

POMPTON LAKES SCHOOL DISTRICT

Spanish II Academic
Course of Study

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Unit 1 Overview

Content Area:	World Languages
Unit Title:	Friends, School, and Family
Target Proficiency Level:	Intermediate-Low Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document .)
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.
Primary interdisciplinary connections:	Language Arts
21st century themes:	Global Awareness
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)
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.L.A.4	Use the target language to describe people, places, object, and daily activities learned about through oral or written descriptions.
7.1.L.A.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.L.A.B.2	Give and follow a series of oral and written directions, commands, and requests for

	participation in age- and level-appropriate classroom and cultural activities.	
7.1.L.A.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.	
7.1.L.A.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	
7.1.NH.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	
7.1.L.A.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	
7.1.L.A.C.2	Present student-centered and/or authentic short plays, skits, poems, songs, stories, or reports.	
7.1.L.A.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.	
7.1.L.A.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	
7.1.L.A.C.5	Compare and contrast cultural products and the cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.	
7.1.L.A.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.	
Unit Essential Questions	<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? • 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? 	Unit Enduring Understandings
Unit Learning Targets	<p><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 	
Evidence of Learning		
<p>Summative Assessment: Integrated Performance Assessment (7 days)</p> <p>Each student has been assigned a pen-pal. Students must write to their pen-pals, telling them about their life in Pompton Lakes. Students are required to include information about friends, school, family, and activities. 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.</p> <p>Equipment needed: Text book, computer, text readings</p> <p>Teacher Resources: Buen Viaje Text, Rubric for grading, Projector, Internet Access</p>		

Formative/Benchmark Assessments:

- Unit Test
- Interpretive reading and listening tasks
- Quizzes on grammar and vocabulary
- Student-to-student conversations
- Skits and dialogs
- Compositions
- Review games
- Reading comprehension exercises

Alternative Assessments :

See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Lesson Plans

Lesson	Timeframe
<u>Lesson 1</u> Classroom Expressions/Phrases	4 days
<u>Lesson 2</u> Greetings and Basic Questions	4 days
<u>Lesson 3</u> Describing People and Places	5 days
<u>Lesson 4</u> School and Classes	7 days
<u>Lesson 5</u> Conjugating Regular AR Verbs	5 days
<u>Lesson 6</u> How to Greet People and Ask How They Feel	5 days
<u>Lesson 7</u> Eating at a Cafe	5 days
<u>Lesson 8</u> Conjugating Regular ER/IR Verbs	5 days
<u>Lesson 9</u> Talking about Family	5 days
<u>Lesson 10</u> Present Tense of Tener & Possessive Adjectives	5 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:	Intermediate-Low Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document .)
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.
Primary interdisciplinary connections:	Language Arts
21st century themes:	Global Awareness
Unit Rationale:	Students will gain confidence in speaking the language through discussing familiar topics such as 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	
<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)
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.L.A.4	Use the target language to describe people, places, object, and daily activities learned about through oral or written descriptions.
7.1.L.A.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.L.A.B.2	Give and follow a series of oral and written directions, commands, and requests for participation in age- and level-appropriate classroom and cultural activities.
7.1.L.A.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.L.A.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.NH.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.L.A.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.L.A.C.2	Present student-centered and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.L.A.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.L.A.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.L.A.C.5	Compare and contrast cultural products and the cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.L.A.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Unit Essential Questions

- 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

- 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: Text book, computer, text readings, projector, internet access, internet sources providing information/video clips on Hispanic athletes

Teacher Resources: Buen Viaje Text, Rubric for grading, supplemental materials.

Formative/Benchmark Assessments:

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

Alternative Assessments:

See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Lesson Plans

Lesson	Timeframe
Lesson 1 Sports Vocabulary	4 days
Lesson 2 Conjugating Stem-Changing Verbs	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: Intermediate-Low Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document .)	
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.	
Primary interdisciplinary connections: Language Arts, 21 st Century Life and Careers	
21st century themes: Global Awareness	
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.	
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)
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.L.A.4	Use the target language to describe people, places, object, and daily activities learned about through oral or written descriptions.
7.1.L.A.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.L.A.B.2	Give and follow a series of oral and written directions, commands, and requests for

	participation in age- and level-appropriate classroom and cultural activities.	
7.1.L.A.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.	
7.1.L.A.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	
7.1.NH.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	
7.1.L.A.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	
7.1.L.A.C.2	Present student-centered and/or authentic short plays, skits, poems, songs, stories, or reports.	
7.1.L.A.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.	
7.1.L.A.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	
7.1.L.A.C.5	Compare and contrast cultural products and the cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.	
7.1.L.A.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.	
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: Text book, computer, text readings, projector		
Teacher Resources: Buen Viaje Text, 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 • Student-to-student conversations 	<ul style="list-style-type: none"> • Skits and dialogs • Compositions • Review games • Reading comprehension exercises 	
Alternative Assessments :		
See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf		
Lesson Plans		
Lesson	Timeframe	

<u>Lesson 1</u> Vocabulary – Health and the Doctor	4 days
<u>Lesson 2</u> Ser and Estar	4 days
<u>Lesson 3</u> Pronouns – Me, Te, Nos	3 days
<u>Lesson 4</u> Creation and Performance of Original Dialogs	2 days
<u>Lesson 5</u> Compositions	1 day
<u>Lesson 4</u> Reading Comprehension	1 day

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 4 Overview

Content Area:	World Languages
Unit Title:	Activities and Events
Target Proficiency Level:	Intermediate-Low Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document .)
Unit Summary:	In this unit, students seek to learn the conjugations and meanings of regular and irregular verbs in the preterite tense. Students gain an understanding of how to use the preterite tense appropriately and its practical use in everyday conversations through the creation of dialogs. They then learn to communicate in both the oral and written forms using these newly acquired skills. While mastering these concepts, they explore vocabulary topics related to travel and seasonal sports and activities. Students further their reading comprehension skills by reading and discussing passages related to the vocabulary topics at hand. They build the complexity of their sentences in acquiring the ability to use direct and indirect object pronouns.
Primary interdisciplinary connections:	Language Arts, 21 st -Century Life and Careers
21st century themes:	Global Awareness
Unit Rationale:	Students further their language skills in learning the preterite tense as many of the actions discussed on a day to day basis have already happened. Students appreciate the real life applications of the world language as they learn about such topics as sports and travel.

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)
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.L.A.4	Use the target language to describe people, places, object, and daily activities learned about through oral or written descriptions.
7.1.L.A.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.L.A.B.2	Give and follow a series of oral and written directions, commands, and requests for participation in age- and level-appropriate classroom and cultural activities.
7.1.L.A.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.L.A.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.NH.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.L.A.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.L.A.C.2	Present student-centered and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.L.A.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.L.A.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.L.A.C.5	Compare and contrast cultural products and the cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.L.A.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.
Unit Essential Questions <ul style="list-style-type: none"> • What is the preterite tense and how is it conjugated? • How do you use the preterite tense in everyday situations? • What are common words and phrases used in traveling on the railroad and participating in winter and summer sports? • What are direct and indirect object pronouns and how do they function in Spanish sentences as compared to English? 	Unit Enduring Understandings <ul style="list-style-type: none"> • State events that took place already using the preterite tense appropriately • Purchase tickets to be able to ski and snowboard • Use direct and indirect object pronouns in written and oral communications
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • Use the preterite tense to relay information • Determine if a sentence is in the present indicative or preterite tense • Use direct and indirect object pronouns to vary sentence structure, as appropriate • Explain the function and placement of direct and indirect object pronouns in Spanish sentences as compared to English ones. • Talk about winter and summer sports as well as train travel 	
Evidence of Learning	
Summative Assessment: Integrated Performance Assessment (4 days) Students are evaluated by creating and acting out original dialogs, writing guided essays, written and listening comprehension tests.	
Equipment needed: Text book, computer, projector, text readings, internet access, CD player, Spanish music	
Teacher Resources: Buen Viaje textbook and supplemental materials	
Formative/Benchmark Assessments: <ul style="list-style-type: none"> • Unit Test • Interpretive reading & listening tasks • Quizzes on grammar and vocabulary • Student-to-student conversations • Compositions • Skits and dialogs (written work and oral presentations) • Interviews • Discussions • Review games • Reading comprehension exercises 	

Alternative Assessments :

See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Lesson Plans

Lesson	Timeframe
<u>Lesson 1</u> Vocabulary Acquisition and Contextual Practice	12 days
<u>Lesson 2</u> Regular & Irregular Preterit Verb Conjugations and Usage	12 days
<u>Lesson 3</u> Direct Objects and Direct Object pronouns	2 days
<u>Lesson 4</u> Indirect Objects and Indirect Object pronouns	2 days
<u>Lesson 5</u> Creation and Performance of Original Dialogues	3 days
<u>Lesson 6</u> Guided Essays	2 days
<u>Lesson 7</u> Reading Comprehension	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 5 Overview

Content Area:	World Languages
Unit Title:	In a Restaurant
Target Proficiency Level:	Intermediate-Low Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document .)
Unit Summary:	In “In a Restaurant” students learn how to identify a variety of foods and eating utensils in the target language. Using basic grammatical structures, students learn how to order food and beverages at a restaurant. Students also learn how to make a reservation at a restaurant. Grammatically, students learn how to talk about present and past events using various stem-changing verbs. 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 learn about some cuisines of the Hispanic world.
Primary interdisciplinary connections:	Language Arts
21st century themes:	Global Awareness
Unit Rationale:	Acquiring the ability to use the present and preterite tenses of stem-changing verbs allows students to more easily narrate in the present and the past. Vocabulary and verbs that can be used at a restaurant provide students with tools needed to speak to a restaurant server. Putting students in real-life situations makes learning more accessible. Understanding that Hispanic cuisine is diverse and varied provides students with relatable cultural insights.

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)
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.L.A.4	Use the target language to describe people, places, object, and daily activities learned about through oral or written descriptions.
7.1.L.A.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.L.A.B.2	Give and follow a series of oral and written directions, commands, and requests for participation in age- and level-appropriate classroom and cultural activities.
7.1.L.A.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.L.A.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.NH.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.L.A.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.L.A.C.2	Present student-centered and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.L.A.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.L.A.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.L.A.C.5	Compare and contrast cultural products and the cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.L.A.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do you order food at a restaurant? • How do you identify utensils and dishes? • How do you identify foods? • How do you reserve a table at a restaurant? • How do you conjugate and use certain stem-changing verbs in the present and past tenses? • What types of food constitute Hispanic cuisine? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The ability to use stem-changing verbs will help students communicate in a restaurant setting. • Basic communication in an everyday situation can be accomplished through the use of simple vocabulary and grammatical structures. • Hispanic food is not homogeneous. It is diverse and varies according to region.
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<p>Unit Learning Targets</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Order food and beverages at a restaurant • Identify eating utensils and dishes • Identify a variety of foods • Make a reservation at a restaurant • Talk about past and present events • Conjugate stem-changing verbs in the present and preterite • Describe some cuisines of the Hispanic world

Evidence of Learning

<p>Summative Assessment: Integrated Performance Assessment (7 days)</p> <p>Students will pick a Spanish-speaking country to research. Part of the research will entail choosing a recipe authentic to their country and preparing the dish for an in-class cultural celebration. Students will create a poster detailing interesting facts about their country and will present the poster to the class as well. Students will also be evaluated by creating and acting out dialogs, writing compositions, and through written and listening comprehension tests.</p> <p>Equipment needed: Textbook, computer, text readings, projector</p> <p>Teacher Resources: Buen Viaje Text, Rubric for grading, Textbook computer resources, Hispanic music</p> <p>Formative/Benchmark Assessments:</p> <ul style="list-style-type: none"> • Unit Test • Interpretive reading & listening tasks • Quizzes on grammar and vocabulary • Student-to-student conversations • Compositions • Skits and dialogs • Country project • Review games • Reading comprehension exercises
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Alternative Assessments :

See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Lesson Plans

Lesson	Timeframe
<u>Lesson 1</u> Vocabulary Acquisition and Contextual Practice	4 days
<u>Lesson 2</u> Stem-Changing Verbs in the Preterite	4 days
<u>Lesson 3</u> Stem-Changing Verbs in the Present	4 days
<u>Lesson 4</u> Creation and Performance of Dialogs	2 days
<u>Lesson 5</u> Compositions	1 day
<u>Lesson 6</u> Reading Comprehension	2 days
<u>Lesson 7</u> Country Projects	3 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 6 Overview

Content Area:	World Languages
Unit Title:	A Plane Trip
Target Proficiency Level:	Intermediate-Low Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document .)
Unit Summary:	In “A Plane Trip” students learn how to complete basic communicative tasks that they would need to complete in an airport. They also learn about some services on board an airplane and how to communicate with a flight attendant for basic needs. 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 learn about a unique international airport.
Primary interdisciplinary connections:	Language Arts
21st century themes:	Global Awareness
Unit Rationale:	In order to describe their travels, students will learn vocabulary related to airports and plane travel. Grammatical concepts such as the present progressive and the verbs “to know” will allow students to both write and speak about the topic at hand more effectively.

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)
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.L.A.4	Use the target language to describe people, places, object, and daily activities learned about through oral or written descriptions.
7.1.L.A.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.L.A.B.2	Give and follow a series of oral and written directions, commands, and requests for participation in age- and level-appropriate classroom and cultural activities.
7.1.L.A.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.L.A.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.NH.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.L.A.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.L.A.C.2	Present student-centered and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.L.A.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.L.A.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in

	writing.
7.1.L.A.C.5	Compare and contrast cultural products and the cultural practices associated with the target culture(s) and one’s own culture, orally, in writing, or through simulation.
7.1.L.A.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.
Unit Essential Questions <ul style="list-style-type: none"> • How do you check in for a flight? • How do you talk about services on board an airplane? • How do you get through the airport after deplaning? • How do you tell what you or others are currently doing? • How do you tell who you know and what you know? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Students will obtain and provide information about taking a flight and about procedures at an airport. • Forming simple questions serves as a building block of communicating in a foreign language. • It is possible to engage in conversations with various types of airline employees using basic Spanish.
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • Check in for a flight using basic vocabulary and expressions • Discuss services on board an airplane • Navigate their way through the airport after deplaning • Use the present progressive to talk about what people are currently doing • Use the verbs “saber” and “conocer” to talk about who and what they know 	
Evidence of Learning	
Summative Assessment: Integrated Performance Assessment (7 days) Students are evaluated by creating and acting out original dialogs, writing compositions, and through written and listening comprehension tests. Equipment needed: Text book, computer, text readings, projector Teacher Resources: Buen Viaje Text, Rubric for grading, Internet Formative Assessments <ul style="list-style-type: none"> • Unit Test • Interpretive reading & listening tasks • Quizzes on grammar and vocabulary • Student-to-student conversations • Skits and dialogs • Compositions • Review games • Reading comprehension exercises 	
Alternative Assessments : See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf	
Lesson Plans	
Lesson	Timeframe
<u>Lesson 1</u> Vocabulary Acquisition and Contextual Practice	4 days
<u>Lesson 2</u> “Go” Verbs	2 days
<u>Lesson 3</u> The Present Progressive	3 days
<u>Lesson 4</u> Saber and Conocer	4 days
<u>Lesson 5</u> Creation and Performance of Original Dialogs	2 days
<u>Lesson 6</u> Compositions	1 day
<u>Lesson 7</u>	

Reading Comprehension	1 day
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 7 Overview

Content Area:	World Languages
Unit Title:	Daily Routines
Target Proficiency Level:	Intermediate-Low Language Learner (For an understanding of this proficiency level, see the 2009 World Languages Standard document .)
Unit Summary:	In “Daily Routines” students learn how to describe their personal grooming habits and talk about their daily routines, using basic grammatical structures, particularly reflexive verbs, and various topics of vocabulary. Students learn how to discuss what they do for themselves in addition to what others do for themselves. 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 learn about backpacking through northern Spain.
Primary interdisciplinary connections:	Language Arts
21st century themes:	Global Awareness
Unit Rationale:	Understanding how to use reflexive verbs allows students to discuss their daily routines with a particular emphasis on hygiene. Thus, students will obtain and provide information about everyday habits. The ability to talk about oneself serves as a building block for student expression in a foreign language. Allowing students to talk about themselves and their routines by providing them with basic vocabulary and grammatical structures enables them to gain confidence in speaking, reading, and writing in the target language.

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)
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.L.A.4	Use the target language to describe people, places, object, and daily activities learned about through oral or written descriptions.
7.1.L.A.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.L.A.B.2	Give and follow a series of oral and written directions, commands, and requests for participation in age- and level-appropriate classroom and cultural activities.
7.1.L.A.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.L.A.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.NH.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.		
7.1.L.A.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.L.A.C.2	Present student-centered and/or authentic short plays, skits, poems, songs, stories, or reports.		
7.1.L.A.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.		
7.1.L.A.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.		
7.1.L.A.C.5	Compare and contrast cultural products and the cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.		
7.1.L.A.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do you describe your personal grooming habits? • How do you talk about your daily routine? • How do you describe some things you do for yourself? • How do you describe a backpacking trip? • How do you conjugate and use reflexive verbs, both regular and stem-changing? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The use of reflexive verbs allows students to talk about what they do for themselves. • Reflexive verbs are used to express actions in which the subject is also the direct object. • In Europe, backpacking is a common way to travel and explore new places. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do you describe your personal grooming habits? • How do you talk about your daily routine? • How do you describe some things you do for yourself? • How do you describe a backpacking trip? • How do you conjugate and use reflexive verbs, both regular and stem-changing? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The use of reflexive verbs allows students to talk about what they do for themselves. • Reflexive verbs are used to express actions in which the subject is also the direct object. • In Europe, backpacking is a common way to travel and explore new places.
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<p>Unit Learning Targets <i>Students will:</i></p> <ul style="list-style-type: none"> • Describe their personal grooming habits • Describe their daily routines • Talk about things they do for themselves. • Describe what others do for themselves • Discuss a backpacking trip 			
Evidence of Learning			
<p>Summative Assessment: Integrated Performance Assessment (7 days) Students are evaluated by creating and acting out original dialogs, writing compositions, and through written and listening comprehension tests.</p> <p>Equipment needed: Text book, computer, text readings</p> <p>Teacher Resources: Buen Viaje Text, Internet Access, Textbook internet resources</p> <p>Formative/Benchmark Assessments:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> • Unit Test • Interpretive reading & listening tasks • Quizzes on grammar and vocabulary • Student-to-student conversations </td> <td style="width: 50%;"> <ul style="list-style-type: none"> • Skits and dialogs • Compositions • Review games • Reading comprehension exercises </td> </tr> </table>		<ul style="list-style-type: none"> • Unit Test • Interpretive reading & listening tasks • Quizzes on grammar and vocabulary • Student-to-student conversations 	<ul style="list-style-type: none"> • Skits and dialogs • Compositions • Review games • Reading comprehension exercises
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<p>Alternative Assessments : See https://gse.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf</p>			
Lesson Plans			
Lesson	Timeframe		
<u>Lesson 1</u> Vocabulary Acquisition and Contextual Practice	4 days		
<u>Lesson 2</u> Reflexive Verbs	4 days		
<u>Lesson 3</u> Stem-Changing Reflexive Verbs	3 days		
<u>Lesson 4</u> Creation and Performance of Original Dialogs	2 days		

<u>Lesson 5</u> Compositions	1 day
<u>Lesson 6</u> Reading Comprehension	1 day
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.	

Content Area Unit Name	World Language
Interdisciplinary Connections	Mathematics, Technology, and English Arts, Science
Core Instructional Materials including digital tools	Textbooks, Classroom Resources, Digital Tools
21st Century Themes and Skills	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>

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.