

Lebanon Borough Public School

Spanish

Curriculum Guide

Grades K-6



**For adoption by all regular education program
specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy #2200**

**Daniel Elwell: Board President
David Abeles: Vice President
Jacklyn Carruthers: Member
Danielle Nugent: Member
Benedict Valliere: Member**

Board Approved: January 8, 2024

Grade K - Spanish Pacing Guide

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
<ul style="list-style-type: none"> • Unit 1: Greetings and Feelings (Los Saludos y Los Sentimientos) (4 to 5 weeks) • Unit 2: Los Colores (Colors) and Las Formas (Shapes) (4 to 5 weeks) 	<ul style="list-style-type: none"> • Unit 3: Numbers (Los Números) (4-5 weeks) • Unit 4: El Tiempo (The Weather) (4-5 weeks) 	<ul style="list-style-type: none"> • Unit 4: Family (La Familia) (4 to 5 weeks) • Spanish Cumulative Review (4-5 weeks)

Spanish		Grade K
	Unit 1-2	Pacing: 10 - 12 classes
Essential Question	Essential Questions: <ul style="list-style-type: none"> • Why learn another language? • How will learning a language enhance my life? 	
Standards	Knowledge/Skills	Evidence of Learning
	Interpretive Mode of Communication: 7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.	Formative: <ul style="list-style-type: none"> • Students will look at emotions and identify vocabulary words in L1 and target language. Summative:

7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).

Interpersonal Mode of Communication

7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode of Communication

7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.

- Students will respond to and ask questions regarding how they are specifically feeling.
- Students will recognize and differentiate between Spanish expressions used to greet and convey feelings.

Benchmark:

- Students will be able to differentiate numbers in the target language via teacher created assessment based on each student's learning progression.

Alternative:

- Students will create Padlet via the application to ask and respond to feelings questions with a peer.

Spanish		Grade K
	Unit 3-4	Pacing: 10-12 classes
Essential Question	<ul style="list-style-type: none"> ● How can one express complex ideas using simple terms? ● How are colors and shapes viewed throughout different cultures via language? ● How are colors and shapes used on a daily basis and across thematic units? 	
Standards	Knowledge/Skills	Evidence of Learning
	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>Interpersonal Mode of Communication</p> <p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Presentational Mode of Communication</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Students will participate in activities that teach and reinforce the learning of numbers. <p>Summative:</p> <ul style="list-style-type: none"> ● Students will identify numbers in a specific set in L1 and target language. ● Students will be able to match weather vocabulary with photos. <p>Benchmark:</p> <ul style="list-style-type: none"> ● Students will be able to discuss numbers via teacher created assessment based on each student's learning progression. <p>Alternative:</p> <ul style="list-style-type: none"> ● Students will engage in a “Show and Tell” or project based learning to demonstrate their understanding of numbers synthesized with colors and shapes.

	<p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	
--	--	--

Spanish	Grade K
----------------	----------------

	Unit 4-	Pacing: 10-12 classes
--	----------------	------------------------------

Essential Question	<ul style="list-style-type: none"> What is a family? Are all families the same? How does learning the titles for family members in Spanish provide me with a better understanding of my own family unit?
---------------------------	---

Standards	Knowledge/Skills	Evidence of Learning
-----------	------------------	----------------------

	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p> <p>Interpersonal Mode of Communication</p>	<p>Formative:</p> <ul style="list-style-type: none"> Students will be able to match photos to the appropriate family vocabulary. Students will be able to respond appropriately during a shared inquiry discussion. <p>Summative:</p> <ul style="list-style-type: none"> Students will be able to identify names for members of their own family in the target language.
--	--	---

	<p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>Presentational Mode of Communication</p> <p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	<p><u>Benchmark:</u></p> <ul style="list-style-type: none"> Students will be able to differentiate between various family members in the target language via a teacher created assessment based on each student's learning progression. <p><u>Alternative:</u></p> <ul style="list-style-type: none"> Students will engage in a “Show and Tell” via photos or momentos and/ or project based learning to demonstrate their understanding of the family in the target language.
--	---	--

Appendix A	Core Instructional & Supplemental Materials	Grade K
------------	---	---------

<p>Teach them Spanish, Grade K</p> <p>Basic Vocabulary Builder</p>
--

Appendix B		Technology Integration	Grade K
Standards			
8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	Duolingo Rockalingua Senor Wooly Padlet Quizlet Boom Card Blooket Video recordings		
8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.			

Appendix C		Interdisciplinary Connections	Grade K
<p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good. Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>			

Appendix D		Career Education Integration	Grade K
		9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community. CRP1. Act as a responsible and contributing citizen and employee.	

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Grade 1 - Spanish Pacing Guide

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
<ul style="list-style-type: none"> • Unit 1: Review of Greetings and Feelings (Los Saludos y Los Sentimientos) (3 to 4 weeks) • Unit 2: Review of Los Colores (Colors) and Las Formas (Shapes) (3 to 4 weeks) • Unit 3: Review of Numbers (Los Números) and El Tiempo (The Weather) (3 to 4 weeks) 	<ul style="list-style-type: none"> • Unit 2: Review of Los Colores (Colors) and Las Formas (Shapes) (3 to 4 weeks) • Unit 3: Review of Numbers (Los Números) and El Tiempo (The Weather) (3 to 4 weeks) • Unit 4: Family (La Familia) (3 to 4 weeks) 	<ul style="list-style-type: none"> • Unit 4: Family (La Familia) (3 to 4 weeks) • Unit 5: Los Animales (Animals) (6 weeks)

Spanish		Grade 1
	Unit 1-3	Pacing: 10 - 12 classes
Essential Question	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why learn another language? • How will learning a language enhance my life? • How might learning a language open “doors of opportunity”? • How can I use my existing communication skills to learn a new language? 	
Standards	Knowledge/Skills	Evidence of Learning
	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Students will be able to orally recite the Spanish numbers from 0-20. <p>Summative:</p>

7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).

Interpersonal Mode of Communication

7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode of Communication

7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.

- Students will respond to and ask questions regarding how they are specifically feeling.
- Students will recognize and differentiate between Spanish expressions used to greet and convey feelings.

Benchmark:

- Students will be able to differentiate numbers in the target language via teacher created assessment based on each student's learning progression.

Alternative:

- Students will create Padlet via the application to ask and respond to feelings questions with a peer.

Spanish		Grade 1
	Unit 2-4	Pacing: 10-12 classes
Essential Question	<ul style="list-style-type: none"> ● How can one express complex ideas using simple terms? ● How are colors and shapes viewed throughout different cultures via language? ● How are colors and shapes used on a daily basis and across thematic units? 	
Standards	Knowledge/Skills	Evidence of Learning
	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>Interpersonal Mode of Communication</p> <p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Presentational Mode of Communication</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Students will participate in activities that teach and reinforce the learning of color and shape terms. <p>Summative:</p> <ul style="list-style-type: none"> ● Students will identify the spoken and written primary color words as well as basic geometric shape words in relation to objects around them. <p>Benchmark:</p> <ul style="list-style-type: none"> ● Students will be able to differentiate colors and shapes in the target language via teacher created assessment based on each student's learning progression. <p>Alternative:</p> <ul style="list-style-type: none"> ● Students will engage in a “Show and Tell” or project based learning to demonstrate their understanding of the colors and shapes in the target language.

	<p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	
--	--	--

Spanish	Grade 1
----------------	----------------

	Unit 4-5	Pacing: 10-12 classes
--	-----------------	------------------------------

Essential Question	<ul style="list-style-type: none"> How can learning about animals in a second language contribute to conservation at a global as well as local level? What is a family? Are all families the same? How does learning the titles for family members in Spanish provide me with a better understanding of my own family unit? How can I apply my knowledge of family terms to culturally authentic practices and literature?
---------------------------	---

Standards	Knowledge/Skills	Evidence of Learning
-----------	------------------	----------------------

	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts.</p> <p>Interpersonal Mode of Communication</p> <p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>	<p>Formative:</p> <ul style="list-style-type: none"> Students will be able to match photos to the appropriate family vocabulary. Students will be able to respond appropriately during a shared inquiry discussion. <p>Summative:</p> <ul style="list-style-type: none"> Students will be able to describe animals using phrases in the target language. Students will be able to identify names for members of their own family in the target language.
--	---	--

	<p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>Presentational Mode of Communication</p> <p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	<ul style="list-style-type: none"> Students will be able to match animal vocabulary through picture activities <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> Students will be able to differentiate between various family members in the target language via a teacher created assessment based on each student's learning progression. <p><u>Alternative:</u></p> <ul style="list-style-type: none"> Students will engage in a “Show and Tell” via photos or momentos and/ or project based learning to demonstrate their understanding of the family in the target language. Students will create a Padlet via the application describing the animals in their town or a country of choice in the target language.
--	--	---

Appendix A	Core Instructional & Supplemental Materials	Grade 1
<p>Teach them Spanish, Grade 1</p> <p>Basic Vocabulary Builder</p>		

Appendix B		Technology Integration	Grade 1
Standards			
8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	Duolingo Rockalingua Senor Wooly Padlet Quizlet Boom Card Blooket Video recordings		
8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.			

Appendix C	Interdisciplinary Connections	Grade 1
<p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good. Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>		

Appendix D	Career Education Integration	Grade 1
	<p>9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>	

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Grade 2 - Spanish Pacing Guide

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
<ul style="list-style-type: none"> ● Unit 1: Review of Greetings and Feelings (Los Saludos y Los Sentimientos) (3 to 4 weeks) ● Unit 2: Review of Los Colores (Colors) and Las Formas (Shapes) (3 to 4 weeks) ● Unit 3: Review of Numbers (Los Números) and El Tiempo (The Weather) (3 to 4 weeks) ● Spanish Cumulative Review 	<ul style="list-style-type: none"> ● Unit 4: Review of La Familia (Family) and Los Animales (Animals) (3 to 4 weeks) ● Unit 5: La Comida (Food) (4 to 6 weeks) ● Spanish Cumulative Review 	<ul style="list-style-type: none"> ● Unit 6: La Ropa (Clothing) (4 to 6 weeks) ● Unit 7: Las Estaciones (Seasons) (3-4 weeks) ● Spanish Cumulative Review

Spanish		Grade 2
	Unit 1-3	Pacing: 10 - 12 classes
Essential Question	Essential Questions: <ul style="list-style-type: none"> ● How does my knowledge of English prepare me to learn another language? ● How will learning a language enhance my life? ● How might learning a language open “doors of opportunity”? 	
Standards	Knowledge/Skills	Evidence of Learning
	Interpretive Mode of Communication: 7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.	Formative: <ul style="list-style-type: none"> ● Students will be able to orally recite the Spanish numbers from 0-20.

7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).

Interpersonal Mode of Communication

7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode of Communication

7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.

Summative:

- Students will respond to and ask questions regarding how they are specifically feeling.
- Students will recognize and differentiate between Spanish expressions used to greet and convey feelings.

Benchmark:

- Students will be able to differentiate numbers in the target language via teacher created assessment based on each student's learning progression.

Alternative:

- Students will create Padlet via the application to ask and respond to feelings questions with a peer.

Spanish		Grade 2
	Unit 4-5	Pacing: 10-12 classes
Essential Question	<ul style="list-style-type: none"> ● How are cultures and food related? ● How are family units similar and different between cultures? 	
Standards	Knowledge/Skills	Evidence of Learning
	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>Interpersonal Mode of Communication</p> <p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Presentational Mode of Communication</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> ● Students will participate in activities that teach and reinforce the learning of family and food vocabulary <p><u>Summative:</u></p> <ul style="list-style-type: none"> ● Students will identify the spoken and written family vocabulary words as well as basic food in relation to their own experiences. <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> ● Students will be able to differentiate family and food vocabulary in the target language via teacher created assessment based on each student's learning progression. <p><u>Alternative:</u></p> <ul style="list-style-type: none"> ● Students will engage in a “Show and Tell” or project based learning to demonstrate their understanding of the family and food vocabulary in the target language.

	<p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	
--	--	--

Spanish	Grade 2
----------------	----------------

	Unit 6-7	Pacing: 10-12 classes
--	-----------------	------------------------------

Essential Question	<ul style="list-style-type: none"> ● Do people from different places experience the same weather and climate? ● How does learning the common foods from other countries provide me with a better understanding of my own culture?
---------------------------	---

Standards	Knowledge/Skills	Evidence of Learning
------------------	-------------------------	-----------------------------

	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p> <p>Interpersonal Mode of Communication</p> <p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Students will be able to match clothing photos to the appropriate weather vocabulary. ● Students will be able to respond appropriately during a shared inquiry discussion. <p>Summative:</p> <ul style="list-style-type: none"> ● Students will be able to describe a simple weather report using phrases in the target language. ● Students will be able to identify names for weather in the target language.
--	---	--

	<p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>Presentational Mode of Communication</p> <p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	<ul style="list-style-type: none"> Students will be able to match clothing vocabulary through picture activities <p>Benchmark:</p> <ul style="list-style-type: none"> Students will be able to differentiate between various weather terms and season vocabulary in the target language via a teacher created assessment based on each student's learning progression. <p>Alternative:</p> <ul style="list-style-type: none"> Students will engage in a "Show and Tell" via photos or momentos and/ or project based learning to demonstrate their understanding of the the relationship between clothing and weather Students will create a Padlet via the application describing the weather/seasons in their town or a country of choice in the target language.
--	--	---

Appendix A	Core Instructional & Supplemental Materials	Grade 2
<p>Teach them Spanish, Grade 2</p> <p>Basic Vocabulary Builder</p>		

Appendix B	Technology Integration	Grade 2
Standards		

<p>8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	<p>Duolingo Rockalingua Senor Wooly Padlet Quizlet Boom Cards Blooket Video recordings</p>
--	---

Appendix C	Interdisciplinary Connections	Grade 2
-------------------	--------------------------------------	----------------

<p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good. Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>
--

Appendix D	Career Education Integration	Grade 2
-------------------	-------------------------------------	----------------

	<p>9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
--	--

Grade 3 - Spanish Pacing Guide

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
<ul style="list-style-type: none"> ● Unit 1: Review of Greetings and Feelings (Los Saludos y Los Sentimientos) (3 to 4 weeks) ● Unit 2: Review of Los Colores (Colors), Los Numeros (Numbers), El Tiempo (The Weather) (3 to 4 weeks) ● Unit 3: Review of La Familia (Family), La Comida (Food) ● Spanish Cumulative Review 	<ul style="list-style-type: none"> ● Unit 4: El Cuerpo (The Body) and La Ropa (Clothing) (3-4 weeks) ● Unit 5: Las Estaciones (Seasons) y El Tiempo (Weather) (3-4 weeks) ● Spanish Cumulative Review 	<ul style="list-style-type: none"> ● Unit 6: Objetos del Hogar (Household Objects) (4 to 6 weeks) ● Unit 7: Los Verbos (Verbs) (3-4 weeks) ● Spanish Cumulative Review

Spanish		Grade 3
	Unit 1-3	Pacing: 10 - 12 classes
Essential Question	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we overcome the potential challenges of communicating with those who speak a different language? ● How is writing in a world language similar and different from writing in English? ● How does learning the common foods from other countries provide me with a better understanding of my own culture? 	
Standards	Knowledge/Skills	Evidence of Learning
	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Students will be able to synthesize knowledge of colors, numbers, family, weather to talk about photos. <p>Summative:</p>

	<p>7.1.NL.IPRES.3 Recognize a few common gestures associated with the target culture(s).</p> <p>Interpersonal Mode of Communication</p> <p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Presentational Mode of Communication</p> <p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	<ul style="list-style-type: none"> • Students will respond to and ask questions to describe photos • Students will recognize and differentiate between family members <p>Benchmark:</p> <ul style="list-style-type: none"> • Students will be able to differentiate the target language from their L1. <p>Alternative:</p> <ul style="list-style-type: none"> • Students will be able to create a visual using Chromebooks to show relationships between family members.
--	--	--

Spanish		Grade 3
	Unit 4-5	Pacing: 10-12 classes
Essential Question	<ul style="list-style-type: none"> • How does clothing differ in different global communities? • How do climates and seasons differ in areas of the world? • How do styles and traditional clothing differ between communities? 	

Standards	Knowledge/Skills	Evidence of Learning
	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>Interpersonal Mode of Communication</p> <p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Presentational Mode of Communication</p> <p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> Students will participate in activities that teach and reinforce clothing and weather vocabulary. <p><u>Summative:</u></p> <ul style="list-style-type: none"> Students will identify the corresponding seasons with each clothing article in the target language. <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> Students will be able to synthesize climate/weather vocabulary with clothing words via teacher created assessment based on each student's learning progression. <p><u>Alternative:</u></p> <ul style="list-style-type: none"> Students will create a graph/chart/pictogram of clothing choices for classmates' depending on weather.

Spanish		Grade 3
	Unit 6-7	Pacing: 10-12 classes
Essential Question	<ul style="list-style-type: none"> ● How does my L1 differ from the target language? How is it similar? ● How does language highlight important values in different cultures? ● How does learning about housing from other countries provide me with a better understanding of my own culture? 	
Standards	Knowledge/Skills	Evidence of Learning
	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts.</p> <p>Interpersonal Mode of Communication</p> <p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> ● Students will be able to match household item photos to the appropriate room category. ● Students will be able to respond appropriately during a shared inquiry discussion. <p><u>Summative:</u></p> <ul style="list-style-type: none"> ● Students will be able to describe a home using phrases in the target language. ● Students will be able to identify names for household items in the target language. ● Students will be able to identify verb endings. <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> ● Students will be able to list items that could belong in specific rooms via a teacher created assessment based on each student’s learning progression.

	<p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>Presentational Mode of Communication</p> <p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	<p>Alternative:</p> <ul style="list-style-type: none"> Students will engage in a “Show and Tell” via photos or momentos and/ or project based learning to demonstrate their understanding of the relationship between household items and the verbs that are associated with them.
--	---	--

Appendix A	Core Instructional & Supplemental Materials	Grade 3
<p>Teach them Spanish, Grade 3</p> <p>Basic Vocabulary Builder</p>		

Appendix B	Technology Integration	Grade 3
Standards		
<p>8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	<p>Duolingo Rockalingua Senor Wooly Padlet Quizlet Boom Cards Blooket Video recordings</p>	

Appendix C**Interdisciplinary Connections**

Grade 3

6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good. Processes and rules should be fair, consistent, and respectful of the human rights of all people.

6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Appendix D**Career Education Integration**

Grade 3

9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community.

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Grade 4 - Spanish Pacing Guide

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
<ul style="list-style-type: none"> ● Unit 1: Review of Los Colores (Colors), Los Numeros (Numbers), El Tiempo (The Weather) (3 to 4 weeks) ● Unit 2: Review of La Familia (Family), La Comida (Food), La Ropa (Clothing), Las Estaciones (Seasons), El Cuerpo (The Body) (3-4 weeks) ● Unit 3: Review of Household Objects and Verbs (3-4 weeks) ● Spanish Cumulative Review 	<ul style="list-style-type: none"> ● Unit 4: El Calendario (The Calendar) y El Tiempo (Telling time) (3-4 weeks) ● Unit 5: Los paises (The countries whose population speak Spanish) (5-6 weeks) ● Spanish Cumulative Review 	<ul style="list-style-type: none"> ● Unit 6: Las Tradiciones (The traditions of people from Spanish-speaking countries) (5-6 weeks) ● Unit 7: Los Verbos (Verbs) (3-4 weeks) ● Spanish Cumulative Review

Spanish		Grade 4
	Unit 1-3	Pacing: 10 - 12 classes
Essential Question	Essential Questions: <ul style="list-style-type: none"> ● What are different language learning styles? ● How can one express complex ideas using simple terms? ● How do I figure out meaning when words are not understood? ● Why don't you have to translate everything? ● In what ways do languages convey meaning? ● What can I do when I do not have the words to say what I am thinking? 	
Standards	Knowledge/Skills	Evidence of Learning
	Interpretive Mode of Communication:	Formative:

7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).

Interpersonal Mode of Communication

7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode of Communication

7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.

- Students will be able to synthesize knowledge of clothing, food, household items, and body vocabulary to talk about photos.

Summative:

- Students will respond to and ask questions to describe photos
- Students will tell which clothing goes on particular body parts.

Benchmark:

- Students will be able to differentiate the target language from their L1.

Alternative:

- Students will be able to create a conversation to talk about weather, clothing and the body.

Unit 4-5

Pacing: 10-12 classes

Essential Question

- How do holidays differ in different global communities and how are they similar?
- How are some holidays in different global communities misinterpreted, and how can we participate in correcting those misinterpretations?
- How does the idea of time differ between global communities?

Standards

Knowledge/Skills

Evidence of Learning

Interpretive Mode of Communication:

7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).

Interpersonal Mode of Communication

7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode of Communication

Formative:

- Students will participate in activities that teach and reinforce holiday and calendar vocabulary.

Summative:

- Students will identify some holidays observed in different global communities.

Benchmark:

- Students will be able to discuss different aspects of holidays via teacher created assessment based on each student's learning progression.

Alternative:

- Students will create a representation of an item used to celebrate a holiday.

	<p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	
--	--	--

Spanish	Grade 4
----------------	----------------

	Unit 6-7	Pacing: 10-12 classes
--	-----------------	------------------------------

Essential Question	<ul style="list-style-type: none"> How do traditions from my culture differ from those in the global community, and how are they similar? How do traditions highlight important values in different cultures? How do verbs function similarly and differently in my L1 and target language?
---------------------------	--

Standards	Knowledge/Skills	Evidence of Learning
------------------	-------------------------	-----------------------------

	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p> <p>Interpersonal Mode of Communication</p> <p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>	<p>Formative:</p> <ul style="list-style-type: none"> Students will be able to discuss cultural items with the holiday they celebrate. Students will be able to respond appropriately during a shared inquiry discussion. <p>Summative:</p> <ul style="list-style-type: none"> Students will be able to match cultural items to the traditions they celebrate. Students will be able to identify verb endings. <p>Benchmark:</p>
--	---	--

	<p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>Presentational Mode of Communication</p> <p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	<ul style="list-style-type: none"> Students will be able to discuss traditions and their significance via a teacher created assessment based on each student's learning progression. <p><u>Alternative:</u></p> <ul style="list-style-type: none"> Students will engage in a “Show and Tell” via photos or momentos and/ or project based learning to demonstrate their understanding of the relationship between traditional items and their countries/cultures.
--	--	--

Appendix A	Core Instructional & Supplemental Materials	Grade 4
<p>Teach them Spanish, Grade 4</p> <p>Basic Vocabulary Builder</p>		

Appendix B	Technology Integration	Grade 4
Standards		

<p>8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>	<p>Duolingo Rockalingua Senor Wooly Padlet Quizlet Boom Cards Blooket Video recordings</p>
--	---

Appendix C	Interdisciplinary Connections	Grade 4
-------------------	--------------------------------------	----------------

<p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good. Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>
--

Appendix D	Career Education Integration	Grade 4
-------------------	-------------------------------------	----------------

	<p>9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
--	--

Grade 5 - Spanish Pacing Guide

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
<ul style="list-style-type: none"> ● Unit 1: Review of Los Colores (Colors), Los Numeros (Numbers), El Tiempo (The Weather) (3 to 4 weeks) ● Unit 2: Review of La Familia (Family), La Comida (Food), La Ropa (Clothing), Las Estaciones (Seasons), El Cuerpo (The Body) (3-4 weeks) ● Unit 3: Review of Countries/Traditions/Holidays and Verbs (3-4 weeks) ● Spanish Cumulative Review 	<ul style="list-style-type: none"> ● Unit 4: Ocupaciones (Occupations/Jobs) (3-4 weeks) ● Unit 5: Transporte (Transportation) (5-6 weeks) ● Spanish Cumulative Review 	<ul style="list-style-type: none"> ● Unit 6: La Salud (Health and Wellness) (5-6 weeks) ● Unit 7: Los Verbos (Verbs) (3-4 weeks) ● Spanish Cumulative Review

Spanish		Grade 5
	Unit 1-3	Pacing: 10 - 12 classes
Essential Question	Essential Questions: <ul style="list-style-type: none"> ● How will we help students feel comfortable speaking in the target language? ● How can we use all of our Spanish knowledge to have spontaneous conversations? 	
Standards	Knowledge/Skills	Evidence of Learning
	Interpretive Mode of Communication:	Formative: <ul style="list-style-type: none"> ● Students will be able to synthesize knowledge of

7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).

Interpersonal Mode of Communication

7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode of Communication

7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.

clothing, food, household items, and body vocabulary to talk about photos.

Summative:

- Students will respond to and ask questions to describe photos

Benchmark:

- Students will be able to differentiate the target language from their L1.

Alternative:

- Students will be able to create a visual using Chromebooks to depict scenes from daily life.

Unit 4-5

Pacing: 10-12 classes

Essential Question

- How do people from different global communities use transportation?
- What are some different types of occupations I might see in different global communities?
- How do people in different communities view the balances between job and family life?
- What can I do when I do not have the words to say what I am thinking?

Standards**Knowledge/Skills****Evidence of Learning****Interpretive Mode of Communication:**

7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).

Interpersonal Mode of Communication

7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode of Communication**Formative:**

- Students will participate in activities that teach and reinforce occupations and transportation.

Summative:

- Students will identify the corresponding verbs with each occupation.
- Students will match transportation systems with their users.

Benchmark:

- Students will be able to synthesize climate/weather vocabulary with clothing words via teacher created assessment based on each student's learning progression.

Alternative:

- Students will create a visual representation of an occupation.

	<p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	
--	--	--

Spanish	Grade 5
----------------	----------------

	Unit 6-7	Pacing: 10-12 classes
--	-----------------	------------------------------

Essential Question	<ul style="list-style-type: none"> What are some differences and similarities in health care practices in different communities? How can some cultural practices regarding healthcare be misunderstood? How can we share our knowledge of other global communities' healthcare practices? How can our knowledge of Spanish help non-English speakers in situations where healthcare is being provided?
---------------------------	--

Standards	Knowledge/Skills	Evidence of Learning
-----------	------------------	----------------------

	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p> <p>Interpersonal Mode of Communication</p>	<p>Formative:</p> <ul style="list-style-type: none"> Students will be able to match parts of the body with typical ailments. Students will respond appropriately during a shared inquiry discussion. <p>Summative:</p> <ul style="list-style-type: none"> Students will be able to describe an illness by demonstrating the body part it might affect. Students will be able to identify names for typical ailments.
--	--	--

	<p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>Presentational Mode of Communication</p> <p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	<ul style="list-style-type: none"> • Students will be able to identify verb endings. <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> • Students will be able to identify parts of the body with movements and reflexive verbs. <p><u>Alternative:</u></p> <ul style="list-style-type: none"> • Students will act out an ailment via a teacher created assessment based on each student's learning progression.
--	---	---

Appendix B		Technology Integration	Grade 5
Standards			
8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	Duolingo Rockalingua Senor Wooly Padlet Quizlet Boom Cards Blooket Video recordings		
8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.			

Appendix C	Interdisciplinary Connections	Grade 5
<p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good. Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>		

Appendix D	Career Education Integration	Grade 5
	<p>9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>	

	<p>CRP4. Communicate clearly and effectively and with reason.</p>
--	---

	<p>CRP6. Demonstrate creativity and innovation.</p>
--	---

Grade 6 - Spanish Pacing Guide

Trimester 1 (September - December)	Trimester 2 (December - March)	Trimester 3 (March - June)
<ul style="list-style-type: none"> ● Unit 1: Review of La Familia (Family), La Comida (Food), La Ropa (Clothing), Las Estaciones (Seasons), El Cuerpo (The Body) (3-4 weeks) ● Unit 2: Review of Countries/Traditions (3-4 weeks) ● Unit 3: Review of Transporte/Ocupaciones/La Salud (Transportation/Jobs/Health) ● Spanish Cumulative Review 	<ul style="list-style-type: none"> ● Unit 4: Adjectivos (Adjectives) (3-4 weeks) ● Unit 5: Possessive pronouns and Possession (5-6 weeks) ● Spanish Cumulative Review 	<ul style="list-style-type: none"> ● Unit 6: Three categories of nouns (-AR, -ER, -IR) (5-6 weeks) ● Unit 7: Los Verbos (Verbs) (3-4 weeks) ● Spanish Cumulative Review

Spanish		Grade 6
	Unit 1-3	Pacing: 10 - 12 classes
Essential Question	Essential Questions: <ul style="list-style-type: none"> ● What are different language learning styles? ● How can one express complex ideas using simple terms? ● How does L1 differ from the target language in describing things? ● How do verbs differ in usage between L1 and target language? 	
Standards	Knowledge/Skills	Evidence of Learning
	Interpretive Mode of Communication:	<u>Formative:</u>

7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).

Interpersonal Mode of Communication

7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

Presentational Mode of Communication

7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.

- Students will be able to synthesize knowledge of clothing, food, household items, and body vocabulary to talk about photos.

Summative:

- Students will respond to and ask questions to describe photos

Benchmark:

- Students will be able to differentiate the target language from their L1.

Alternative:

- Students will be able to create a visual using Chromebooks to depict scenes from daily life.

Spanish		Grade 6
	Unit 4-5	Pacing: 10-12 classes
Essential Question	<ul style="list-style-type: none"> How does L1 differ from the target language in describing things? How does possession differ in usage between L1 and target language? 	
Standards	Knowledge/Skills	Evidence of Learning
	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>Interpersonal Mode of Communication</p> <p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> Students will participate in activities that teach and reinforce metalinguistic awareness. <p><u>Summative:</u></p> <ul style="list-style-type: none"> Students will identify the corresponding possessive structures in L1 and target language. <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> Students will be able to discuss possession and how it relates to each subject pronoun. <p><u>Alternative:</u></p> <ul style="list-style-type: none"> Students will create a visual representation of possessives.

	<p>Presentational Mode of Communication</p> <p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	
--	---	--

Spanish	Grade 6
----------------	----------------

	Unit 6-7	Pacing: 10-12 classes
--	-----------------	------------------------------

Essential Question	<ul style="list-style-type: none"> ● How does learning about linguistic structures in another language provide me with a better understanding of my own language? ● How does my L1 differ from the target language? How is it similar? ● How does language highlight important values in different cultures?
---------------------------	---

Standards	Knowledge/Skills	Evidence of Learning
-----------	------------------	----------------------

	<p>Interpretive Mode of Communication:</p> <p>7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p> <p>Interpersonal Mode of Communication</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Students will be able to match verb endings to the subject pronoun being referred to ● Students will be able to respond appropriately during a shared inquiry discussion. <p>Summative:</p> <ul style="list-style-type: none"> ● Students will be able to describe activities using correct subject verb agreement.
--	--	---

	<p>7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>Presentational Mode of Communication</p> <p>7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	<ul style="list-style-type: none"> • Students will be able to identify verb endings. <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> • Students will be able to conjugate verbs based on subject pronoun photos. <p><u>Alternative:</u></p> <ul style="list-style-type: none"> • Students will engage in a “Show and Tell” via photos or momentos and/ or project based learning to demonstrate their understanding of the relationship between speaker and person being spoken about.
--	---	---

Appendix A	Core Instructional & Supplemental Materials	Grade 6
-------------------	--	----------------

<p>Teach them Spanish, Grade 6</p> <p>Basic Vocabulary Builder</p>
--

Appendix B		Technology Integration	Grade 6
Standards			
8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	Duolingo Rockalingua Senor Wooly Padlet Quizlet Boom Cards Blooket Video recordings		
8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.			

Appendix C	Interdisciplinary Connections	Grade 6
<p>6.1.2.CivicsPI.5 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2 Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good. Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p> <p>6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p>6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p>		

Appendix D	Career Education Integration	Grade 6
	<p>9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>	

	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
--	---

	MAT		SS		HLTH & PE	WRLD LANG	VIS & PERF ARTS
	ELA	H	SCI	SS	PE	LANG	ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
CONTENT/MATERIAL							
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide copy of class notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Adjust number of items student is expected to complete	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Allow extra time for task completion	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
Access to electronic text (e.g. Downloaded books)	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD or read aloud computer software	Y	Y	Y	Y	Y	Y	Y
Modified homework assignments (modify content, modify amount, as appropriate)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ORGANIZATION							
Assistance with organization of planner/schedule	Y	Y	Y	Y	Y	Y	Y
Assistance with organization of materials/notebooks	Y	Y	Y	Y	Y	Y	Y
Use a consistent daily routine	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Assist student in setting short-term goals	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Provide benchmarks for long-term assignments and/or projects	Y	Y	Y	Y	Y	Y	Y
Use of checklists	Y	Y	Y	Y	Y	Y	Y
Use of an assignment notebook or planner	Y	Y	Y	Y	Y	Y	Y
Check homework on a daily basis	Y	Y	Y	Y	Y	Y	Y
Provide timelines for work completion	Y	Y	Y	Y	Y	Y	Y
Develop monthly calendars with assignment due dates marked	Y	Y	Y	Y	Y	Y	Y
Provide organizational support through teacher websites	Y	Y	Y	Y	Y	Y	Y
Enlarge work space areas	Y	Y	Y	Y	Y	Y	Y
Provide organizers/study guides	Y	Y	Y	Y	Y	Y	Y
Require classroom notebooks and/or folders	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
INSTRUCTION							
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Color code important information	Y	Y	Y	Y	Y	Y	Y
Simplify task directions	Y	Y	Y	Y	Y	Y	Y
Provide hands-on learning activities	Y	Y	Y	Y	Y	Y	Y
Provide modeling	Y	Y	Y	Y	Y	Y	Y
Provide guided instruction	Y	Y	Y	Y	Y	Y	Y
Modify pace of instruction to allow additional processing time	Y	Y	Y	Y	Y	Y	Y
Provide small group instruction	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)	Y	Y	Y	Y	Y	Y
Provide outline in advance of lecture	Y	Y	Y	Y	Y	Y	Y
Demonstrate directions and provide a model or example of completed task	Y	Y	Y	Y	Y	Y	Y
Emphasize multi-sensory presentation of data	Y	Y	Y	Y	Y	Y	Y
Encourage use of mnemonic devices	Y	Y	Y	Y	Y	Y	Y
Provide oral as well as written instructions/directions	Y	Y	Y	Y	Y	Y	Y
Allow for repetition and/or clarification of directions, as needed	Y	Y	Y	Y	Y	Y	Y
Reinforce visual directions with verbal cues	Y	Y	Y	Y	Y	Y	Y
Give direct and uncomplicated directions	Y	Y	Y	Y	Y	Y	Y
Orient to task and provide support to complete task	Y	Y	Y	Y	Y	Y	Y
Provide easier tasks first	Y	Y	Y	Y	Y	Y	Y
Help to develop metacognitive skills (self-talk and self-correction)	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified or reworded	Y	Y	Y	Y	Y	Y	Y
Have student demonstrate understanding of instructions/task before beginning assignment	Y	Y	Y	Y	Y	Y	Y
Allow wait time for processing before calling on student for response	Y	Y	Y	Y	Y	Y	Y
Read directions aloud	Y	Y	Y	Y	Y	Y	Y
Administer work in small segments	Y	Y	Y	Y	Y	Y	Y
Provide visual models of completed tasks	Y	Y	Y	Y	Y	Y	Y
Give verbal as well as written directions	Y	Y	Y	Y	Y	Y	Y
Use interests to increase motivation	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Use marker (e.g. index card, ruler) for visual tracking	Y	Y	Y	Y	Y	Y
Enlarge print	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ASSESSMENT							
Modified grading	Y	Y	Y	Y	Y	Y	Y
Additional time to complete classroom tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Announce test with adequate prep time	Y	Y	Y	Y	Y	Y	Y
Small group administration of classroom tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Provide larger white work space on quizzes and tests, particularly in math	Y	Y	Y	Y	Y	Y	Y
Modified tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify the number of choices on tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify length of test	Y	Y	Y	Y	Y	Y	Y
Modify the content of tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Adjust test format to student's ability level	Y	Y	Y	Y	Y	Y	Y
Provide manipulative examples	Y	Y	Y	Y	Y	Y	Y
Develop charts, visual outlines, diagrams, etc.	Y	Y	Y	Y	Y	Y	Y
Verbally guide student through task steps	Y	Y	Y	Y	Y	Y	Y
Allow for oral rather than written responses on tests	Y	Y	Y	Y	Y	Y	Y
Allow for oral follow-up for student to expand on written response	Y	Y	Y	Y	Y	Y	Y
Allow use of a computer	Y	Y	Y	Y	Y	Y	Y
Provide a word bank for fill-in-the blank tests	Y	Y	Y	Y	Y	Y	Y
Allow dictated responses in lieu of written responses	Y	Y	Y	Y	Y	Y	Y
Do not penalize for spelling errors	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y

	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
SPECIAL EDUCATION							
Allow student to circle responses directly on test rather than use Scantron	Y	Y	Y	Y	Y	Y	Y
Provide word banks for recall tests	Y	Y	Y	Y	Y	Y	Y
Read test aloud	Y	Y	Y	Y	Y	Y	Y
Allow student to make test corrections for credit	Y	Y	Y	Y	Y	Y	Y
Mark answers in test booklet	Y	Y	Y	Y	Y	Y	Y
Point to response	Y	Y	Y	Y	Y	Y	Y
Alternate test-taking site	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
WRITTEN LANGUAGE							

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Include brainstorming as a pre-writing activity	Y	Y	Y	Y	Y	Y
Edit written work with teacher guidance	Y	Y	Y	Y	Y	Y	Y
Allow use of word processor	Y	Y	Y	Y	Y	Y	Y
Use graphic organizers	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
SOCIAL/BEHAVIORAL							
Discuss behavioral issues privately with student	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for peer interactions	Y	Y	Y	Y	Y	Y	Y
Utilize student in development of tasks/goals	Y	Y	Y	Y	Y	Y	Y
Encourage student to self-advocate	Y	Y	Y	Y	Y	Y	Y
Minimize negative behavior	Y	Y	Y	Y	Y	Y	Y
Present alternatives to negative behavior	Y	Y	Y	Y	Y	Y	Y
Establish positive scripts	Y	Y	Y	Y	Y	Y	Y
Desensitize student to anxiety causing events	Y	Y	Y	Y	Y	Y	Y
Monitor for overload, excess stimuli	Y	Y	Y	Y	Y	Y	Y
Identify triggers	Y	Y	Y	Y	Y	Y	Y
Help student manage antecedents	Y	Y	Y	Y	Y	Y	Y
Develop signal for when break is needed	Y	Y	Y	Y	Y	Y	Y
Give student choices to allow control	Y	Y	Y	Y	Y	Y	Y
Provide positive reinforcement	Y	Y	Y	Y	Y	Y	Y
Provide consistent praise to elevate self-esteem	Y	Y	Y	Y	Y	Y	Y
Model and role play problem solving	Y	Y	Y	Y	Y	Y	Y
Provide counseling	Y	Y	Y	Y	Y	Y	Y
Use social skills group to teach skills and provide feedback	Y	Y	Y	Y	Y	Y	Y

	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
ENGLISH LANGUAGE LEARNERS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
GRADING							
Standard Grades vs Pass/Fail	Y	Y	Y	Y	Y	Y	Y
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT							
PreK-K WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 1-2 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 3-5 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 6-8 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
SIOP COMPONENTS AND FEATURES							
PREPARATION							
Write content objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Write language objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Choose content concepts appropriate for age and educational background levels of students	Y	Y	Y	Y	Y	Y	Y
Identify supplementary materials to use	Y	Y	Y	Y	Y	Y	Y
Adapt content to all levels of students proficiency	Y	Y	Y	Y	Y	Y	Y
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking	Y	Y	Y	Y	Y	Y	Y
BUILDING BACKGROUND							
Explicitly link concepts to students' backgrounds and experiences	Y	Y	Y	Y	Y	Y	Y
Explicitly link past learning and new concepts	Y	Y	Y	Y	Y	Y	Y
Emphasize key vocabulary for students	Y	Y	Y	Y	Y	Y	Y

	MAT		SS		WRLD	HLTH &	VIS & PERF
	ELA	H	SCI	SS	LANG	PE	ARTS
<u>ENGLISH LANGUAGE LEARNERS</u>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Y	Y	Y	Y	Y	Y	Y
COMPREHENSIBLE INPUT							
Use speech appropriate for students' proficiency level	Y	Y	Y	Y	Y	Y	Y
Explain academics tasks clearly	Y	Y	Y	Y	Y	Y	Y
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
STRATEGIES							
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)	Y	Y	Y	Y	Y	Y	Y
Use scaffolding techniques consistently throughout lesson	Y	Y	Y	Y	Y	Y	Y
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson	Y	Y	Y	Y	Y	Y	Y
INTERACTION							
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses	Y	Y	Y	Y	Y	Y	Y
Use group configurations that support language and content objectives of the lesson	Y	Y	Y	Y	Y	Y	Y
Provide sufficient wait time for student responses consistently	Y	Y	Y	Y	Y	Y	Y
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text	Y	Y	Y	Y	Y	Y	Y

	MAT		SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	ELA	H					
<u>ENGLISH LANGUAGE LEARNERS</u>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
PRACTICE/APPLICATION							
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge	Y	Y	Y	Y	Y	Y	Y
Provide activities for students to apply content and language knowledge in the classroom	Y	Y	Y	Y	Y	Y	Y
Provide activities that integrate all language skills	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
LESSON DELIVERY							
Support content objectives clearly	Y	Y	Y	Y	Y	Y	Y
Support language objectives clearly	Y	Y	Y	Y	Y	Y	Y
Engage students approximately 90-100% of the period	Y	Y	Y	Y	Y	Y	Y
Pace the lesson appropriately to the students' ability level	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
REVIEW/EVALUATION							
Give a comprehensive review of key vocabulary	Y	Y	Y	Y	Y	Y	Y
Give a comprehensive review of key content concepts	Y	Y	Y	Y	Y	Y	Y
Provide feedback to students regularly on their output	Y	Y	Y	Y	Y	Y	Y
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives	Y	Y	Y	Y	Y	Y	Y

<u>STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)</u>	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
ACADEMICS							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Prompt before directions/questions are verbalized with visual cue between teacher and student	Y	Y	Y	Y	Y	Y	Y
Task list laminated and placed on desk for classroom routines and organization	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Sustained working time connected to reward (If/Then statement)	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y

<u>STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)</u>	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
SOCIAL/EMOTIONAL							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with social worker	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Counseling check-ins	Y	Y	Y	Y	Y	Y	Y
Praise whenever possible	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y

INSTRUCTION							
Grouping	Y	Y	Y	Y	Y	Y	Y
Independent Study	Y	Y	Y	Y	Y	Y	Y
Differentiated Conferencing	Y	Y	Y	Y	Y	Y	Y
Project-Based Learning	Y	Y	Y	Y	Y	Y	Y
Competitions	Y	Y	Y	Y	Y	Y	Y
Differentiated Instruction	Y	Y	Y	Y	Y	Y	Y
Summer Work	Y	Y	Y	Y	Y	Y	Y
Parent Communication	Y	Y	Y	Y	Y	Y	Y

	MAT		WRLD		HLTH &	VIS & PERF	
	ELA	H	SCI	SS	LANG	PE	ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
STUDENTS WITH 504 PLANS							
ACADEMICS							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide enlarged copies of notes/textbooks	Y	Y	Y	Y	Y	Y	Y
Access to notes ahead of time	Y	Y	Y	Y	Y	Y	Y
Provide a print out of weekly assignments	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	MAT		WRLD		HLTH &	VIS & PERF	
	ELA	H	SCI	SS	LANG	PE	ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD, read aloud computer software, or electronic text	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for using a Chromebook as well as assistive technologies	Y	Y	Y	Y	Y	Y	Y
Use of closed captioned videos/film/television	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Modify schedule	Y	Y	Y	Y	Y	Y	Y
Modify deadlines	Y	Y	Y	Y	Y	Y	Y
Adjust activity, length of assignment, and/or number of problems, including homework	Y	Y	Y	Y	Y	Y	Y
Modification in grading system	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Recommended use of Tutorial Center/Extra help from teachers	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Use of calculator	N/A	Y	Y	Y	Y	Y
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
ASSESSMENTS							
Utilize dictionary on assessments	Y	Y	Y	Y	Y	Y	Y
Use paper-based assessments or assignments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide oral assessments	Y	Y	Y	Y	Y	Y	Y
Permission to elaborate orally on written assessments	Y	Y	Y	Y	Y	Y	Y
Permit use of scrap paper on assessments	Y	Y	Y	Y	Y	Y	Y
Permit to write directly on assessments in lieu of using Scantron forms	Y	Y	Y	Y	Y	Y	Y
Option to retake assessments	Y	Y	Y	Y	Y	Y	Y
Provide a study guide	Y	Y	Y	Y	Y	Y	Y
Modify spatial layout of assessments	Y	Y	Y	Y	Y	Y	Y
SOCIAL/EMOTIONAL							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with guidance counselor	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Provide short breaks	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Behavior management system	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
Group directions 1 step at a time	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y

	MAT		SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	ELA	H					
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
STUDENTS WITH 504 PLANS							
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Extended time on assignments/assessments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
PHYSICAL							
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant personnel with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Use of alternative settings	Y	Y	Y	Y	Y	Y	Y
Excessive physical activities kept to a minimum	Y	Y	Y	Y	Y	Y	Y
Excused from activities that affect presenting issue	Y	Y	Y	Y	Y	Y	Y
Include in emergency plans of presenting issue	Y	Y	Y	Y	Y	Y	Y
Allow use of assistive devices	Y	Y	Y	Y	Y	Y	Y
Monitor presenting issue	Y	Y	Y	Y	Y	Y	Y

CAREER EDUCATION	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
CRP1. Act as a responsible and contributing citizen and employee.	Y	Y	Y	Y	Y	Y	Y
CRP2. Apply appropriate academic and technical skills.	Y	Y	Y	Y	Y	Y	Y
CRP3. Attend to personal health and financial well-being.	Y	Y	Y	Y	Y	Y	Y
CRP4. Communicate clearly and effectively and with reason.	Y	Y	Y	Y	Y	Y	Y
CRP5. Consider the environmental, social and economic impacts of decisions.	Y	Y	Y	Y	Y	Y	Y
CRP6. Demonstrate creativity and innovation.	Y	Y	Y	Y	Y	Y	Y
CRP7. Employ valid and reliable research strategies.	Y	Y	Y	Y	Y	Y	Y
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	Y	Y	Y	Y	Y	Y	Y
CRP9. Model integrity, ethical leadership and effective management.	Y	Y	Y	Y	Y	Y	Y
CRP10. Plan education and career paths aligned to personal goals.	Y	Y	Y	Y	Y	Y	Y
CRP11. Use technology to enhance productivity.	Y	Y	Y	Y	Y	Y	Y
CRP12. Work productively in teams while using cultural global competence.	Y	Y	Y	Y	Y	Y	Y