

**Long Beach Island Consolidated School District Curriculum Guide**

**Grades: 3-5**

**Content Area: World Language**

**Introduction:**

Students in Third through Fifth Grade World Language will complete five units of study that cover completing a calendar, stating the date, and naming holidays; immediate family member names as well as close relatives' names; traditions in hispanic countries; names for food items; and names for general clothing items. All World Language units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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<b>Original Adoption: October 23, 2018</b>
<b>Revised on: July 1, 2019</b>
<b>Revised by: C. Sheplin</b>

<b>Recommended Pacing Guide</b>	
Unit 1: El calendario (Calendar)	20 Days
Unit 2: Mi familia y yo (My Family and I)	20 Days
Unit 3: Las tradiciones en países hispanos (Traditions in Hispanic Countries)	20 Days
Unit 4: Las comidas (Foods)	20 Days
Unit 5: La ropa (Clothing)	20 Days

\*There are about 35 World Language classes throughout the school year.

<b>Unit 1: El calendario (Calendar)</b>	<b>Duration: 20 Days</b>
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**Standards/Learning Targets**

**World Languages Core Content Standards:**

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.

**Interpretive Mode (Novice-High):**

- 7.1.NH.A.1- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3- Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4- Identify people, places, objects, and activities in daily life based on oral or written descriptions.

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- 7.1.NH.A.5- Demonstrate comprehension of short conversations and brief written messages on familiar topics
- 7.1.NH.A.6- Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

### **Interpersonal Mode (Novice-High):**

- 7.1.NH.B.1- Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.NH.B.3- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.

### **Presentational Mode (Novice-High):**

- 7.1.NH.C.1- Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3- Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4- Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5- Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

### **Technology Standards:**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
  - 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

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**21st Century Themes/Career Readiness:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP11. Use technology to enhance productivity.

**21st Century Life and Career Standards:**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 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.

**Primary Interdisciplinary Connections:**

- ELA
  - Language
    - L.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.
- Writing
  - W 4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- Speaking & Listening
  - SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**Evidence of Student Learning**

**Formative Tasks:**

- Writing assignment (weather Projects (my favorite season and my favorite day)
- Teacher observation of verbal communication
- Teacher observation of recognition skills (TPR)
- Think-Pair Share
- Warm-ups-review of previous day's lesson
- Flashcards
- Paired conversations

**Alternative Assessments:**

- Research country of interest-climate
- Research on laptops
- Presentations i.e. verbal & fill-in sentence strips
- Activities (make weather book)

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<ul style="list-style-type: none"> <li>• Questions/answers</li> </ul>	
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Picture prompt assessment</li> <li>• Question and answer session</li> <li>• Writing assignments (date and weather log)</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>• Verbal statements of date &amp; weather</li> </ul>

**Knowledge & Skills**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when, and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do we view time differently than people in Spanish-speaking countries?</li> <li>• How do weather and time influence our leisure activities compared to people from Spanish-speaking countries?</li> <li>• How do I develop communicative competence?</li> <li>• How can I use a foreign language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write, and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?</li> </ul>
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**Core Instructional & Supplemental Materials**

<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"> <li>• Calendar project (5<sup>th</sup> grade)</li> </ul>	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"> <li>• <i>It's a fiesta Benjamin</i> by Reilly Giff</li> <li>• <i>¿Qué hora es?</i> By Heather Amery</li> </ul>
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- Present and review vocabulary of seasons and days
- Verbal presentation of date and weather
- <http://elmundodepepita.blogspot.com/>
- <https://funforspanishteachers.com/>
- <https://www.spanishplayground.net/>
- *Viva Espanol* by Scott Foresman

### Modifications/Accommodations

#### English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Accept short answers
- Support auditory presentations with visuals
- Provide immediate praise and feedback

#### Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Have student restate information
- Word bank of choices for answers to test questions
- Review of directions
- Additional time for assignments

#### Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Reduce distractions
- Pace long-term projects

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- Verbal and visual cues regarding directions and staying on task
- Additional time for assignments
- Provide assistance in maintaining an uncluttered space
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

### **Economically Disadvantaged:**

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide materials for classwork and home assignments
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

### **Culturally Diverse:**

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Accept short answers
- Create a nurturing environment with structured routines
- Support auditory presentations with visuals
- Provide visuals

**Unit 2: Mi familia y yo (My Family and I)**

**Duration: 20 Days**

**Standards/Learning Targets**

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### **World Languages Core Content Standards:**

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.

### **Interpretive Mode (Novice-High):**

- 7.1.NH.A.1- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3- Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4- Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5- Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6- Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

### **Interpersonal Mode (Novice-High):**

- 7.1.NH.B.1- Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.NH.B.3- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.

### **Presentational Mode (Novice-High):**

- 7.1.NH.C.1- Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

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- 7.1.NH.C.3- Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4- Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5- Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

### **Technology Standards:**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
  - 8.1.5.D.2 Analyze the resource citations in online materials for proper use.

### **21st Century Themes/Career Readiness:**

- 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 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

### **21st Century Life and Career Standards:**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 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.

### **Primary Interdisciplinary Connections:**

- **ELA**
  - Speaking and Listening
    - SL.3.1.B- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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<ul style="list-style-type: none"> <li>■ SL.4.1.C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>○ Writing             <ul style="list-style-type: none"> <li>■ W.5.10- Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul> </li> </ul>
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**Evidence of Student Learning**

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Summarizing</li> <li>● Predicting</li> <li>● Think-pair Share</li> <li>● Total Physical Response</li> <li>● Flashcards</li> <li>● Paired conversations</li> <li>● Opening song</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Songs</li> <li>● Games</li> <li>● Family Journal</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Written performance tasks</li> <li>● Selected Response assessment</li> <li>● Constructed Response assessment</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Pre/Post Assessment of family member</li> <li>● Oral Proficiency Tests</li> </ul>

**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Successful communication is knowing how, when, and why to convey a message to different audiences.</li> <li>● Language learning involves acquiring strategies to fill communication gaps.</li> <li>● The content of the world languages classroom encompasses the entire learning experience.</li> <li>● Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>● Language reflects and is influenced by the culture in which it is found.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are cultural differences and similarities between Spanish-speaking families and American families?</li> <li>● How do I develop communicative competence?</li> <li>● How can I use a foreign language in real-world situations?</li> <li>● What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>● How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> </ul>
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<ul style="list-style-type: none"><li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li></ul>	<ul style="list-style-type: none"><li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li><li>• Why do people from different cultures sometimes say, write, and do things differently from the way I do them?</li><li>• How is language a product of culture?</li><li>• How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?</li></ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"><li>• Songs using targeted vocabulary</li><li>• Flyswatter game</li><li>• Listen to teacher using targeted vocabulary and repeat words using correct pronunciation and intonation</li><li>• <a href="http://elmundodepepita.blogspot.com/">http://elmundodepepita.blogspot.com/</a></li><li>• <a href="https://funforspanishteachers.com/">https://funforspanishteachers.com/</a></li><li>• <a href="https://www.spanishplayground.net/">https://www.spanishplayground.net/</a></li></ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"><li>• <i>Qué cosas dice mi abuela: (Spanish language edition of The Things My Grandmother Says)</i> by Ana Galan</li><li>• <i>Viva Espanol</i> by Scott Foresman</li><li>• <i>¿Eres Mi Mama?</i> by P.D. Eastman</li></ul>
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### Modifications/Accommodations

#### English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Accept short answers
- Support auditory presentations with visuals
- Provide immediate praise and feedback

#### Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Have student restate information
- Word bank of choices for answers to test questions
- Review of directions
- Additional time for assignments

#### Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Reduce distractions
- Pace long-term projects
- Verbal and visual cues regarding directions and staying on task
- Additional time for assignments
- Provide assistance in maintaining an uncluttered space
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

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**Economically Disadvantaged:**

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide materials for classwork and home assignments
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

**Culturally Diverse:**

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Accept short answers
- Create a nurturing environment with structured routines
- Support auditory presentations with visuals
- Provide visuals

**Unit 3: Las tradiciones en países hispanos**  
(Traditions in Hispanic Countries)

**Duration: 20 Days**

**Standards/Learning Targets**

**World Languages Core Content Standards:**

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.

**Interpretive Mode (Novice-High):**

- 7.1.NH.A.1- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words

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contained in culturally authentic materials using electronic information sources related to targeted themes.

- 7.1.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3- Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4- Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5- Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6- Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials

### **Interpersonal Mode (Novice-High):**

- 7.1.NH.B.1- Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.NH.B.3- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.

### **Presentational Mode (Novice-High):**

- 7.1.NH.C.1- Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3- Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4- Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5- Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

### **Technology Standards:**

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

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- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
  - 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

### **21st Century Themes/Career Readiness:**

- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **21st Century Life and Career Standards:**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 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.

### **Primary Interdisciplinary Connections:**

- **ELA**
  - Speaking & Listening
    - SL.3.1.C- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
    - SL.4.1.D - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
    - SL.5.1.C- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### **Evidence of Student Learning**

#### **Formative Tasks:**

- Participate in oral and/or written activities
- Properly pronunciation of Hispanic countries and nationalities

#### **Alternative Assessments:**

- Participate in age appropriate activities related to target culture

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<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Written performance tasks             <ul style="list-style-type: none"> <li>○ Identify flags, maps.</li> <li>○ Identify basic landforms, especially cognates in the target language presented in photographs and/or children's books.</li> </ul> </li> <li>● Create a travel brochure on one South America country including flag, a simple map of the country with the capital and name of national food.</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Identify vocabulary of Hispanic countries</li> <li>● Pre/Post Assessment of geography and cultures of Spanish-speaking countries</li> </ul>
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**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Language learning involves acquiring strategies to fill communication gaps.</li> <li>● Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>● Cultural perspectives are gained by using the language and through experience with its products and practices.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How are American celebrations different than those from Spanish-speaking countries?</li> <li>● How does geographical location affect social practices?</li> <li>● How do I develop communicative competence?</li> <li>● Why do people from different cultures sometimes say, write, and do things differently from the way I do them?</li> <li>● How is language a product of culture?</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● Drag and drop for vocabulary (SB)</li> <li>● Loteria of South American countries</li> <li>● TPR activities</li> <li>● Activities sheets</li> <li>● Songs/learn the birthday and piñata songs</li> <li>● Oral drill</li> <li>● Map activities</li> <li>● Simple identification of SOUTH American countries in the target language.</li> <li>● Watch a video of Spanish celebrations</li> <li>● <a href="http://elmundodepepita.blogspot.com/">http://elmundodepepita.blogspot.com/</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● <i>Ho, ho Benjamin ¡Feliz Navidad!</i> By Patricia Reilly Giff</li> <li>● Happy Birthday Anna ¡Sorpresa! by Patricia Reilly Giff</li> <li>● <i>The Legend of Poinsettia</i> by Tomie de Paola</li> <li>● <i>Viva Espanol</i> by Scott Foresman</li> </ul>
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## Long Beach Island Consolidated School District Curriculum Guide

Grades: 3-5

Content Area: World Language

- <https://funforspanishteachers.com/>
- <https://www.spanishplayground.net/>

### Modifications/Accommodations

#### English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Accept short answers
- Support auditory presentations with visuals
- Provide immediate praise and feedback

#### Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Have student restate information
- Word bank of choices for answers to test questions
- Review of directions
- Additional time for assignments

#### Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Reduce distractions
- Pace long-term projects
- Verbal and visual cues regarding directions and staying on task
- Additional time for assignments
- Provide assistance in maintaining an uncluttered space

Long Beach Island Consolidated School District Curriculum Guide

Grades: 3-5

Content Area: World Language

- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

**Economically Disadvantaged:**

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide materials for classwork and home assignments
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

**Culturally Diverse:**

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Accept short answers
- Create a nurturing environment with structured routines
- Support auditory presentations with visuals
- Provide visuals

Unit 4: Las comidas (Foods)

Duration: 20 Days Throughout

**Standards/Learning Targets**

**World Languages Core Content Standards:**

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.

## Long Beach Island Consolidated School District Curriculum Guide

**Grades: 3-5**

**Content Area: World Language**

### **Interpretive Mode (Novice-High):**

- 7.1.NH.A.1- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3- Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4- Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5- Demonstrate comprehension of short conversations and brief written messages on familiar topics
- 7.1.NH.A.6- Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials

### **Interpersonal Mode (Novice-High):**

- 7.1.NH.B.1- Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.NH.B.3- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.

### **Presentational Mode (Novice-High):**

- 7.1.NH.C.1- Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3- Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4- Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5- Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

### **Technology Standards:**

- 8.1 Educational Technology: All students will use digital tools to access, manage,

## Long Beach Island Consolidated School District Curriculum Guide

**Grades: 3-5**

**Content Area: World Language**

evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
  - 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **21st Century Themes/Career Readiness:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.

### **21st Century Life and Career Standards:**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 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.

### **Primary Interdisciplinary Connections:**

- **ELA**
  - Speaking & Listening
    - SL.3.1.D- Explain their own ideas and understanding in light of the discussion.
    - SL.4.1.B - Follow agreed-upon rules for discussions and carry out assigned roles.
    - SL.5.1.D- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### **Evidence of Student Learning**

#### **Formative Tasks:**

- Picture prompt assessment
- Oral prompt responses
- Selected Response assessment
- Constructed Response assessment

#### **Alternative Assessments:**

- Role-playing
- Drawings

**Long Beach Island Consolidated School District Curriculum Guide**

<b>Grades: 3-5</b>	<b>Content Area: World Language</b>
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Questions/answers</li> <li>● Tests/Quizzes</li> <li>● Oral Presentations</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>● Pre/Post Assessment of breakfast foods</li> <li>● Pre/Post Assessment of lunch foods</li> <li>● Pre/Post Assessment of dinner foods</li> <li>● Pre/Post Assessment of utensils items</li> </ul>
<b>Knowledge &amp; Skills</b>	
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Successful communication is knowing how, when, and why to convey a message to different audiences.</li> <li>● Language learning involves acquiring strategies to fill communication gaps.</li> <li>● The content of the world languages classroom encompasses the entire learning experience.</li> <li>● Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>● Language reflects and is influenced by the culture in which it is found.</li> <li>● Cultural perspectives are gained by using the language and through experience with its products and practices.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How are American meals different from those of Spanish-speaking countries?</li> <li>● What is the importance of food in Spanish-speaking countries?</li> <li>● How do I develop communicative competence?</li> <li>● How can I use a foreign language in real-world situations?</li> <li>● What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>● How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>● How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>● Why do people from different cultures sometimes say, write, and do things differently from the way I do them?</li> <li>● How is language a product of culture?</li> <li>● How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?</li> </ul>
<b>Core Instructional &amp; Supplemental Materials</b>	
<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"> <li>● Role playing</li> <li>● Songs</li> <li>● Stories</li> <li>● Activity sheet</li> <li>● Drag and drop for vocabulary (SB)</li> </ul>	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"> <li>● El almuerzo sorpresa by Grace Maccarone (3)</li> <li>● <i>No quiero comer! / I do not Want to Eat!</i> by Raquel Poblet and Lombar</li> </ul>

## Long Beach Island Consolidated School District Curriculum Guide

Grades: 3-5

Content Area: World Language

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| <ul style="list-style-type: none"><li>• Create a tray with preferred breakfast</li><li>• Create a plate with favorite lunch</li><li>• Watch a video about Spanish cuisine.</li><li>• Bag with preferred dinner items.</li><li>• Loteria of foods</li><li>• Games</li><li>• Food Bingo</li><li>• <a href="http://elmundodepepita.blogspot.com/">http://elmundodepepita.blogspot.com/</a></li><li>• <a href="https://funforspanishteachers.com/">https://funforspanishteachers.com/</a></li><li>• <a href="https://www.spanishplayground.net/">https://www.spanishplayground.net/</a></li></ul> | <ul style="list-style-type: none"><li>• <i>Viva Espanol</i> by Scott Foresman</li><li>• <i>"I Love To Eat Fruits And Vegetables"</i> by Shelley Admont</li></ul> |
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### Modifications/Accommodations

#### English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Accept short answers
- Support auditory presentations with visuals
- Provide immediate praise and feedback

#### Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Have student restate information
- Word bank of choices for answers to test questions
- Review of directions
- Additional time for assignments

#### Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding

## Long Beach Island Consolidated School District Curriculum Guide

**Grades: 3-5**

**Content Area: World Language**

- Reduce distractions
- Pace long-term projects
- Verbal and visual cues regarding directions and staying on task
- Additional time for assignments
- Provide assistance in maintaining an uncluttered space
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

### **Economically Disadvantaged:**

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide materials for classwork and home assignments
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

### **Culturally Diverse:**

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Accept short answers
- Create a nurturing environment with structured routines
- Support auditory presentations with visuals
- Provide visuals

**Unit 5: La ropa (Clothing)**

**Duration: 20 Days**

## Long Beach Island Consolidated School District Curriculum Guide

Grades: 3-5

Content Area: World Language

### Standards/Learning Targets

#### **World Languages Core Content Standards:**

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.

#### **Interpretive Mode (Novice-High):**

- 7.1.NH.A.1- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3- Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4- Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5- Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6- Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

#### **Interpersonal Mode (Novice-High):**

- 7.1.NH.B.1- Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.NH.B.3- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.

#### **Presentational Mode (Novice-High):**

- 7.1.NH.C.1- Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

## Long Beach Island Consolidated School District Curriculum Guide

**Grades: 3-5**

**Content Area: World Language**

- 7.1.NH.C.2- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3- Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4- Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5- Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

### **Technology Standards:**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
  - 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
  - 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

### **21st Century Themes/Career Readiness:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.

### **21st Century Life and Career Standards:**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 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.

### **Primary Interdisciplinary Connections:**

- **ELA**
  - Speaking and Listening

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<b>Grades: 3-5</b>	<b>Content Area: World Language</b>
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- SL.3.1.C- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.4.1.D- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.5.1.B - Follow agreed-upon rules for discussions and carry out assigned roles.

**Evidence of Student Learning**

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Draw a body, color and label body parts</li> <li>● Create and present a simple book describing clothing for each season of the year</li> <li>● Think-Pair-Share</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Model a simple shopping experience</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Picture prompt assessment</li> <li>● Oral prompt responses</li> <li>● Selected Response assessment</li> <li>● Posters/Drawings</li> <li>● Written performance task</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Pre/Post Assessment of body parts</li> <li>● Pre/Post Assessment of clothing</li> </ul>

**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Successful communication is knowing how, when, and why to convey a message to different audiences.</li> <li>● Language learning involves acquiring strategies to fill communication gaps.</li> <li>● The content of the world languages classroom encompasses the entire learning experience.</li> <li>● Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>● Language reflects and is influenced by the culture in which it is found.</li> <li>● Cultural perspectives are gained by using the language and through</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can knowing my body parts and clothing vocabulary in Spanish be helpful?</li> <li>● Why do people from other cultures dress differently?</li> <li>● How do I develop communicative competence?</li> <li>● How can I use a foreign language in real-world situations?</li> <li>● What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>● How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> </ul>
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<b>Grades: 3-5</b>	<b>Content Area: World Language</b>
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<p>experience with its products and practices.</p>	<ul style="list-style-type: none"> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write, and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>• Drag and drop for vocabulary (SM)</li> <li>• Bingo/loteria game, vocabulary of body parts (4)</li> <li>• Songs and rhymes using target vocabulary (3)</li> <li>• Simón dice game (3-4)</li> <li>• Matamoscas-flyswatter game (3-4)</li> <li>• Listen to teacher using target vocabulary and repeat words using correct pronunciation and intonation</li> <li>• Ir de compras presentation (5)</li> <li>• Modelos-Recognize classmates by clothing description given by the teacher (4)</li> <li>• Make paper dolls wearing hispanic traditional clothing (4)</li> <li>• Lotería de ropa (5)</li> <li>• <a href="http://elmundodepepita.blogspot.com/">http://elmundodepepita.blogspot.com/</a></li> <li>• <a href="https://funforspanishteachers.com/">https://funforspanishteachers.com/</a></li> <li>• <a href="https://www.spanishplayground.net/">https://www.spanishplayground.net/</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>• <i>Viva Espanol</i> by Scott Foresman</li> <li>• <i>Fatuma's New Cloth / La tela nueva de Fatuma</i> by Leslie Bulion and Nicole Tadgell</li> <li>• <i>Nancy la Elegante: Fancy Nancy</i> by Jane O'Connor and Robin Preiss Glasser</li> </ul>
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**Modifications/Accommodations**

<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Provide clear and specific directions</li> <li>• Model directions and provide gestures to increase understanding</li> <li>• Show photos, videos, and definitions when possible for culturally unique vocabulary</li> </ul>
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## Long Beach Island Consolidated School District Curriculum Guide

Grades: 3-5

Content Area: World Language

- Create a nurturing environment with structured routines
- Accept short answers
- Support auditory presentations with visuals
- Provide immediate praise and feedback

### **Special Education/504 Plans/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Have student restate information
- Word bank of choices for answers to test questions
- Review of directions
- Additional time for assignments

### **Students at Risk of Failure:**

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Reduce distractions
- Pace long-term projects
- Verbal and visual cues regarding directions and staying on task
- Additional time for assignments
- Provide assistance in maintaining an uncluttered space
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

### **Economically Disadvantaged:**

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions

## Long Beach Island Consolidated School District Curriculum Guide

**Grades: 3-5**

**Content Area: World Language**

- Provide materials for classwork and home assignments
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

### **Culturally Diverse:**

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Accept short answers
- Create a nurturing environment with structured routines
- Support auditory presentations with visuals
- Provide visuals