

# *Bloomingtondale School District*

*Bloomingtondale, NJ*



**World  
Language  
K-8**

Adopted:

**2018**

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Bloomingtondale'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. The program is and aligned to the New Jersey World Language Student Learning Standards 7.1.

**World Language  
Department**

# ***Bloomington School District***

## ***WORLD LANGUAGES K-8 CURRICULUM GUIDE***

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## **WORLD LANGUAGES K-8**

### **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 World Language Student Learning 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.

## **WORLD LANGUAGES K-8**

### **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.

# **World Languages – Grades K – 8**

## **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.

## WORLD LANGUAGES– Grades K – 8

### 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

## WORLD LANGUAGES – Grades K – 8

### 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

## NJSLS-World Languages

<b>Content Area</b>	<b>World Languages</b>
<b>Standard</b>	<b>7.1 World Languages</b> 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.

<b>Strand</b>	<b>A. <a href="#">Interpretive Mode</a></b>
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<b>Strand</b>	<b>B. <a href="#">Interpersonal Mode</a></b>
<b>Strand</b>	<b>C. <a href="#">Presentational Mode</a></b>

### Philosophy & Rationale

#### A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication.

The three modes are:

**The interpretive mode:** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

**The interpersonal mode:** Students engage in direct oral and/or written communication. Examples involving two-way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

**The presentational mode:** Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

## B. “Can Do” statement

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

## C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students’ learning in terms of proficiency rather than performance. Language proficiency refers to a student’s ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

## D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

## E. Differentiated Instruction

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted and Talented) is embedded in targeted scaffolding based on a knowledge of each student's interests and assessment data.

## SCOPE & SEQUENCE

### WORLD LANGUAGES K-8

#### SPANISH

##### Elementary

In class instruction- 7 Units (1-2 weeks per unit)	Kindergarten
In class instruction- 7 Units (1-2 weeks per unit)	Grade 1
In class instruction- 7 Units (1-2 weeks per unit)	Grade 2
In class instruction- 7 Units (1-2 weeks per unit)	Grade 3
In class instruction- 7 Units (1-2 weeks per unit)	Grade 4

##### Middle School

Trimester cycle class -7 Units (1-2 weeks per unit)	Grade 5
Trimester cycle class -7 Units (1-2 weeks per unit)	Grade 6
Trimester cycle class - 7 Units (1-2 weeks per unit)	Grade 7
Trimester cycle class - 7 Units (1-2 weeks per unit)	Grade 8

#### MATERIALS:

- **DVD:** Puertas Abiertas – Open Doors to Spanish
- **Textbook:** ¡Hola! ¡Viva el Español! © 1997 Published by National Textbook Co.
- **Online Resources:** Quizlet.com
- **Teacher created materials:** PowerPoint presentations, worksheets, assessments, rubrics

## Language Progress Indicators by Unit

NOVICE-M								
ID K-5								
CPIs		Uni t 1	Uni t 2	Uni t 3	Uni t 4	Uni t 5	Uni t 6	Unit 7
<b>7.1.NM.A.1</b> Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	a	X		X	X	X	X	X
	b	X	X	X	X	X	X	X
<b>7.1.NM.A.2</b> Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	a		X					
	b		X		X			
<b>7.1.NM.A.3</b> Recognize a few common gestures and cultural practices associated with the target culture(s).	a			X				
	b			X	X			
<b>7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.	a	X	X	X		X	X	X
	b	X	X	X		X	X	X
<b>7.1.NM.A.5</b> Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	a			X	X			
	b			X	X			
<b>7.1.NM.B.1</b> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	a	X		X			X	X
	b	X	X	X			X	X
<b>7.1.NM.B.2</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	a							X
	b				X			X
<b>7.1.NM.B.3</b> Imitate appropriate gestures and intonation of the target culture(s)/language	a	X					X	

during greetings, leave-takings, and daily interactions.	<b>b</b>						<b>x</b>	
<b>7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	<b>a</b>	<b>x</b>						
	<b>b</b>	<b>x</b>		<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>

<b>7.1.NM.B.5</b> Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	<b>a</b>		<b>x</b>			<b>x</b>		<b>x</b>
	<b>b</b>		<b>x</b>			<b>x</b>		<b>x</b>
<b>7.1.NM.C.1</b> Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	<b>a</b>	<b>x</b>		<b>x</b>			<b>x</b>	<b>x</b>
	<b>b</b>	<b>x</b>	<b>x</b>			<b>x</b>	<b>x</b>	<b>x</b>
<b>7.1.NM.C.2</b> Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	<b>a</b>					<b>x</b>		
	<b>b</b>							
<b>7.1.NM.C.3</b> Copy/write words, phrases, or simple guided texts on familiar topics.	<b>a</b>		<b>x</b>					
	<b>b</b>		<b>x</b>			<b>x</b>		
<b>7.1.NM.C.4</b> Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	<b>a</b>	<b>x</b>	<b>x</b>	<b>x</b>			<b>x</b>	<b>x</b>
	<b>b</b>	<b>x</b>		<b>x</b>			<b>x</b>	<b>x</b>
<b>7.1.NM.C.5</b> Name and label tangible cultural products and imitate cultural practices from the target culture(s).	<b>a</b>					<b>x</b>		
	<b>b</b>							

**NOVICE-MI**

**D 6-12**

<b>CPIs</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 7</b>
<b>7.1.NM.A.1</b> Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	<b>x</b>						
<b>7.1.NM.A.2</b> Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.		<b>x</b>		<b>x</b>			

<b>7.1.NM.A.3</b> Recognize a few common gestures and cultural practices associated with the target culture(s).			X	X			
<b>7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.	X	X	X		X	X	X
<b>7.1.NM.A.5</b> Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.			X	X			
<b>7.1.NM.B.1</b> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	X	X	X			X	X
<b>7.1.NM.B.2</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.				X			X
<b>7.1.NM.B.3</b> Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	X					X	
<b>7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	X	X	X	X	X	X	X
<b>7.1.NM.B.5</b> Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.					X		X
<b>7.1.NM.C.1</b> Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	X	X	X		X	X	X
<b>7.1.NM.C.2</b> Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.					X		
<b>7.1.NM.C.3</b> Copy/write words, phrases, or simple guided texts on familiar topics.					X		
<b>7.1.NM.C.4</b> Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	X	X	X	X		X	X
<b>7.1.NM.C.5</b> Name and label tangible cultural products and imitate cultural practices from the target culture(s).				X	X		

