

Bloomington School District

WORLD LANGUAGES – GRADES K-8

CURRICULUM GUIDE

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District Philosophy

Bloomington's World Language Program reflects an integrated series of positive steps toward communicative competence to prepare students for authentic language use in the real-world and to expose students to different cultures and perspectives about the world. Through participation in a well-articulated program linked to other content areas, students broaden their personal and professional opportunities with the ability to communicate effectively in another language. By connecting language and communication skills with culture, students are better prepared to succeed in today's changing world.

World languages are essential to a thorough and effective education. The study of world languages leads to greater achievement in other curricular areas, higher scores on standardized tests, improved understanding of the English language and improved reasoning and learning skills.

This program is aligned with the New Jersey Core Curriculum Content Standards and integrated with the district curriculum. It is being implemented through teacher collaboration to meet our students' needs. Beginning with the first level, students are guided through a recursive program whereby the same major skills are introduced, reinforced and expanded upon in each successive year. Reading, writing, listening, speaking and thinking are all interrelated to ensure comprehensive language acquisition and communicative competence.

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OVERALL COURSE OBJECTIVES

- I. All students will be able to communicate in at least one World Language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.
- II. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

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CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition as stated within Policy #6409 concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the Core Curriculum Content Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modifications to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified individual needs of an eligible student. This educational plan will then become a supplemental guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement. The individual educational plan will also assist the health educator in implementing a successful program for the above students.

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ENGLISH LANGUAGE LEARNERS GENERAL MODIFICATIONS FOR INSTRUCTIONAL ACTIVITIES

In order to ensure that English Language Learners are fully integrated into classroom life and can participate in all mainstream content areas, certain modifications and differentiated criteria shall be implemented. The following modifications can be utilized to suit the needs of English Language Learners in the mainstream classes outlined in this curriculum guide. After consultation with an ESL/Bilingual teacher and identification of student's proficiency level, the mainstream content area teacher can choose the appropriate strategies. Teachers should:

Beginning ESL Students

- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionary
- Speak slowly and clearly
- Use gestures, facial expressions and visuals
- Ask yes/no questions
- Model: use concrete demonstration of abstract concepts
- Use manipulatives, props, pictures, and concrete objectives as much as possible
- Assign a native language partner/peer tutor
- Use study guides/outline chapters
- Monitor use of notebooks
- Differentiated grading and requirements

Beginning and Intermediate ESL Students

- Simplify language/avoid idioms
- Use cooperative learning groups/set up peer tutoring pairs to encourage participation
- Use videos to reinforce content
- Tape record lessons and text readings
- Incorporate appropriate student software into planning and assignments
- Highlight key words and concepts
- Reduce the number of items for tests, class work, and homework
- Allow for repetition of material in various modes, (oral, written, visual, song)
- Allow verbal response in place of written
- Use manipulatives and hands-on activities
- Use graphic organizers, Venn diagrams and outlines to visually present information
- Encourage students to organize information through the use of such organizers
- Build background knowledge prior to lesson, students may not be aware of culturally specific events or objects
- Provide multiple choice options for open ended questions
- Use student as a resource whenever possible
- Differentiated grading and requirements

Advanced ESL Students and Recently Exited ESL Students

- Score writing holistically (focus on the content of ideas rather than grammar)
- Use cooperative learning groups/set up peer tutoring pairs
- Highlight key words
- Encourage participation by fostering a supportive class climate and allowing for mistakes
- Use graphic organizer
- Modify and support writing assignments and assessments
- Build background knowledge through class discussions especially if material is culturally specific to the United States
- Use student as a resource whenever possible/highlight student successes

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MODIFICATIONS/SUPPLEMENTARY AIDS IN REGULAR EDUCATION FOR SPECIAL EDUCATION STUDENTS

To the maximum extent appropriate, an educationally disabled pupil shall be educated with children who are not educationally disabled. In developing the basic plan of the individual education program, the Child Study Team, Regular Education teacher, Special Education teacher, and parent/guardian shall determine the appropriateness of regular education program options with support, such as curricular or instructional modifications.

The following list is only some of the curricular modifications and instructional techniques available for implementation in the Regular Education classroom.

- Read tests orally, record student response; allow test retakes
- Reduce the amount of written work or class work by one half
- Grade student on what is handed in, do not penalize for incomplete assignments/homework/spelling
- Allow student to finish test and quizzes during school, after school, or in the Resource Center; allow additional time for tests
- Do not require student to make up work when absent
- Provide preferential seating, study carrels
- Keep desk free from extraneous materials
- Provide adequate space for movement
- Extend time for processing information
- Cue student to stay on task
- Establish an individual daily schedule
- Break work into shorter segments
- Rewriting tests/consider spacing and crowding
- Test for content and knowledge in subject areas
- Reading modification based on individual goals
- Verbal cues and prompts
- Proximity control
- Logical consequences/natural reinforcers/immediate feedback
- Augmentative communication systems (i.e., Alpha Talker)
- Books on tape/study guides
- Differentiated activities/assignments
- Homework Clubs, homework assignment pads
- Vary test formats; short answers, matching, essay
- Alternative response modes: points, writes, circles
- Curriculum-based assessment
- Peer tutoring: Individual and Class wide models
- Cooperative learning groups
- Advance organizers/outlines/study guides/mapping guides
- Note-taking assistance/note-taking strategies
- Rephrasing/redirecting/'preview' strategies/mnemonic devices
- Computer assisted instruction
- Assistive technology devices
- Math: calculator, tables, number lines, manipulatives
- Vary input: lecture, demonstration, simulations
- Vary output: oral, written games, role plays
- Vary questioning techniques
- Parallel activity or curriculum
- Provide summary of reading assignment: written/taped
- Use checklist for review/study procedures
- Behavioral contingency contracts/planned ignoring
- Time out/time away
- Rules and Routine clear and consistent

**NJ World Class Standards
Content Area: World Languages**

Content Area	World Languages
Standard	7.1 World Languages 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.
Strand	A. Interpretive Mode
Strand	B. Interpersonal Mode
Strand	C. Presentational Mode

COURSE OUTLINE
WORLD LANGUAGES K-8

SPANISH

Elementary

Puertas Abiertas – Open Doors to Spanish	Kindergarten
Puertas Abiertas – Open Doors to Spanish	Grade 1
In class instruction	Grade 2
In class instruction	Grade 3
In class instruction	Grade 4

Middle School

Tri-mester cycle class	Grade 5
Tri-mester cycle class	Grade 6
Tri-mester cycle class	Grade 7
Tri-mester cycle class	Grade 8

K – 1: Puertas Abiertas is a 5 unit dvd program that students view during class time. Classroom teachers schedule times each week for students to view and participate in language learning models and activities.

2 - 4: One time per week, each class will receive Spanish instruction as provided by a World Language teacher within their homeroom class. Topics taught include, but are not limited to:

- Instructional/procedural commands
- Numbers
- Alphabet
- Colors
- Greetings/Salutations
- Sentence structure, spelling, parts of speech (Grade 4 only)

5 – 8: One semester of a tri-semester school year students will receive Spanish instruction as a cycle class instructed by a World Language teacher. Course outline for these grades can be found on the following pages.

Interpretive Mode

7.1 World Languages: 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.

Grade	Proficiency Level	CPI #	Interpretive Mode Cumulative Progress Indicator (CPI)
5	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 <i>culturally authentic materials</i> using <i>electronic information sources</i> related to targeted themes.
		7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <i>physical response</i> .
		7.1.NH.A.3	Recognize some common gestures and <i>cultural practices</i> 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, <i>culturally authentic materials</i> .
6-8	Intermediate-Low	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 <i>cultural practices</i>) in the target culture(s) and in one's own culture.
		7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
		7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics
		7.1.IL.A.6	Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, <i>culturally authentic materials</i> .
		7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
		7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

Interpersonal Mode

Grade	Proficiency Level	CPI #	Interpersonal Mode Cumulative Progress Indicator (CPI)
5	Novice-High	7.1.NH.B.1	Use <i>digital tools</i> 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.
6-8	Intermediate - Low	7.1.IL.B.1	Use <i>digital tools</i> to participate in short conversations and to exchange information related to targeted themes.
		7.1.IL.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.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
		7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics
		7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode

Grade	Proficiency Level	CPI #	Presentational Mode Cumulative Progress Indicator (CPI)
5	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 <i>multimedia-rich presentation</i> 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 <i>cultural products</i> associated with the target culture(s), and simulate common cultural practices.
6-8	Intermediate-Low	7.1.IL.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.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports
		7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
		7.1.IL.C.4	Compare and contrast age- and level-appropriate <i>culturally authentic materials</i> orally and in writing.
		7.1.IL.C.5	Compare and contrast <i>cultural products</i> and <i>cultural practices</i> associated with the target culture(s) and one's own culture, orally, in writing, or through simulation
		7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the <i>16 Career Clusters</i> .

Essential Questions and Enduring Understandings

Grade 5	Essential Questions	Enduring Understandings
Ch. 1	What's on the desk?	Students will be able to ask about and share parts of the classroom.
Ch. 2	What's your favorite animal?	Students will be able to describe animals by color.
Ch. 3	Where are you going?	Students will be able to create a calendar showing where they are going.
Ch. 4	What are you going to do?	Student will be able to share what activities they like and/or dislike.
Ch. 5	What's the weather like now?	Student will be able to ask and respond to how the weather is.
Grade 6		
Ch. 6	What do you like to do?	Students will be able to share their least or favorite sport.
Ch. 7	What's the matter?	Students will be able to share their emotions.
Ch. 8	What time is it?	Students will be able to tell time.
Ch. 9	What's your opinion?	Student will be able to share an opinion about a class, the weather or other vocabulary learned.
Ch.10	What are their names?	Students will be able to describe family members.
Grade 7		
Ch. 1	What are the body parts?	Student will be able to identify the body parts.
Ch. 2	What are you buying?	Student will mention clothing that they'd like to buy.
Ch. 3	How are they?	Talking about yourself and others making comparisons.
Ch. 4	What's outside and inside your home?	Students will describe things seen outside and rooms inside the home. .
Ch. 5	What's in the living room?	Student will be able to speak about the furniture in a living room.
Grade 8		
Ch. 6	What do you use in the kitchen?	Student will be able to design and label a kitchen.
Ch. 7	What do you do at home?	Students will be able to give their opinion about chores.
Ch. 8	Who sets the table?	Students will instruct another how to decorate a dinner table with utensils and fruit.
Ch. 9	What can we eat?	Student will find out what other students eat for breakfast.
Ch. 10	Who has the best lunch?	Students will share a lunch enjoyed at a restaurant.

Evaluation

Proficiency Level	Units covered & Time Frame	Assessment
	<p>Each chapter will take approximately 2 weeks, and any additional time will be devoted instruction, projects and presentations.</p>	<p>All learners' comprehension of the target language will be graded with a rubric escalating the proficiency as the student advances from one grade level to the next. Some of the indicators that will be assessed include:</p>
<p>Novice-High Grade 5</p>	<p>Ch 1. Describing classroom items Ch 2. Describing animals Ch 3. The calendar & places to visit Ch 4. Places at school Ch 5. The seasons and the weather</p> <p>Textbook: ¡Hola! ¡Viva el Español! © 1997 Published by National Textbook Co.</p>	<ol style="list-style-type: none"> 1. Interpretative comprehension (use and fluency of vocabulary) 2. Interpersonal comprehension (accuracy of asking questions) 3. Interpersonal comprehension (accuracy of answering questions)
<p>Intermediate-Low Grade 6</p>	<p>Ch 6. Seasons and days of the week Ch 7. Feelings (sleepy, cold etc.) Ch 8. Telling time Ch 9. Express opinion on school classes Ch 10. Family members</p> <p>Textbook: ¡Hola! ¡Viva el Español! © 1997 Published by National Textbook Co.</p>	<ol style="list-style-type: none"> 4. Reading 5. Writing 6. Listening/translating 7. Cooperation (being on task) 8. Responsibility by completing on time 9. Verbal preparedness 10. Detail to the actual presentation or what's being assessed
<p>Intermediate-Low Grade 7</p>	<p>Ch 1. The body parts Ch 2. Clothing Ch 3. Describing individuals (tall/strong etc.) Ch 4. Rooms of the house Ch 5. Things inside a house (lamp/rug etc.)</p> <p>Textbook: ¡Qué Tal! ¡Viva el Español! © 1997 Published by National Textbook Co</p>	
<p>Intermediate-Low Grade 8</p>	<p>Ch 6. The kitchen Ch 7. Things used at home Ch 8. Fruit Ch 9. Food to eat for breakfast Ch 10. Food to eat for lunch & dessert</p> <p>Textbook: ¡Qué Tal! ¡Viva el Español! © 1997 Published by National Textbook Co</p>	

