style="list-style-type: none"> □ □ Offer leveled projects □ Involve the student in creating the scoring guide □ Assign tasks that are authentic, and for a real audience | |
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| Differentiated Instruction | |
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| Special Education | 504 |
| <ul style="list-style-type: none"> □ Restructure lesson using UDL principals (http://www.cast.org/ourwork/about-udl.html#.VXmoXcfD_UA). □ Structure lessons around questions that are authentic; relate to students' interests, social/family background and knowledge of their community. □ Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). □ Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). □ Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). □ Structure the learning around explaining or solving a social or communitybased issue. □ Provide extended time for assessments and assignments completed in class □ Provide advance notice of written assignments. Encourage students to start assignments early | <ul style="list-style-type: none"> • Preferential seating away from distractions • Extended time for testing • Modification of test format and delivery (oral exams, use of a calculator, chunking or breaking down tests into smaller sections to complete, providing breaks between sections, quiet place to complete tests, multiple choice or fill in the blank test format instead of essay) • Modifications in classroom and homework assignments (shortened assignments to compensate for amount of time it takes to complete, extended time to complete assignments, reduced amount of written work, breaking down assignments and long-term projects into segments with separate due dates for completion of each segment, allowing student to dictate or tape record responses, allowing student to use computer for written work, oral reports or hands-on projects to demonstrate learning of material) • Assistance with note taking (providing student with a copy of class notes, peer assistance with note taking, and give page numbers to locate answers to questions) • Providing clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions) □ Organizational assistance |

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| <ul style="list-style-type: none"> <input type="checkbox"/> Make sure student understands what is being asked in a written assignment. Explain words like compare and contrast. <input type="checkbox"/> Help student decide on a limited, workable topic for an assignment Provide student with a model of what is expected by sharing exemplary pieces of work. <input type="checkbox"/> Give all instructions both in writing and verbally. <input type="checkbox"/> Allow student to provide oral responses rather than written ones. <input type="checkbox"/> Encourage student to pre-read a chapter before reading it. | <ul style="list-style-type: none"> <input type="checkbox"/> Extra set of books for student to keep at home <input type="checkbox"/> Student choice of tasks and assignments <input type="checkbox"/> Two copies of a worksheet, one as draft and other as final copy Thesaurus <input type="checkbox"/> Use symbols on test or worksheet to assist students in following directions (arrows, stop signs, large print) |
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| ELL Differentiated Instruction which include Listening, Speaking, Reading, and Writing | | |
|--|---|---|
| Entering | Beginning | Developing |
| <ul style="list-style-type: none"> <input type="checkbox"/> Provide students with one-step oral commands/instructions Allow pictorial or graphic representation of the language of the content areas <input type="checkbox"/> Provide students with WH-questions, or statements with visual and graphic support related to content areas <input type="checkbox"/> During instruction use general and high frequency vocabulary Repetition of directions and high frequency vocabulary Match content-related objects/pictures to words verbally and visually throughout room <input type="checkbox"/> Use picture dictionaries/ illustrated glossaries Allow student to create vocabulary/ concept cards <input type="checkbox"/> Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks <input type="checkbox"/> Ask students to supply missing words in short <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <ul style="list-style-type: none"> • Provide students with multi-step oral commands/instructions • Identify information on charts or tables based on oral statements and general language related to the content areas; • Provide students with phrases or short sentences • Clarify main ideas of classroom conversation • Teacher will convey content through high frequency words/ phrases • Allow students opportunity to describe classroom routines • Allow students to communicate in social situations (turn and talk) • Locate main ideas in a series of simple sentences • Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL • Provide direct instruction of text structures specific to content areas (titles, graphs, glossary) • Allow students to work with a partner of the | <ul style="list-style-type: none"> • Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; • Multiple meanings of words in context (Tier 2 Academic Vocabulary) • Provide instruction for frequently used affixes and root words • Use English dictionaries and glossaries • Expanded sentences in oral interaction or written paragraphs • Varying complexity of assignments • Captioning • Retelling • Reciprocal teaching • Allow students to conducting interviews and gather information through speech • Explain Idioms • Encourage students to use full sentence in both speech and writing |

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| <ul style="list-style-type: none"> ☐ sentences ☐ Teacher-Student Modeling ☐ Think/Read aloud ☐ Choral Reading ☐ Chunking ☐ Verbal clues ☐ Highlight text ☐ Buddy Partner Reading | <p>same native language to support both L1 and L2 (language acquisition e.g., cognates)</p> <ul style="list-style-type: none"> • Use cloze strategy with pre-taught vocabulary • Provide bilingual dictionaries and glossaries • Use written models in writing instructions (writing samples) • Provide sentence starters, graphic organizers, and outlines for assigned writing topics. | <ul style="list-style-type: none"> • Provide sentence frames to allow students to practice using of transitional words • Provide students with strategies and steps in problem-solving • Allow students the opportunities for selfevaluation against criteria (rubric) |

| Expanding | Bridging |
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| <ul style="list-style-type: none"> • Assist students with self-editing (syntax and word usage) • Provide explicit instruction on function words (however, moreover, and in contrast) • Peer tutoring • Use English dictionaries and glossaries • Provide opportunities for students to defend a point of view and substantiate opinions with reasons and evidence • Assist students in identifying figurative language • Provide graphic organizers to assist students in taking notes for multiple purposes • Inform students of how to use and respond to gossip, slang, and idiomatic expressions within content • Interpret visually or graphically-supported information | <ul style="list-style-type: none"> • Provide students with target words for the unit • Provide students with opportunity to check for understanding of academic vocabulary (Tier 2 and Tier 3) • Provide opportunity for collaborative discussions • Verbally provide information to accomplish grade-level tasks • Support student in their use of figurative language (metaphors and similes) • Provide students with metacognitive for problem-solving (tell me how you know it)the technical language of the content areas; • Support students in using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • Oral or written language approaching comparability to that of English proficient peers when presented with grade level material |

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| Grade: Fifth | Content: World Language | Proficiency Level: Novice-Mid |
| Unit #: 2 | Topic: School Days | Time Frame: 40 – 43 days |

Unit 2-New Jersey Student Learning Standards for World Languages

Linguistic Content Statements

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.

Interpersonal:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
Describe people, places, and things

Presentational:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statements:

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

| | |
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| 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. |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| 7.1.NM.C.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. |

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| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
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| Essential Questions | Enduring Understanding | Grammar |
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| <input type="checkbox"/> ¿Por qué es importante ir a la escuela? ¿Cómo describirías un día típico en tu escuela? (How would you describe a typical day in school?) | <input type="checkbox"/> Students will understand that going to school provides students with an education that will help make them successful adults. | <input type="checkbox"/> Indefinite and Definite articles <input type="checkbox"/> Gender, singular and plural |

| Student Learning Objectives | SKILLS |
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| <input type="checkbox"/> Students will identify school supplies. <input type="checkbox"/> Names of places and people around the school Name <input type="checkbox"/> and identify classes in school schedules. <input type="checkbox"/> Compare and Contrast and American classroom with one in the target culture. | <ol style="list-style-type: none"> 1. 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. 2. Demonstrate comprehension of oral and written instructions connected to daily school activities and classroom routines through appropriate responses. 3. Use digital tools to participate in short conversations and to exchange information related about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 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. |

| Vocabulary | | Resources | Assessment/Project |
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| Alto Artístico Paciente Viejo Organizado Pobre Aburrido Morena Simpático Tímida Guapo Trabajador Bajo Impaciente Desorganizado Rica Activo Atlética Rubia Antipático Extrovertido Gracioso Bonita Tonto Serio Perezoso Pelirrojo | | Core materials En Español 1A Supplemental materials: Authentic readings Useful Internet Sites: http://www.wikipedia.org/ http://www.askkids.com http://www.dmoz.org/kids and teens/ http://www.kidzsarch.com http://www.cibersleuth-kids.com | - Una ficha de lectura - Reading comprehension questions -Graphic organizer -Dictation -Debate -Quizzes -Tests -Presentations <u>Rubrics:</u> <u>Collaborative Rubric</u> -Workload equality -On task -Interaction <u>Writing Rubric</u> -Ortografía -Contenido -Gramática -Organización <u>Project Rubric</u> -Creativity -Logical organization -Vocabulary use/spelling <u>Role play/Oral presentation</u> -Pronunciation |

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| Pelirrojo | | | |
| <p> Intelectual Inteligente Calvo Cómico Joven </p> | | | <p> -Fluency Comprehensibility -Vocabulary -Performance <u>Class Participation Rubric</u> -Preparation -Involvement in class -Conduct and respect for others -Use of Spanish *Teacher observations *Students' written/oral responses *Feedback *Quarterly Benchmark *Exit Ticket *Check for Understanding *Think-Pair Share *Unit Test For Special Education students refer to accommodations and modifications indicated in IEP. For 504 students refer to accommodations indicated in 504 plan. ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed. </p> |

| Differentiated Instruction | | Interdisciplinary Connections |
|---|---|---|
| At Risk Students | Enrichment, Gifted & Talented | <p>Student will be able to create their own school and identify the different area within their school.</p> <p>Geometry 5.G.A.2</p> <p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> |
| <ul style="list-style-type: none"> Engage students in curriculum by focusing on topics relevant to student to students' lives and needs. Identify and use students' strengths to promote high self-esteem. Communicate high expectations for students' performance. Present rules and instructions in an informational rather than controlling manner. Give students opportunities to make choices and provide a "menu" of assignments (individually or as a group) Evaluate students' performance in a non-controlling manner Use extrinsic reinforcers selectively Allow students many opportunities for practice and learning Use scaffolding for complex tasks Assignments must require prior knowledge Create activities that promote HOTS Convey high performance expectations Set learning and behavior goals with students' input. Communicate attributions for learners' performances directly through statements and indirectly through emotional reactions. (I knew you could do it!) Evaluate students based on mastery and not one another. Encourage students' academic risk taking Create classroom activities that are noncompetitive Organize student-led conferences within the class. Provide simplified/reinforced directions, expectations, and tasks | <p>CONTENT</p> <ul style="list-style-type: none"> Provide more challenging reading materials Focus on the overall trends, patterns and themes rather than small details and facts Study problems that do not have a clear solution Use topics of interest to the student, relevant to how the world works, complex and worthwhile <p>PROCESS</p> <ul style="list-style-type: none"> Allow for flexible groupings of students: individual, pairs, small groups Create specialized learning centers for skill work Encourage creativity and reward risk taking Provide opportunities for divergent (many answers) and convergent (best answer) thinking Explicitly teach skills needed to learn independently (research, organization, etc.) <p>PRODUCT</p> <ul style="list-style-type: none"> Allow a variety of acceptable products (using Multiple Intelligences, for example) Offer leveled projects Involve the student in creating the scoring guide Assign tasks that are authentic, and for a real audience | |

| Differentiated Instruction | |
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| Special Education | 504 |
| <ul style="list-style-type: none"> <input type="checkbox"/> Restructure lesson using UDL principals (http://www.cast.org/our-work/aboutudl.html#.VXmoXcfD_UA). <input type="checkbox"/> Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). <input type="checkbox"/> Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). <input type="checkbox"/> Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). <input type="checkbox"/> Structure the learning around explaining or solving a social or community-based issue. <input type="checkbox"/> Provide extended time for assessments and assignments completed in class Provide advance notice of written assignments. Encourage students to start assignments early Make sure student understands what is being asked in a written assignment. Explain words like compare and contrast. <input type="checkbox"/> Help student decide on a limited, workable topic for an assignment Provide student with a model of what is expected by sharing exemplary pieces of work. • <input type="checkbox"/> Give all instructions both in writing and verbally. • <input type="checkbox"/> Allow student to provide oral responses rather than written ones. Encourage student to pre-read a chapter before reading it. <input type="checkbox"/> • <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <ul style="list-style-type: none"> • Preferential seating away from distractions • Extended time for testing • Modification of test format and delivery (oral exams, use of a calculator, chunking or breaking down tests into smaller sections to complete, providing breaks between sections, quiet place to complete tests, multiple choice or fill in the blank test format instead of essay) • Modifications in classroom and homework assignments (shortened assignments to compensate for amount of time it takes to complete, extended time to complete assignments, reduced amount of written work, breaking down assignments and long-term projects into segments with separate due dates for completion of each segment, allowing student to dictate or tape record responses, allowing student to use computer for written work, oral reports or hands-on projects to demonstrate learning of material) • Assistance with note taking (providing student with a copy of class notes, peer assistance with note taking, and give page numbers to locate answers to questions) • Providing clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions) • Organizational assistance • Extra set of books for student to keep at home • Student choice of tasks and assignments • Two copies of a worksheet, one as draft and other as final copy <input type="checkbox"/> Thesaurus • Use symbols on test or worksheet to assist students in following |
| | directions (arrows, stop signs, large print) |

**ELL Differentiated Instruction which include
Listening, Speaking, Reading, and Writing**

| Entering | Beginning | Developing |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Provide students with one-step oral commands/instructions <input type="checkbox"/> Allow pictorial or graphic representation of the language of the content areas <input type="checkbox"/> Provide students with WH-questions, or statements with visual and graphic support related to content areas <input type="checkbox"/> During instruction use general and high frequency vocabulary <input type="checkbox"/> Repetition of directions and high frequency vocabulary <input type="checkbox"/> Match content-related objects/pictures to words verbally and visually throughout room <input type="checkbox"/> Use picture dictionaries/ illustrated glossaries <input type="checkbox"/> Allow student to create vocabulary/ concept cards <input type="checkbox"/> Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks <input type="checkbox"/> Ask students to supply missing words in short sentences <input type="checkbox"/> Teacher-Student Modeling <input type="checkbox"/> Think/Read aloud <input type="checkbox"/> Choral Reading <input type="checkbox"/> | <ul style="list-style-type: none"> • Provide students with multi-step oral commands/instructions • Identify information on charts or tables based on oral statements and general language related to the content areas; • Provide students with phrases or short sentences • Clarify main ideas of classroom conversation • Teacher will convey content through high frequency words/ phrases • Allow students opportunity to describe classroom routines • Allow students to communicate in social situations (turn and talk) • Locate main ideas in a series of simple sentences • Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL • Provide direct instruction of text structures specific to content areas (titles, graphs, glossary) • Allow students to work with a partner of the same native language to support both L1 and L2 (language acquisition e.g., cognates) • Use cloze strategy with pre-taught vocabulary • Provide bilingual dictionaries and glossaries | <ul style="list-style-type: none"> • Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; • Multiple meanings of words in context (Tier 2 Academic Vocabulary) • Provide instruction for frequently used affixes and root words • Use English dictionaries and glossaries • Expanded sentences in oral interaction or written paragraphs • Varying complexity of assignments • Captioning • Retelling • Reciprocal teaching • Allow students to conducting interviews and gather information through speech • Explain Idioms • Encourage students to use full sentence in both speech and writing • Provide sentence frames to allow students to practice using of transitional words • Provide students with strategies and steps in problem-solving • Allow students the opportunities for selfevaluation against criteria (rubric) |

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| <ul style="list-style-type: none"> ☐ Chunking ☐ Verbal clues ☐ Highlight text ☐ Buddy Partner Reading | <ul style="list-style-type: none"> • Use written models in writing instructions (writing samples) • Provide sentence starters, graphic organizers, and outlines for assigned writing topics. | |
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| Expanding | Bridging |
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| <ul style="list-style-type: none"> • Assist students with self-editing (syntax and word usage) • Provide explicit instruction on function words (however, moreover, and in contrast) • Peer tutoring • Use English dictionaries and glossaries • Provide opportunities for students to defend a point of view and substantiate opinions with reasons and evidence • Assist students in identifying figurative language • Provide graphic organizers to assist students in taking notes for multiple purposes • Inform students of how to use and respond to gossip, slang, and idiomatic expressions within content • Interpret visually or graphically-supported information | <ul style="list-style-type: none"> • Provide students with target words for the unit • Provide students with opportunity to check for understanding of academic vocabulary (Tier 2 and Tier 3) • Provide opportunity for collaborative discussions • Verbally provide information to accomplish grade-level tasks • Support student in their use of figurative language (metaphors and similes) • Provide students with metacognitive for problem-solving (tell me how you know it)the technical language of the content areas; • Support students in using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • Oral or written language approaching comparability to that of English proficient peers when presented with grade level material |

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|---------------------|--------------------------------|--------------------------------------|
| Grade: Fifth | Content: World Language | Proficiency Level: Novice-Mid |
| Unit #: 3 | Topic: Home, Sweet Home | Time Frame: 40 – 42 days |

Unit 3-New Jersey Student Learning Content Standards for World Languages

Linguistic Content Statements

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.

Interpersonal:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
Describe people, places, and things

Presentational:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statements:

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

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| 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. |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| 7.1.NM.C.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. |

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| 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). |

| Essential Questions | Enduring Understanding | Grammar |
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| ¿Qué constituye un hogar? ¿Cómo te desenvuelves en el hogar? (What role does your home environment play in your life?) | Students will understand that many products and practices related to home and community are shared across cultures and others are cultural specific. | <ul style="list-style-type: none"> • Adjectives and Noun sentence order • Interrogative sentence structure and punctuation. • Possessive adjectives |
| Student Learning Objectives | | Skills |
| <ul style="list-style-type: none"> <input type="checkbox"/> Types of furniture found in the home <input type="checkbox"/> Names of rooms in the home <input type="checkbox"/> Common household items used in each room <input type="checkbox"/> Common household chores <input type="checkbox"/> Characteristics of a home <input type="checkbox"/> Describe homes <input type="checkbox"/> Identify family members <input type="checkbox"/> Describe the contents of homes <input type="checkbox"/> Memorized and frequently practiced questions related to: <input type="checkbox"/> Rooms in the home or location of items in the home <input type="checkbox"/> Family responsibilities and chores <input type="checkbox"/> State a preference or an opinion <input type="checkbox"/> Express like and dislike <input type="checkbox"/> Indicate location | | <ol style="list-style-type: none"> 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. 2. Skim and scan culturally authentic texts to identify cultural products and practices related to home life. 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. 4. Create a multimedia rich presentation to compare homes and household chores in the home and target cultures. 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. |

| Vocabulary | | Resources | Assessment/Project |
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| Partes del cuerpo Brazos Piernas Cabeza Familia Mama/madre Papa/padre Abuelo Abuela Tío Tia Hermano Hermana Bebe Primo Prima Mayor Menor Hijos Hija Hijo Sobrino Sobrina Nieta Nieta Cuántos..... tienes? Colores | apartamento casa sala comedor patio baño Botas Guantes Camisa Chaqueta Calcetines Traje de baño Sandalias Zapatos deportivos Montana Playa Vivir Casa Respeto | Core materials En Español 1A Supplemental materials: Authentic readings Useful Internet Sites: http://www.wikipedia.org/ http://www.askkids.com http://www.dmoz.org/kids and teens/ http://www.kidzsarch.com http://www.cibersleuth-kids.com | - Una ficha de lectura - Reading comprehension questions -Graphic organizer -Dictation -Debate -Quizzes -Tests -Presentations <u>Rubrics:</u> <u>Collaborative Rubric</u> -Workload equality -On task -Interaction <u>Writing Rubric</u> -Ortografía -Contenido -Gramática -Organización <u>Project Rubric</u> -Creativity -Logical organization -Vocabulary use/spelling |

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| <p>Ropa Suéter</p> | | | <p><u>Role play/Oral presentation</u></p> <ul style="list-style-type: none"> -Pronunciation -Fluency Comprehensibility -Vocabulary -Performance <p><u>Class Participation Rubric</u></p> <ul style="list-style-type: none"> -Preparation -Involvement in class -Conduct and respect for others -Use of Spanish <ul style="list-style-type: none"> *Teacher observations *Students' written/oral responses *Feedback *Quarterly Benchmark *Exit Ticket *Check for Understanding *Think-Pair Share *Unit Test <p>For Special Education students refer to accommodations and modifications indicated in IEP.</p> <p>For 504 students refer to accommodations indicated in 504 plan.</p> <p>ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</p> |
|------------------------|--|--|--|

| Differentiated Instruction | | Interdisciplinary Connections |
|---|--|--|
| At Risk Students | Enrichment, Gifted & Talented | <p>Student will be able to create their future home and identify the different area within it.</p> <p>Math Geometry 5.G.A.2</p> <p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> |
| <ul style="list-style-type: none"> Engage students in curriculum by focusing on topics relevant to student to students' lives and needs. Identify and use students' strengths to promote high self-esteem. Communicate high expectations for students' performance. Present rules and instructions in an informational rather than controlling manner. Give students opportunities to make choices and provide a "menu" of assignments (individually or as a group) Evaluate students' performance in a non-controlling manner Use extrinsic reinforcers selectively Allow students many opportunities for practice and learning Use scaffolding for complex tasks Assignments must require prior knowledge Create activities that promote HOTS Convey high performance expectations Set learning and behavior goals with students' input. Communicate attributions for learners' performances directly through statements and indirectly through emotional reactions. (I knew you could do it!) Evaluate students based on mastery and not one another. Encourage students' academic risk taking Create classroom activities that are noncompetitive Organize student-led conferences within the class. Provide simplified/reinforced directions, expectations, and tasks | <p>CONTENT</p> <ul style="list-style-type: none"> Provide more challenging reading materials Focus on the overall trends, patterns and themes rather than small details and facts Study problems that do not have a clear solution Use topics of interest to the student, relevant to how the world works, complex and worthwhile <p>PROCESS</p> <ul style="list-style-type: none"> Allow for flexible groupings of students: individual, pairs, small groups Create specialized learning centers for skill work Encourage creativity and reward risk taking Provide opportunities for divergent (many answers) and convergent (best answer) thinking Explicitly teach skills needed to learn independently (research, organization, etc.) <p>PRODUCT</p> <ul style="list-style-type: none"> Allow a variety of acceptable products (using Multiple Intelligences, for example) Offer leveled projects Involve the student in creating the scoring guide Assign tasks that are authentic, and for a real audience | |

| Differentiated Instruction | |
|--|--|
| Special Education | 504 |
| <ul style="list-style-type: none"> ☐ Restructure lesson using UDL principals (http://www.cast.org/our-work/aboutudl.html#.VXmoXcfD_UA). ☐ Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ☐ Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). Provide opportunities for students to connect with people of similar backgrounds ☐ (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). ☐ Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). ☐ Structure the learning around explaining or solving a social or community-based issue. ☐ Provide extended time for assessments and assignments completed in class • ☐ Provide advance notice of written assignments. Encourage students to start assignments early ☐ Make sure student understands what is being asked in a written assignment. Explain words like compare and contrast. • ☐ Help student decide on a limited, workable topic for a n assignment ☐ Provide student with a model of what is expected by sharing exemplary pieces of work. ☐ Give all instructions both in writing and verbally. ☐ Allow student to provide oral responses rather than written ones. ☐ Encourage student to pre-read a chapter before reading it. | <ul style="list-style-type: none"> • Preferential seating away from distractions • Extended time for testing • Modification of test format and delivery (oral exams, use of a calculator, chunking or breaking down tests into smaller sections to complete, providing breaks between sections, quiet place to complete tests, multiple choice or fill in the blank test format instead of essay) • Modifications in classroom and homework assignments (shortened assignments to compensate for amount of time it takes to complete, extended time to complete assignments, reduced amount of written work, breaking down assignments and long-term projects into segments with separate due dates for completion of each segment, allowing student to dictate or tape record responses, allowing student to use computer for written work, oral reports or hands-on projects to demonstrate learning of material) • Assistance with note taking (providing student with a copy of class notes, peer assistance with note taking, and give page numbers to locate answers to questions) • Providing clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions) • Organizational assistance • Extra set of books for student to keep at home • Student choice of tasks and assignments • Two copies of a worksheet, one as draft and other as final copy • Thesaurus • Use symbols on test or worksheet to assist students in following directions (arrows, stop signs, large print) |

**ELL Differentiated Instruction which include
Listening, Speaking, Reading, and Writing**

| Entering | Beginning | Developing |
|---|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Provide students with one-step oral commands/instructions <input type="checkbox"/> Allow pictorial or graphic representation of the language of the content areas <input type="checkbox"/> Provide students with WH-questions, or statements with visual and graphic support related to content areas <input type="checkbox"/> During instruction use general and high frequency vocabulary <input type="checkbox"/> Repetition of directions and high frequency vocabulary <input type="checkbox"/> Match content-related objects/pictures to words verbally and visually throughout room <input type="checkbox"/> Use picture dictionaries/ illustrated glossaries <input type="checkbox"/> Allow student to create vocabulary/ concept cards <input type="checkbox"/> Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks <input type="checkbox"/> Ask students to supply missing words in short sentences <input type="checkbox"/> Teacher-Student Modeling <input type="checkbox"/> Think/Read aloud <input type="checkbox"/> Choral Reading <input type="checkbox"/> Chunking <input type="checkbox"/> Verbal clues <input type="checkbox"/> Highlight text <input type="checkbox"/> Buddy Partner Reading <input type="checkbox"/> <input type="checkbox"/> | <ul style="list-style-type: none"> • Provide students with multi-step oral commands/instructions • Identify information on charts or tables based on oral statements and general language related to the content areas; • Provide students with phrases or short sentences • Clarify main ideas of classroom conversation • Teacher will convey content through high frequency words/ phrases • Allow students opportunity to describe classroom routines • Allow students to communicate in social situations (turn and talk) • Locate main ideas in a series of simple sentences • Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL • Provide direct instruction of text structures specific to content areas (titles, graphs, glossary) • Allow students to work with a partner of the same native language to support both L1 and L2 (language acquisition e.g., cognates) • Use cloze strategy with pre-taught vocabulary • Provide bilingual dictionaries and glossaries • Use written models in writing instructions (writing samples) • Provide sentence starters, graphic organizers, and outlines for assigned writing topics. | <ul style="list-style-type: none"> • Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; • Multiple meanings of words in context (Tier 2 Academic Vocabulary) • Provide instruction for frequently used affixes and root words • Use English dictionaries and glossaries • Expanded sentences in oral interaction or written paragraphs • Varying complexity of assignments • Captioning • Retelling • Reciprocal teaching • Allow students to conducting interviews and gather information through speech • Explain Idioms • Encourage students to use full sentence in both speech and writing • Provide sentence frames to allow students to practice using of transitional words • Provide students with strategies and steps in problem-solving • Allow students the opportunities for selfevaluation against criteria (rubric) |

| Expanding | Bridging |
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| <ul style="list-style-type: none"> • Assist students with self-editing (syntax and word usage) • Provide explicit instruction on function words (however, moreover, and in contrast) • Peer tutoring • Use English dictionaries and glossaries • Provide opportunities for students to defend a point of view and substantiate opinions with reasons and evidence • Assist students in identifying figurative language • Provide graphic organizers to assist students in taking notes for multiple purposes • Inform students of how to use and respond to gossip, slang, and idiomatic expressions within content • Interpret visually or graphically-supported information | <ul style="list-style-type: none"> • Provide students with target words for the unit • Provide students with opportunity to check for understanding of academic vocabulary (Tier 2 and Tier 3) • Provide opportunity for collaborative discussions • Verbally provide information to accomplish grade-level tasks • Support student in their use of figurative language (metaphors and similes) • Provide students with metacognitive for problem-solving (tell me how you know it)the technical language of the content areas; • Support students in using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • Oral or written language approaching comparability to that of English proficient peers when presented with grade level material |

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| Grade: Fifth | Content: World Language | Proficiency Level: Novice-Mid |
| Unit #: 4 | Topic: Food, Glorious Food! | Time Frame: 40 – 42 days |

Unit 4-New Jersey Student Learning Standards for World Languages

Linguistic Content Statements

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.

Interpersonal:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
Describe people, places, and things

Presentational:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statements:

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
- Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

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| 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. |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| 7.1.NM.C.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. |

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| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
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| Essential Questions | Enduring Understanding | Grammar |
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| ¿Qué influye lo que comes y cómo comes? (What influences what and how you eat?) | Students will understand that food products, practices and eating habits in some ways are similar and different to the target culture. | <ul style="list-style-type: none"> • Las vocales • Difference between “Tu” and “Su” |

| Student Learning Objectives | Skills |
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| <ul style="list-style-type: none"> □ Types of foods by regions in Latin-America and Spain □ The connection between natural resources and the types of foods in the peninsula and in the Americas □ Names of foods and spices associated with traditional Spanish foods | <ol style="list-style-type: none"> 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 culture(s). 2. Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s). 3. Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices. 4. Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu. 5. Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials. |

| Vocabulary | Resources | Assessment/Project |
|--|---|--|
| Partes del cuerpo Brazos Piernas Cabeza Familia Mama/madre Papa/padre Abuelo Abuela Tío Tía Hermano Hermana Bebe Primo Prima Mayor Menor Hijos Hija Hijo Sobrino Sobrina Nieto Nieta ¿Cuántos..... tienes? Colores Ropa Suéter | <p>Core materials En Español 1A</p> <p>Supplemental materials: Authentic readings</p> <p>Useful Internet Sites:</p> <p>http://www.wikipedia.org/ http://www.askkids.com http://www.dmoz.org/kids and teens/ http://www.kidzsarch.com http://www.cibersleuth-kids.com</p> | <ul style="list-style-type: none"> - Una ficha de lectura - Reading comprehension questions -Graphic organizer -Dictation -Debate -Quizzes -Tests -Presentations <p>Rubrics:</p> <p><u>Collaborative Rubric</u></p> <ul style="list-style-type: none"> -Workload equality -On task -Interaction <p><u>Writing Rubric</u></p> <ul style="list-style-type: none"> -Ortografía -Contenido -Gramática -Organización <p><u>Project Rubric</u></p> <ul style="list-style-type: none"> -Creativity -Logical organization -Vocabulary use/spelling |

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| <p> Botas Guantes Camisa Chaqueta Calcetines Zapatos Pantalón corto Nadar Traje de baño Sandalias Zapatos deportivos Montana Playa Vivir Casa Respeto </p> | | | <p><u>Role play/Oral presentation</u></p> <ul style="list-style-type: none"> -Pronunciation -Fluency Comprehensibility -Vocabulary -Performance <p><u>Class Participation Rubric</u></p> <ul style="list-style-type: none"> -Preparation -Involvement in class -Conduct and respect for others -Use of Spanish <ul style="list-style-type: none"> *Teacher observations *Students' written/oral responses *Feedback *Quarterly Benchmark *Exit Ticket *Check for Understanding *Think-Pair Share *Unit Test <p>For Special Education students refer to accommodations and modifications indicated in IEP.</p> <p>For 504 students refer to accommodations indicated in 504 plan.</p> <p>ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.</p> |
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| Differentiated Instruction | | Interdisciplinary Connections |
|---|--|---|
| At Risk Students | Enrichment, Gifted & Talented | |
| <ul style="list-style-type: none"> Engage students in curriculum by focusing on topics relevant to student to students' lives and needs. Identify and use students' strengths to promote high self-esteem. Communicate high expectations for students' performance. Present rules and instructions in an informational rather than controlling manner. Give students opportunities to make choices and provide a "menu" of assignments (individually or as a group) Evaluate students' performance in a non-controlling manner Use extrinsic reinforcers selectively Allow students many opportunities for practice and learning Use scaffolding for complex tasks Assignments must require prior knowledge Create activities that promote HOTS Convey high performance expectations Set learning and behavior goals with students' input. Communicate attributions for learners' performances directly through statements and indirectly through emotional reactions. (I knew you could do it!) Evaluate students based on mastery and not one another. Encourage students' academic risk taking Create classroom activities that are noncompetitive Organize student-led conferences within the class. Provide simplified/reinforced directions, expectations, and tasks | <p>CONTENT</p> <ul style="list-style-type: none"> Provide more challenging reading materials Focus on the overall trends, patterns and themes rather than small details and facts Study problems that do not have a clear solution Use topics of interest to the student, relevant to how the world works, complex and worthwhile <p>PROCESS</p> <ul style="list-style-type: none"> Allow for flexible groupings of students: individual, pairs, small groups Create specialized learning centers for skill work Encourage creativity and reward risk taking Provide opportunities for divergent (many answers) and convergent (best answer) thinking Explicitly teach skills needed to learn independently (research, organization, etc.) <p>PRODUCT</p> <ul style="list-style-type: none"> Allow a variety of acceptable products (using Multiple Intelligences, for example) Offer leveled projects Involve the student in creating the scoring guide Assign tasks that are authentic, and for a real audience | <p>Student will be able to present a family or their favorite dishes recipe.</p> <p>NJSLS W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> |

| Differentiated Instruction | |
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| Special Education | 504 |
| <ul style="list-style-type: none"> <input type="checkbox"/> Restructure lesson using UDL principals (http://www.cast.org/ourwork/about-udl.html#.VXmoXcFD_UA). <input type="checkbox"/> Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. <input type="checkbox"/> Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). <input type="checkbox"/> Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). <input type="checkbox"/> Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). <input type="checkbox"/> Structure the learning around explaining or solving a social or communitybased issue. <input type="checkbox"/> Provide extended time for assessments and assignments completed in class <input type="checkbox"/> Provide advance notice of written assignments. Encourage students to start assignments early <input type="checkbox"/> Make sure student understands what is being asked in a written assignment. Explain words like compare and contrast. <input type="checkbox"/> Help student decide on a limited, workable topic for a n assignment <input type="checkbox"/> Provide student with a model of what is expected by sharing exemplary pieces of work. <input type="checkbox"/> Give all instructions both in writing and verbally. <input type="checkbox"/> Allow student to provide oral responses rather than written ones. <input type="checkbox"/> Encourage student to pre-read a chapter before reading it. | <ul style="list-style-type: none"> • Preferential seating away from distractions • Extended time for testing • Modification of test format and delivery (oral exams, use of a calculator, chunking or breaking down tests into smaller sections to complete, providing breaks between sections, quiet place to complete tests, multiple choice or fill in the blank test format instead of essay) • Modifications in classroom and homework assignments (shortened assignments to compensate for amount of time it takes to complete, extended time to complete assignments, reduced amount of written work, breaking down assignments and long-term projects into segments with separate due dates for completion of each segment, allowing student to dictate or tape record responses, allowing student to use computer for written work, oral reports or hands-on projects to demonstrate learning of material) • Assistance with note taking (providing student with a copy of class notes, peer assistance with note taking, and give page numbers to locate answers to questions) • Providing clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions) • Organizational assistance • Extra set of books for student to keep at home • Student choice of tasks and assignments • Two copies of a worksheet, one as draft and other as final copy <input type="checkbox"/> Thesaurus • Use symbols on test or worksheet to assist students in following directions (arrows, stop signs, large print) |

| ELL Differentiated Instruction which include Listening, Speaking, Reading, and Writing | | |
|---|--|--|
| Entering | Beginning | Developing |
| <ul style="list-style-type: none"> <input type="checkbox"/> Provide students with one-step oral commands/instructions <input type="checkbox"/> Allow pictorial or graphic representation of the language of the content areas Provide students with WH-questions, or statements with visual and graphic support related to content areas <input type="checkbox"/> During instruction use general and high frequency vocabulary <input type="checkbox"/> Repetition of directions and high frequency vocabulary <input type="checkbox"/> Match content-related objects/pictures to words verbally and visually throughout room <input type="checkbox"/> Use picture dictionaries/ illustrated glossaries Allow student to create vocabulary/ concept cards Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks <input type="checkbox"/> Ask students to supply missing words in short sentences <input type="checkbox"/> Teacher-Student Modeling <input type="checkbox"/> Think/Read aloud <input type="checkbox"/> Choral Reading <input type="checkbox"/> Chunking <input type="checkbox"/> Verbal clues <input type="checkbox"/> Highlight text <input type="checkbox"/> Buddy Partner Reading <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <ul style="list-style-type: none"> • Provide students with multi-step oral commands/instructions • Identify information on charts or tables based on oral statements and general language related to the content areas; • Provide students with phrases or short sentences • Clarify main ideas of classroom conversation • Teacher will convey content through high frequency words/ phrases • Allow students opportunity to describe classroom routines • Allow students to communicate in social situations (turn and talk) • Locate main ideas in a series of simple sentences • Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL • Provide direct instruction of text structures specific to content areas (titles, graphs, glossary) • Allow students to work with a partner of the same native language to support both L1 and L2 (language acquisition e.g., cognates) • Use cloze strategy with pre-taught vocabulary • Provide bilingual dictionaries and glossaries • Use written models in writing instructions (writing samples) • Provide sentence starters, graphic organizers, and outlines for assigned writing topics. | <ul style="list-style-type: none"> • Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; • Multiple meanings of words in context (Tier 2 Academic Vocabulary) • Provide instruction for frequently used affixes and root words • Use English dictionaries and glossaries • Expanded sentences in oral interaction or written paragraphs • Varying complexity of assignments • Captioning • Retelling • Reciprocal teaching • Allow students to conducting interviews and gather information through speech • Explain Idioms • Encourage students to use full sentence in both speech and writing • Provide sentence frames to allow students to practice using of transitional words • Provide students with strategies and steps in problem-solving • Allow students the opportunities for selfevaluation against criteria (rubric) |

| Expanding | Bridging |
|--|--|
| <ul style="list-style-type: none"> • Assist students with self-editing (syntax and word usage) • Provide explicit instruction on function words (however, moreover, and in contrast) • Peer tutoring • Use English dictionaries and glossaries • Provide opportunities for students to defend a point of view and substantiate opinions with reasons and evidence • Assist students in identifying figurative language • Provide graphic organizers to assist students in taking notes for multiple purposes • Inform students of how to use and respond to gossip, slang, and idiomatic expressions within content • Interpret visually or graphically-supported information | <ul style="list-style-type: none"> • Provide students with target words for the unit • Provide students with opportunity to check for understanding of academic vocabulary (Tier 2 and Tier 3) • Provide opportunity for collaborative discussions • Verbally provide information to accomplish grade-level tasks • Support student in their use of figurative language (metaphors and similes) • Provide students with metacognitive for problem-solving (tell me how you know it)the technical language of the content areas; • Support students in using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • Oral or written language approaching comparability to that of English proficient peers when presented with grade level material |