



World Languages & Cultures - Special Education

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. The purpose of World Languages is to provide students with the essential language skills and cultural understandings in Languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of school and local communities.

Course Sequence & Pacing

Unit Title	MP/Weeks
Unit 1: Friends and my community	Due to the students' need for repetition, the goals and objectives of each unit will be interwoven throughout the entire school year through the introduction of multiple languages. They will be addressed daily, weekly and/or monthly depending on each students' IEP Goals and respective appropriateness.
Unit 2: Family, Food and Beverages	
Unit 3: School and Friends	
Unit 4: Health, My Body, Sports	

Unit 1

Stage 1: Desired Results

Unit 1: Friends and My Community

Unit Summary:

- Language connects people.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- 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.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Language learning involves acquiring strategies to fill communication gaps.

Unit 1 Learning Targets

NJSLS Grade Level Standards:

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Standard

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

Interdisciplinary Connections:

IEP Goals & Objectives, AFFLS, ELA, Math, Science, Social Studies

Unit Essential Questions:

- How do I develop communicative competence?
- How do I know that I am getting better in using language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- When does accuracy matter?
- How does the content of the world languages classroom help me understand who I am and the world in which I live?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- Why do people from different cultures sometimes say, write and do things differently from the way I do them?
- How is language a product of culture?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- What role does stereotyping play in forming and sustaining prejudices about other cultures?

Unit Enduring Understandings:

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language
- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Content-Students will know:

- Students demonstrate understanding of spoken and written communication within appropriate cultural contexts (Interpretive Mode of Communication - Novice Level)
- Students engage in direct oral and/or written communication with others (Interpersonal Mode of Communication - Novice Level)
- Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction (Presentational Mode of Communication - Novice Level).

Skills-Students will be able to:

Recount

- Matching everyday oral content related words and phrases to pictures, diagrams, or photographs
- Selecting resources, places, products, or figures from oral statements and visual supports
- Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures)
- Answering select yes/no or Wh questions
- Matching oral descriptions of characters or main events in content related topics
- Following modeled oral commands

Explain

- Ordering events or stages of phenomena from oral statements
- Identifying words and phrases related to sequence
- Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) •
- Using words and phrases to identify visually supported phenomena

Argue

- Matching oral information to pictures, diagrams, or photographs that show points of view
- Distinguishing words and phrases related to opinions or facts from oral statements
- Matching media (e.g., posters, photos, banners) with point of view words and phrases

Students will develop skills in a “Most to Least” prompting hierarchy. This type of prompting utilizes a very high level of support (prompting) when teaching a new skill, and then systematically fades to lower level prompts as the student masters the skill. The prompting sequence is: Full Physical Assistance, Partial Physical, Modeling, Gesture, Verbal and Independent.

- Full Physical Assistance (FPA): Hand-over hand assistance to complete the task (respond correctly). This level of prompt is usually used to teach a motor response; for example, when teaching how to purposely use a new toy or object; how to complete a task and put it in a finished box, etc.
- Partial Physical Assistance (PPA): This is a less intrusive physical prompt. Partial physical assistance may involve touching the student’s hand to initiate the response and providing minimal physical guidance to get the desired response.
- Modeling (M): Showing the student what you want him/her to do without physically touching. This type of prompt requires that the student have good imitation skills, typically not true of students with autism.
- Gesturing (G): Pointing, facial expression, mouthing words silently or indicating the physical movement you want the student to do.
- Verbal Prompt (V): There are two types of verbal prompts: 1-is a direct statement of what to do or say. For example, “come here.” “put it in the trash.” Use of this level of prompt requires that the student understand the direction. 2-is an indirect statement that

	<p>tells the student something about what is expected, but not exactly. For example, “What next?” “Where does it go?”</p> <ul style="list-style-type: none"> • Independent (I): The student is able to perform the task on his/her own, with no prompts or assistance.
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Stage 2: Evidence of Student Learning

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning, observation and data collection as dictated by IEPs. Furthermore, assessment will be performance based as described below:

- Based on instruction: Describes what the language learner can demonstrate based on what was learned
- Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts
- Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar to how learned

Summative Assessments:

Individual data collection, as dictated by IEPs
 VB-Mapp (when appropriate)
 AFFLS
 CBI trip (checklists)
 Classroom Activities

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.
 CBI trip (checklists)
 Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators
 AFFLS
 Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs
 VB-Mapp (when appropriate)
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 CBI trip checklists
 Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- Identify and utilize letters of the alphabet in order to pronounce words according to the Spanish sound system.
- Demonstrate appropriate use of greetings, leave-takings and titles of respect in order to effectively initiate and continue a conversation in the target language.
- Identify and locate Spanish-speaking countries on a map in order to tell where various people are from.
- Memorize and verbalize numbers 1-100 in addition to the days of the week, months of the year and seasons in order to state the date and to exchange telephone numbers.
- Practice expressions of weather in order to describe the various seasons.
- Create conversations that allow for the learners to ask who one is, how one is, where one is from and what one likes to do while exchanging information with their peers.
- Describe ourselves and others related to personalities and appearances.
- Demonstrate the appropriate use of definite and indefinite articles when using the target language in order to communicate effectively.

Learning Activities:

Individual and small group activities
Direct Instruction
Discrete Trials
CBI Trips

Resources:

VB MAPP
AFFLS
Teacher created materials
Scholastic Magazine (Let's Find Out, Science Spins, Choices)
Chromebooks
Youtube
TPT
Internet Resources
Boom Cards
Happy Numbers

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks

- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Flexible Grouping
- Goal-Setting with Students
- Alternative Assessments
- Games and Tournaments
- Learning Contracts
- Leveled Rubrics
- Personal Agendas
- Flexible Grouping
- Goal-Setting with Students
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 2

Stage 1: Desired Results

Unit 2: Family, Food and Beverages

Unit Summary:

Vocabulary:

- Vocabulary associated with family, food and beverages
- Geography and tradition influences our society, its institutions and products like food.
- Food brings together the people of a culture.

- Family relationships, food, traditions and celebrations are affected by geography and vary throughout the regions of the world.

Recall:

- Greetings and leave-takings, days of the week, numbers, titles of respect, weather, seasons
- The Spanish alphabet
- Weather expressions, numbers, stating where you're from

Activities:

- Watch the movie *Tortilla Soup*. Students will watch a family from Mexico integrate into the United States and how food affects their overall life style.

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Unit Essential Questions:

Unit Enduring Understandings:

- How will learning another language broaden my horizons and be useful in other aspects of life?
- How can I become a more effective reader, writer, speaker and listener in languages other than English?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- When does accuracy matter?
- How do I know that I am getting better in using language in real-world situations?
- How does the content of the language I'm studying help me to better understand my native language and who I am in the world in which I live?
- What can I already communicate in my new language?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- Why do people from different cultures sometimes say, write and do things differently from the way I do them?
- How is culture expressed in everyday traditions and practices?
- Can food define a culture?
- How does my family differ from other families?
- Why are family celebrations important?

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- Independent (I): The student is able to perform the task on his/her own, with no prompts or assistance.

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Formative Assessments:

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 CBI trip (checklists)
 Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators
 AFFLS
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Alternative Assessments:

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 AFFLS
 CBI trip checklists
 Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- Identify some foods and beverages.
- Express likes and dislikes regarding meals.
- Review the numbers in order to indicate the time of day in which meals are eaten.
- Describe what one buys at the market in order to make specific meals.

Learning Activities:

Individual and small group activities
 Direct Instruction
 Discrete Trials
 CBI Trips

Resources:

- Express feelings of hunger/thirst etc.
- Ask others what they eat and drink on a typical day and compare it to yourself.
- Compare and contrast eating habits in Spanish-speaking countries with your own
- Identify members of the family and use adjectives to describe them.
- Tell how old you are and ask others how old they are.
- Compare and contrast friends, family members etc.
- Compare and contrast Quinceanera and additional celebrations in Spanish-speaking countries to celebrations in the U.S.

VB MAPP
 AFFLS
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 Chromebooks
 Youtube
 TPT
 Internet Resources
 Boom Cards
 Happy Numbers
 Various games

**Accommodations and Modifications:
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- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses - Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
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- Follow a routine/schedule
- Rest breaks
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Unit 3

Stage 1: Desired Results

Unit 3: School and Friends

Unit Summary:

Vocabulary:

- Vocabulary associated with school subjects, school supplies, school activities.

Recall:

- Greetings and leave-takings, days of the week, numbers, titles of respect, weather, seasons
- The Spanish alphabet
- Weather expressions, numbers, stating where you're from

Activities:

- Watch the movie *Maricela*. Students will watch a girl from El Salvador integrate into a school in the United States.

Unit 1 Learning Targets

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Unit Enduring Understandings:

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<ul style="list-style-type: none"> ○ How do I know that I am getting better in using language in real-world situations? ○ How does the content of the language I'm studying help me to better understand my native language and who I am in the world in which I live? ○ What can I already communicate in my new language? ○ How is my school day different from the school day of a student who speaks the language I am studying? 	<ul style="list-style-type: none"> ● Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. ● Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. ● Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
<p>Content-Students will know:</p> <ul style="list-style-type: none"> ● Students demonstrate understanding of spoken and written communication within appropriate cultural contexts (Interpretive Mode of Communication - Novice Level) ● Students engage in direct oral and/or written communication with others (Interpersonal Mode of Communication - Novice Level) ● Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction (Presentational Mode of Communication - Novice Level). 	<p>Skills-Students will be able to:</p> <p>Recount</p> <ul style="list-style-type: none"> ● Matching everyday oral content related words and phrases to pictures, diagrams, or photographs ● Selecting resources, places, products, or figures from oral statements and visual supports ● Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) ● Answering select yes/no or Wh questions ● Matching oral descriptions of characters or main events in content related topics ● Following modeled oral commands <p>Explain</p> <ul style="list-style-type: none"> ● Ordering events or stages of phenomena from oral statements ● Identifying words and phrases related to sequence ● Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) • ● Using words and phrases to identify visually supported phenomena <p>Argue</p> <ul style="list-style-type: none"> ● Matching oral information to pictures, diagrams, or photographs that show points of view ● Distinguishing words and phrases related to opinions or facts from oral statements ● Matching media (e.g., posters, photos, banners) with point of view words and phrases <p>Students will develop skills in a “Most to Least” prompting hierarchy. This type of prompting utilizes a very high level of support (prompting) when teaching a new skill, and then systematically fades to lower level prompts</p>

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Summative Assessments:

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AFFLS

CBI trip (checklists)

Formative Assessments:

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CBI trip (checklists)

Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators

AFFLS

Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs

VB-Mapp (when appropriate)

AFFLS

CBI trip checklists

Classroom activities

Skill:

1. Identify words related to school subjects and activities.
2. Describe what you do and what you have to do in each class.
3. Tell what you typically do and how often you do it.
4. Identify classes, classroom objects and locations in school buildings.
5. Prepare conversations related to school schedules, subjects and teachers. Explain why specific subjects/teachers are the favorites.
6. Compare and contrast schools, schedules, courses and activities in Spanish-speaking countries with school systems in the U.S.

Learning Activities:

Individual and small group activities

Direct Instruction

Discrete Trials

CBI Trips

Resources:

VB MAPP

AFFLS

Teacher created materials

Scholastic Magazine (Let's Find Out, Science Spins, Choices)

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- Student restates information
- Space for movement or breaks
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- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
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- Goal-Setting with Students
- Alternative Assessments
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- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities
- Knowledge and Skill Standards in Gifted Education for All Teachers

- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Unit 4

Stage 1: Desired Results

Unit 4: Health, My Body, Sports

Unit Summary:

Vocabulary:

- Vocabulary associated with the body, eating healthy and sports.
- Students will identify how sports brings together the people of a culture or country.
- Students will identify how staying active contributes to being a healthy individual.
- Students will identify how the choices we make each day can positively or negatively affect our health

Recall:

- Greetings and farewells, days of the week, numbers, titles of respect, weather, seasons
- The Spanish alphabet
- Weather expressions, numbers, stating where you're from

Activities:

- Watch the movie *Goal*. A young Mexican immigrant dreams of playing soccer for a world class team.

Unit 1 Learning Targets

NJSLS Grade Level Standards:

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Standard

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy



- **Unit Essential Questions:**
- How will learning another language broaden my horizons and be useful in other aspects of life?
- How can I become a more effective reader, writer, speaker and listener in languages other than English?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- When does accuracy matter?
- How do I know that I am getting better in using language in real-world situations?
- How does the content of the language I'm studying help me to better understand my native language and who I am in the world in which I live?
- What can I already communicate in my new language?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- How is culture expressed through sports?
- What contributes to good health?

- **Unit Enduring Understandings:**
- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language
- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

- **Content-Students will know:**
- Students demonstrate understanding of spoken and written communication within appropriate cultural contexts (Interpretive Mode of Communication - Novice Level)
- Students engage in direct oral and/or written communication with others (Interpersonal Mode of Communication - Novice Level)

- **Skills-Students will be able to:**
- Recount
- Matching everyday oral content related words and phrases to pictures, diagrams, or photographs
- Selecting resources, places, products, or figures from oral statements and visual supports

- Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction (Presentational Mode of Communication - Novice Level).

- Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures)
- Answering select yes/no or Wh questions
- Matching oral descriptions of characters or main events in content related topics
- Following modeled oral commands

Explain

- Ordering events or stages of phenomena from oral statements
- Identifying words and phrases related to sequence
- Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) •
- Using words and phrases to identify visually supported phenomena

Argue

- Matching oral information to pictures, diagrams, or photographs that show points of view
- Distinguishing words and phrases related to opinions or facts from oral statements
- Matching media (e.g., posters, photos, banners) with point of view words and phrases

Students will develop skills in a “Most to Least” prompting hierarchy. This type of prompting utilizes a very high level of support (prompting) when teaching a new skill, and then systematically fades to lower level prompts as the student masters the skill. The prompting sequence is: Full Physical Assistance, Partial Physical, Modeling, Gesture, Verbal and Independent.

- Full Physical Assistance (FPA): Hand-over hand assistance to complete the task (respond correctly). This level of prompt is usually used to teach a motor response; for example, when teaching how to purposely use a new toy or object; how to complete a task and put it in a finished box, etc.
- Partial Physical Assistance (PPA): This is a less intrusive physical prompt. Partial physical assistance may involve touching the student’s hand to initiate the response and providing minimal physical guidance to get the desired response.
- Modeling (M): Showing the student what you want him/her to do without physically touching. This type of prompt requires that the

	<p>student have good imitation skills, typically not true of students with autism.</p> <ul style="list-style-type: none"> ● Gesturing (G): Pointing, facial expression, mouthing words silently or indicating the physical movement you want the student to do. ● Verbal Prompt (V): There are two types of verbal prompts: 1-is a direct statement of what to do or say. For example, “come here.” “put it in the trash.” Use of this level of prompt requires that the student understand the direction. 2-is an indirect statement that tells the student something about what is expected, but not exactly. For example, “What next?” “Where does it go?” ● Independent (I): The student is able to perform the task on his/her own, with no prompts or assistance.
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Stage 2: Evidence of Student Learning

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning, observation and data collection as dictated by IEPs. Furthermore, assessment will be performance based as described below:

- Based on instruction: Describes what the language learner can demonstrate based on what was learned
- Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts
- Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar to how learned

Summative Assessments:

Individual data collection, as dictated by IEPs
 VB-Mapp (when appropriate)
 AFFLS
 CBI trip (checklists)

Formative Assessments:

In an effort to accommodate the diverse cognitive levels of students in this class, assessment will be through questioning and observation.
 CBI trip (checklists)
 Classroom activities

Common Benchmark Assessments:

IEP Progress Indicators
 AFFLS
 Cooperative and independent learning experiences

Alternative Assessments:

Individual data collection, as dictated by IEPs
 VB-Mapp (when appropriate)

AFFLS

CBI trip checklists

Classroom activities

Stage 3: Core Instructional Plan & Resources

Skill:

- Use the sport vocabulary in order to tell which sport you and others play and explain why.
- Identify the various pieces of equipment needed to play each sport.
- Discuss the different locations in which each sport takes place.
- Compare and contrast playing in a sporting event and watching a sporting event.
- Identify body vocabulary.
- Use the body vocabulary in order to tell what body part is necessary for various activities.
- Discuss foods, beverages and outdoor activities that help to keep one healthy.
- Compare and contrast popular sports in Spanish-speaking countries with popular sports in the U.S.

Learning Activities:

Individual and small group activities
Direct Instruction
Discrete Trials
CBI Trips

Resources:

VB MAPP
AFFLS
Teacher created materials
Scholastic Magazine (Let's Find Out, Science Spins, Choices)
Chromebooks
Youtube
TPT
Internet Resources
Boom Cards
Happy Numbers

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

- Instruction will be differentiated with multiple entry points for diverse learners
- The low ratio of teacher to students in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule

- Rest breaks
- Sensory breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
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