

POMPTON LAKES SCHOOL DISTRICT

SPANISH 1 ACADEMIC
COURSE OF STUDY

Submitted by N. Baena-Cano

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Unit 1 Overview

Content Area: World Languages

Unit Title: Friends, School, and Family

Target Proficiency Level: Novice - Mid

Unit Summary: In “Friends, School, and Family” students learn how to describe themselves and others using basic grammatical structures and various topics of vocabulary. Students learn how to discuss their classes and school activities, conveying factual information as well as expressing opinions on the topic. In addition, students learn how to state their preferences. Through a variety of learning materials and activities students, begin to further develop their reading, writing, and speaking skills in the target language. Culturally, students are exposed to several aspects of school life of their counterparts in Spain and Latin America, presenting students with real life school experiences of Hispanic students in other countries. Students are asked to make comparisons between their own school experiences and those of their counterparts abroad.

ELA:

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Technology:

8.1.8.A.2 Create a document using one or more digital applications to be critiqued.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security and cyber ethics.

21st century themes:

CRP1. Act as a responsible and contributing citizen.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.8.B.3 Evaluate communication, collaboration and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.

Unit Rationale: The ability to talk about oneself serves as a building block for student expression in a foreign language. Allowing students to talk about themselves, friends, classes, and activities by providing them with basic vocabulary and grammatical structures enables them to slowly gain confidence in speaking, reading, and writing in the target language. Exposure to daily lives of adolescents in Hispanic countries allows students to more easily identify with those of different cultural backgrounds.

Learning Targets

Standard 7.1: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.

Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. Strands: A – Interpretive Mode, B – Interpersonal Mode and C – Presentational Mode	
Related Cultural Content Statements	
<ul style="list-style-type: none"> • The study of another language and culture deepens understanding of where and how people live and why events occur. • Current trends and issues influence popular culture. 	
CPI #	Cumulative Progress Indicator (CPI) Strand A Interpretive Mode
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materialson familiar topics
CPI #	Cumulative Progress Indicator (CPI) Strand B Interpersonal Mode
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
CPI #	Cumulative Progress Indicator (CPI) Strand C Presentational Mode
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age-and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How do you ask who someone is? • How do you describe yourself? • How do you describe another person? • How do you describe people and things? • How do you describe and give opinions on school courses? • How is time stated? • How do you identify and describe school supplies? • How do you describe articles of clothing? 	<ul style="list-style-type: none"> • Greetings vary by culture. • Forming simple questions serves as a building block of communicating in a foreign language. • Communicating in foreign language on a basic level can be accomplished through the use of fundamental expressions and grammatical structures.

<ul style="list-style-type: none"> • How do you state color and size preference? • How do you discuss school activities? • How do you ask people how they feel? • How do you tell others how you feel? • How do tell a person your address, phone number, and where you live? • How do you state your age and tell when your birthday is? • How do you describe family activities? • How do you describe the home? • How do make a purchase at a store or an outdoor market? • How are outdoor markets similar and different in the United States and the countries of the Spanish-speaking world? 									
<p>Unit Learning Targets <i>Students will:</i></p> <ul style="list-style-type: none"> • Describe people and things • Speak to people formally and informally • Greet people and ask how they feel • Conjugate regular and some irregular verbs in the present tense • Talk about activities • Order and request items in real-life scenarios • Describe their families 									
<p>Evidence of Learning</p>									
<p>Summative Assessment: Integrated Performance Assessment (7 days) Students will create written letters that will be graded. Students will also give a short presentation to the class, introducing themselves and providing interesting details about their lives. Students will describe either a pet or a favorite stuffed animal from their childhood.</p> <p>Equipment needed: Textbook, computer, text readings</p> <p>Teacher Resources: Buen Viaje Textbook, Rubric for grading, Projector, Internet Access</p> <p>Formative Assessments</p> <table border="0" style="width: 100%;"> <tr> <td>• Tests</td> <td>• Compositions</td> </tr> <tr> <td>• Interpretive reading & listening tasks</td> <td>• Review games</td> </tr> <tr> <td>• Quizzes on grammar and vocabulary</td> <td>• Reading comprehension exercises</td> </tr> <tr> <td>• Student-to-student conversations</td> <td>• Skits and dialogues</td> </tr> </table>		• Tests	• Compositions	• Interpretive reading & listening tasks	• Review games	• Quizzes on grammar and vocabulary	• Reading comprehension exercises	• Student-to-student conversations	• Skits and dialogues
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<p>Lesson Plans</p>									
<p>Lesson</p>	<p>Timeframe</p>								
<p style="text-align: center;">Lesson 1 Classroom Expressions/Phrases</p>	<p>10 days</p>								
<p style="text-align: center;">Lesson 2 Greetings and Basic Questions</p>	<p>10 days</p>								
<p style="text-align: center;">Lesson 3 Describing People and Places</p>	<p>7 days</p>								
<p style="text-align: center;">Lesson 4 School and Classes</p>	<p>10 days</p>								
<p style="text-align: center;">Lesson 5 Ser and Estar</p>	<p>10 days</p>								
<p style="text-align: center;">Lesson 6 How to Greet People and Ask How They Feel</p>	<p>7 days</p>								
<p>Lesson 7</p>									

Eating at a Cafe	8 days
Lesson 8 Conjugating Regular AR Verbs	10 days
Lesson 9 Talking about Family	5 days
Lesson 10 Conjugating Regular ER/IR Verbs	10 days
Lesson 11 Compositions and Writing Activities	18 days
Lesson 12 Reading Comprehension	12 days

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures from the prior year. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.

Unit 2 Overview

Content Area: World Languages

Unit Title: Sports and Physical Activity

Target Proficiency Level: Novice - Mid

Unit Summary:

In “Sports and Physical Activity” students learn how to talk about team sports and other physical activities using basic grammatical structures and various topics of vocabulary. Students learn how to express what interests, bores, or pleases them as well as what they want to, begin to, and prefer to do. Through a variety of learning materials and activities students begin to further develop their reading, writing, and speaking skills in the target language. Culturally, students discuss the role of sports in the Hispanic world.

Interdisciplinary Connections:

ELA:

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Technology:

8.1.8.A.2 Create a document using one or more digital applications to be critiqued.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security and cyber ethics.

21st century themes:

CRP1. Act as a responsible and contributing citizen.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to health and financial well being.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.8.B.3 Evaluate communication, collaboration and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.

Unit Rationale:

Students will gain confidence in speaking the language through discussing familiar topics within the topic of sports. Being able to talk about what interests, bores, or pleases students provides them with vocabulary and tools to hold basic conversations in the target language as well as to better their reading and writing skills. As Hispanic athletes have become increasingly popular in the United States, exposure to sports in the Hispanic world provides students with a deeper understanding of such athletes’ cultural roots.

Learning Targets

Standard 7.1: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.

Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. Strands: A – Interpretive Mode, B – Interpersonal Mode and C – Presentational Mode	
Related Cultural Content Statements	
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CPI #	Cumulative Progress Indicator (CPI) Strand A Interpretive Mode
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materialson familiar topics
CPI #	Cumulative Progress Indicator (CPI) Strand B Interpersonal Mode
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
CPI #	Cumulative Progress Indicator (CPI) Strand C Presentational Mode
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age-and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Unit Essential Questions <ul style="list-style-type: none"> • How do you discuss team sports and physical activities? • How do you express what interests, bores, or pleases you? • How do you talk about other people’s activities? • How do express what you want to do? • How do you express your preferences? • What role do sports play in the Hispanic world? • How do you conjugate a stem-changing verb in the present tense? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Discussing activities allows for conversation with classmates in a foreign language. • Forming simple questions serves as a building block of communicating in a foreign language. • Expressing preferences enables one to communicate on a personal level. • Sports play a significant role in many cultures.

Unit Learning Targets

Students will:

- Talk about team sports and other physical activities
- Tell what they want to, begin to, and prefer to do
- Talk about people's activities
- Express what interests, bores, or pleases them
- Conjugate stem-changing verbs in the present tense
- Discuss the role of sports in the Hispanic world

Evidence of Learning

Summative Assessment: Integrated Performance Assessment (7 days)

Students take on the role of sports reporter for a newspaper. In this role, students must write an article covering a sports event. Students also create a script for a mock television sports broadcast. After writing, students will present their broadcasts to the class.

Equipment needed:

Textbook, computer, text readings, projector, internet access, internet sources providing information/video clips on Hispanic athletes

Teacher Resources:

Buen Viaje Textbook, Rubric for grading, supplemental materials, various websites

Formative Assessments

- Unit Test
- Interpretive reading & listening tasks
- Quizzes on grammar and vocabulary
- Student-to-student conversations
- Compositions
- Review games
- Reading comprehension exercises
- Skits and dialogues/Mock broadcast
- Newspaper article

Lesson Plans

Lesson	Timeframe
Lesson 1 Sports Vocabulary	6 days
Lesson 2 Present Tense of Tener & Possessive Adjectives	6 days
Lesson 3 Expressing What Interests, Bores, or Pleases You	4 days
Lesson 4 Popular Sports in the Hispanic World	2 days

Teacher Note:

These lessons build upon previously learned vocabulary and grammatical structures from the prior year and chapters. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.

Unit 3 Overview

Content Area: World Languages

Unit Title: Health

Target Proficiency Level: Novice - Mid

Unit Summary:

In “Health” students learn how to talk about how they are feeling, both physically and emotionally, using basic grammatical structures and various topics of vocabulary. Students learn how to express physical symptoms of a minor illness to a doctor as well as how to communicate with a pharmacist on a basic level. In addition, through learning two verbs that mean “to be”, students will be able to describe characteristics and conditions. Through a variety of learning materials and activities students begin to further develop their reading, writing, and speaking skills in the target language.

Interdisciplinary Connections:

ELA:

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Technology:

8.1.8.A.2 Create a document using one or more digital applications to be critiqued.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security and cyber ethics.

21st century themes:

CRP1. Act as a responsible and contributing citizen.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to health and financial well being.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.8.B.3 Evaluate communication, collaboration and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.

Unit Rationale:

Students broaden their conversational abilities by being able to express how they feel physically and emotionally as well as to describe characteristics. Basic grammatical structures and added vocabulary will allow students to obtain and provide information and engage in conversations dealing with health and health services.

Interdisciplinary Connections:

ELA:

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

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NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Technology:

8.1.8.A.2 Create a document using one or more digital applications to be critiqued.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security and cyber ethics.

21st century themes:

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CRP12. Work productively in teams while using cultural global competence.

9.2.8.B.3 Evaluate communication, collaboration and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.

Learning Targets

Standard 7.1: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strands: **A** – Interpretive Mode, **B** – Interpersonal Mode and **C** – Presentational Mode

Related Cultural Content Statements

- The study of another language and culture deepens understanding of where and how people live and why events occur.
- Current trends and issues influence popular culture.

CPI #	Cumulative Progress Indicator (CPI)	Strand A	Interpretive Mode
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.		
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.		
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).		
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.		
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materialson familiar topics		

CPI #	Cumulative Progress Indicator (CPI) Mode	Strand B	Interpersonal
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.		
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.		
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.		
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.		
CPI #	Cumulative Progress Indicator (CPI) Mode	Strand C	Presentational
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.		
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.		
7.1.NM.C.4	Present information from age-and level-appropriate, culturally authentic materials orally or in writing.		
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).		
Unit Essential Questions <ul style="list-style-type: none"> • How do you explain a minor illness to a doctor? • How do you describe emotional and physical feelings? • How do you use ser and estar to describe characteristics and conditions? • How do you get a prescription filled at a pharmacy? • How do you express where someone or something is now? 		Unit Enduring Understandings <ul style="list-style-type: none"> • The ability to describe physical and emotional feelings will aide in communicating in travel situations in a foreign language. • Describing how you feel is an essential component to communication. • Describing a minor illness can be achieved through basic grammatical structures and vocabulary in the target language. 	
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • Explain a minor illness to a doctor • Describe some feelings • Have a prescription filled at a pharmacy • Describe characteristics and conditions using ser and estar • Tell where things are and where they're from • Tell where someone or something is now • Tell what happens to them or someone else 			
Evidence of Learning			
Summative Assessment: Integrated Performance Assessment (7 days) Students are evaluated by creating and acting out original dialogs, writing compositions, and written and listening comprehension tests. Equipment needed: Textbook, computer, text readings, projector Teacher Resources: Buen Viaje Textbook, Rubric for grading, Internet, Textbook computer resources Formative Assessments <ul style="list-style-type: none"> • Unit Test • Interpretive reading & listening tasks • Quizzes on grammar and vocabulary • Compositions • Review games • Reading comprehension exercises 			

Lesson Plans	
Lesson	Timeframe
<ul style="list-style-type: none"> • Student-to-student conversations • Skits and dialogs Lesson 1 Vocabulary – Health and the Doctor	4 days
Lesson 2 Conjugating Stem-Changing Verbs	4 days
Lesson 3 Pronouns – Me, Te, Nos	3 days
Lesson 4 Creation and Performance of Original Dialogs	2 days
Lesson 5 Compositions	1 day
Lesson 4 Reading Comprehension	1 day
Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures from the prior chapters. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.	

Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students’ Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
 Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students’ IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student’s disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)
<http://siop.pearson.com/about-siop/>
The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.
The SIOP Model components:
 1. [Lesson Preparation](#)
 2. Building Background
 3. [Comprehensible Input](#)
 4. [Strategies](#)
 5. [Interaction](#)
 6. [Practice and Application](#)
 7. [Lesson Delivery](#)
 8. [Review and Assessment](#)
- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
- Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.

- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.