

BILINGUAL BROWN BABIES EPORTFOLIO GUIDE

Spanish Lessons for the Black Family

Bilingual
Brown
Babies



WRITTEN BY DR. KAMI J. ANDERSON

Parents' Guide to the ePortfolio

Purpose of the ePortfolio:

Each student develops a portfolio which serves to showcase students' abilities in Spanish. This "body of evidence" gives the student a chance to reflect on the progress made throughout the course. Additionally, it serves other interested parties as a means for accurately gauging what it means to progress in language by monitoring progress and exhibiting student effort and achievements. It can also serve as a tool for level and proficiency placement (beginner, intermediate, advanced)

Using Reflection in Student portfolios

Self-assessment: Encourages students to think about their advancing skills. This reflection provides students with a process that leads to better understanding and appreciation of what they learned and how to apply it.

Self-efficacy: Exercising reflection helps students with creating personal goals and using these tools for efficacy. Students become more aware that they are in fact agents in their learning.

Creativity: Students naturally love to create products. It also speaks to Afrocentric pedagogy which encourages kinesthetic and experiential learning artifacts centering the student in the learning process that intersects with technology and digital humanities in line with current global trends for education.

An Audience: Students have an opportunity to share work from their portfolios with one another and have opportunities to show their portfolios to their families. The reinforcement of hearing and reading their peer's work expands their own repertoire, and they enjoy the process of reading and showing their work to an audience face-to-face, but also online to a wider audience.

Parental Involvement: The portfolio provides the opportunity for parents and guardians to interact and praise their children for their work and efforts. Additionally, it affords a venue for parents to communicate with their teachers.



Closing the Loop: The connection between a child's learning, assessment of the learning, retention and real-life application are often missed in the ways traditional evaluation and assessment is targeted.

These portfolios foster interactions:

- parents to teacher/tutor
- students to parents
- teacher/tutor to teacher/tutor

Closes an important loop and results in a satisfying and comprehensive vision and understanding of the course content for all involved

End-of-unit reflection questions: These questions guide the student into thinking critically about how effort, comprehension and excellent standard dictate retention and creativity. These questions are the same for each unit as the pre-unit reflection is tailored directly to the teachable tasks and lessons within the unit. These questions can be done verbally with smaller children, or in written and oral form with older children.

- 1) What was the easiest thing for you to do with this project? Why was it so easy for you?
- 2) What was the most difficult/challenging thing for you to do with this project? Why was it difficult? How did you seek help and guidance in order to get through it?
- 3) What are you the most proud of in this project?
- 4) What are you the least proud of in this project?
- 5) If you could do this project again, what would you do differently? Why?

Layout of the Guide

Each project offers:

- Objectives
- Interdisciplinary educational concepts
- Vocabulary for a word wall
- Mini-assignments to assist with grasping concepts
- Differentiation and extension for Beginning, Intermediate and Advanced learners
- Rubric for assessing the final project



To be clear: This is a guide. It is intended to supplement your current language efforts by offering you a way to compile a portfolio of projects to see progress. If you already have the [Bilingual Brown Babies Homeschool Curriculum](#), this is a supplement FANTASTICO for country units.

PERO, you do have all of my support! By purchasing this guide, you now have access to me and other families that are on their language journey. To join our community and have exclusive access to resources, just click the link below to come into the:

[Bilingual Brown Babies Mighty Network](#)

I want to be sure you are successful. I will answer your questions and offer other resources in the network, so joining is a HUGE benefit. I'm a "do it with you" kind of language coach and I want NOSOTROS to be successful!

So let's get into it, shall we?



Page 4

(c) 2020, All rights reserved
Duplication is NOT permitted

Table of Contents

Parents' Guide to the ePortfolio	2
About Me	7
Proyectos	
Rueda de Colores	9
Objectives	
Educational Concepts	
Pared de Palabras	
Cumulative Project	10
Sobre Yo	13
Objectives	
Educational Concepts	
Pared de Palabras	
Cumulative Project	14
Quería ser un/a _____: un manual	16
Objectives	
Educational Concepts	
Pared de Palabras	
Cumulative Project	17
Los Deportes	19
Objectives	
Educational Concepts	
Pared de Palabras	
Cumulative Project	20
Field Notes Journal	22
Objectives	
Educational Concepts	
Pared de Palabras	
Cumulative Project	24
Un Pais	26
Objectives	
Educational Concepts	
Pared de Palabras	



Cumulative Project	28
Un Menú/Libro de Cocina	30
Objectives	
Educational Concepts	
Pared de Palabras	
Cumulative Project	31
The Mall Project	32
Objectives	
Educational Concepts	
Pared de Palabras	
Cumulative Project	34
Science Fair	36
Objectives	
Educational Concepts	
Pared de Palabras	
Cumulative Project	37
Dual Language Curricular Standards	41
Scope and Sequence	41
Kindergarten	48
1st grade	50
2nd grade	52
3rd grade	54
4th grade	56
5th grade	58





ABOUT ME

*¡HOLA! ME LLAMO KAMI. YOUR
LINGUISTIC MAMA DIVA AND
SPANISH MAMA MENTOR.*

Like you, I am a busy mom. I have four curious and active children, who at the time this curriculum was written, are aged 11, 9 and 7 (twins).

I know it's a lot to juggle work, kids' activities and quality time with the schedule you have and the thought of adding language, although cool in theory, may not seem feasible. I get it. But I want to show you how to make using Spanish at home easy. I want you to do that. Use Spanish at home. My "right away, every day" language techniques are the best methods for Black families learning languages.

*I CHANGE THE WAY BLACK FAMILIES ARE SEEN
THROUGH LANGUAGE.*

I am extraordinarily successful in teaching and leaving a lasting impact through language. I am PASSIONATE about languages, but most importantly, I am passionate about YOU and YOUR FAMILY using Spanish. Your level does not matter. If you're not afraid to jump in and get dirty with language for the sake of your kids' success, I'm right here with you. Let's do Spanish as a family.





PORTFOLIO PROJECTS



PROYECTO #1 - RUEDA DE COLORES

Objectives - By the end of this unit, students will be able to:

- Identify colors in Spanish
- Describe their favorite color in Spanish
- Describe their least favorite color in Spanish
- Explain what objects they like in their favorite color
- Explain how their favorite color makes them feel

VOCABULARIO

- Colors
- Adjectives
- Feelings

EDUCATIONAL CONCEPTS

- Adjective placement
- Adjective agreement
- Likes and dislikes

PARED DE PALABRAS (These are merely suggested vocabulary to get you started!)

ESPAÑOL	Pronunciación	ENGLISH
bonita	boh-NEE-tah	pretty
mala	MAH-lah	bad
alegre	ah-LAY-gray	happy
triste	TREE-stay	sad
fea	FAY-ah	ugly

Need more vocabulary words? Join the Bilingual Brown Babies Mighty Network and post your vocabulary question there! <http://bit.ly/BBBMightyNetwork>

ASSIGNMENT #1 - MI COLOR FAVORITO

Watch the Colores video found here: <https://youtu.be/8WSQMtFlhyY>



Be able to say and write the following:

Mi color favorito es _____. Me gusta ese color porque es _____ y _____.

ASSIGNMENT #2 - NO ME GUSTA EL COLOR _____

Be able to say and write the following:

No me gusta el color _____. No me gusta ese color porque me siento _____ y _____.

ASSIGNMENT #3 LOS COLORES DE MIS COSAS FAVORITAS

Create a visual of all of your favorite things. You can take pictures of them and create something digitally or in hard copy. Be able to put them together by color. Be able to write and say the following:

Mis cosas favoritas son los colores de _____, _____, _____ y _____ (you can use more if necessary)

ASSIGNMENT #4 - DIGITAL AESTHETE

Create your own board of objects in your favorite color that make you feel happy. You can do this digitally or in hard copy. *(Note: It may be a good idea to hold to this for another unit!)*

CUMULATIVE PROJECT - RUEDA DE COLORES

Students will create a color wheel collage either digitally or in hard copy. You can see examples of color wheels here:

<https://www.hgtv.com/design/decorating/design-101/architectural-style-primer>
<https://science.howstuffworks.com/color-wheel-theory-how-to-talk-about-color.htm>
<http://arteascuola.com/2018/03/the-color-wheel-in-a-big-collage/>

The color wheel should contain images for each wheel spoke. The wheel will be clearly labeled with the colors in Spanish.



Students should be able to talk about what is on their color wheel in Spanish

BEGINNERS: identify at least three items on the color wheel in a variety of colors

INTERMEDIATE: identify all the items on the color wheel in all colors

ADVANCED: Be able to discuss why they chose the items for each color.



RUBRIC (rubrics can be tailored to meet the assessment needs of the instructor)

EVALUATIVE MEASURES	4 - EXCEPTIONAL	3 - MEETS EXPECTATIONS	2 - MORE ROOM TO IMPROVE
Creativity	Goes above and beyond with creativity and imagination	Presents what is expected in regards to creativity	Does not demonstrate full creative capacity
Vocabulary	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words used correctly	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words but may not have used them all correctly	Demonstrates no more than expected
Syntax and Grammar	Two or fewer grammatical errors in Spanish	3-4 grammatical errors in Spanish	5 or more grammatical errors in Spanish
Neatness	Demonstrates above and beyond in the highest quality presentation	Presents what is expected in regards to neatness	Does not demonstrate full high quality capacity
Oral Presentation	Presents a well practiced, clearly articulated oral presentation completely in Spanish	Presents a well practiced, clearly articulated oral presentation 80% in Spanish	Presents a well practiced, clearly articulated oral presentation 50% or less in Spanish



PROYECTO #2 - SOBRE YO

Objectives - By the end of this unit, students will be able to:

- Describe themselves using physical, emotional and social characteristics
- Describe their family members using physical, emotional and social characteristics
- Describe their room
- Explain activities that they like to do alone and with family

VOCABULARIO

Family

Adjectives

La Casa

EDUCATIONAL CONCEPTS

Talking about oneself

Talking about family members

Describing items in the home

PARAD DE PALABRAS (These are merely suggested vocabulary to get you started!)

ESPAÑOL	Pronunciación	ENGLISH
habitación	ah-bee-tah-see-OHN	room
alto	AHL-toh	tall
simpática	seem-PAH-tee-kah	nice
cómico	KOH-mee-koh	funny
armario	ahr-MAH-ree-oh	dresser

Need more vocabulary words? Join the Bilingual Brown Babies Mighty Network and post your vocabulary question there! <http://bit.ly/BBBMightyNetwork>

ASSIGNMENT #1 NUBE DE PALABRAS

Using all of the adjectives and words that best describe you in Spanish, visit the word cloud generator site: <https://www.wordclouds.com/> in order to create a word wall of



Spanish words that describe you. Don't forget to include your name in the cloud large enough for all to see.

ASSIGNMENT #2 COLLAGE OF MI COLOR FAVORITO

Use the internet to find images and pictures in your favorite color in order to create a collage of your favorite color. Choose pictures that are appealing to you and be prepared to state (in Spanish of course) why these images are appealing to you.

ASSIGNMENT #3 VIDEO PRESENTATION OF COLOR COLLAGE

Create a video where you talk about the images you selected in Assignment #2. Post the video to the classroom board and then watch and comment in Spanish on the videos of at least 3 of your peers.

ASSIGNMENT #4 MI FAMILIA

Watch the video by Jeffrey <https://youtu.be/fpWnFVR20ik> as he goes around and introduces members of his family. Then recreate your own video that introduces the people who live with you!

CUMULATIVE PROJECT: BIENVENIDOS A MI MUNDO

Students will create a video diary log that talks about who they are.



RUBRIC (rubrics can be tailored to meet the assessment needs of the instructor)

EVALUATIVE MEASURES	4 - EXCEPTIONAL	3 - MEETS EXPECTATIONS	2 - MORE ROOM TO IMPROVE
Creativity	Goes above and beyond with creativity and imagination	Presents what is expected in regards to creativity	Does not demonstrate full creative capacity
Vocabulary	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words used correctly	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words but may not have used them all correctly	Demonstrates no more than expected
Syntax and Grammar	Two or fewer grammatical errors in Spanish	3-4 grammatical errors in Spanish	5 or more grammatical errors in Spanish
Neatness	Demonstrates above and beyond in the highest quality presentation	Presents what is expected in regards to neatness	Does not demonstrate full high quality capacity
Oral Presentation	Presents a well practiced, clearly articulated oral presentation completely in Spanish	Presents a well practiced, clearly articulated oral presentation 80% in Spanish	Presents a well practiced, clearly articulated oral presentation 50% or less in Spanish



PROYECTO #3 - Quería ser un/a _____: Un manual

Objectives - By the end of this unit, students will be able to accomplish the following tasks in the Spanish Language:

- Talk about what they want to be when they grow up
- Speak in the future tense
- Interview English speakers and translate those transcripts into Spanish
- Understand and demonstrate knowledge of the career-appropriate vocabulary used to talk about a future career.

VOCABULARIO

- Discipline-specific for the careers
- Question words

EDUCATIONAL CONCEPTS

- Commands
- Future Tense

PARAD DE PALABRAS (These are merely suggested vocabulary to get you started!)

ESPAÑOL	Pronunciación	ENGLISH
médico	MAY-dee-koh	medical doctor
abogado	ah-boh-GAH-doh	lawyer
maestro/a	mah-AYS-troh/trah	teacher
ingeniero	een-hen-ee-AIR-o	engineer
Jugador de _____	who-gah-DOHR day ____	_____ player

Need more vocabulary words? Join the Bilingual Brown Babies Mighty Network and post your vocabulary question there! <http://bit.ly/BBBMightyNetwork>

ASSIGNMENT # 1 - EL TRABAJO DE MIS SUEÑOS

Have your student complete the following statement: Cuando será un adulto, quería ser un/a _____. Have them find pictures that represent that career and create a collage.



ASSIGNMENT #2 - UNA ENTREVISTA

Help your student identify someone in your family or community that has the career they would like to pursue. Have them create interview questions and conduct an interview. Encourage them to record the interview for ease in translating later.

Once the interview is complete, have your student write an essay that talks about the career and what they will need to do in order to prepare to work in that field.

Note: this assignment may take time as it is dependent on the schedule and availability of the person they would like to interview.

ASSIGNMENT #3 - UN DÍA A MI TRABAJO

Now that your student has interviewed someone in their dream job, have them predict what a typical day would look like in that job. Have them describe everything from the start of the day waking up until the end of the day.

CUMULATIVE ASSIGNMENT - UN MANUAL PARA PREPARARME POR LA CARRERA DE MIS METAS

Using the previous assignments, creativity and a bit of research, have your student design and create a manual for their dream job to present in Spanish.

They can use the collage, interview and day in the life assignments to start the project, but they must also include:

- Education or training needed
- Approximate salary
- What Spanish speaking country could benefit from them pursuing this career and why.



RUBRIC (rubrics can be tailored to meet the assessment needs of the instructor)

EVALUATIVE MEASURES	4 - EXCEPTIONAL	3 - MEETS EXPECTATIONS	2 - MORE ROOM TO IMPROVE
Creativity	Goes above and beyond with creativity and imagination	Presents what is expected in regards to creativity	Does not demonstrate full creative capacity
Vocabulary	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words used correctly	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words but may not have used them all correctly	Demonstrates no more than expected
Syntax and Grammar	Two or fewer grammatical errors in Spanish	3-4 grammatical errors in Spanish	5 or more grammatical errors in Spanish
Neatness	Demonstrates above and beyond in the highest quality presentation	Presents what is expected in regards to neatness	Does not demonstrate full high quality capacity
Oral Presentation	Presents a well practiced, clearly articulated oral presentation completely in Spanish	Presents a well practiced, clearly articulated oral presentation 80% in Spanish	Presents a well practiced, clearly articulated oral presentation 50% or less in Spanish



PROYECTO #4 - LOS DEPORTES

Objectives - By the end of this unit, students will be able to:

- Explain in detail events in sports
- Name body parts
- Use sports terminology to describe their favorite pastimes
- Use descriptive adjectives

VOCABULARIO

- Action verbs
- Sports
- adjectives

EDUCATIONAL CONCEPTS

- Media arts
- Video editing
- Public speaking
- Physical Education

PARED DE PALABRAS (These are merely suggested vocabulary to get you started!)

ESPAÑOL	Pronunciación	ENGLISH
patear	pah-tay-AHR	kick
agarrar	ah-gahr-RAHR	catch
el baloncesto	Eh! bah-lohn-SAYS-toh	basketball
parar	pah-RAHR	stop/block
lanzar	lahn-SAHR	throw

Need more vocabulary words? Join the Bilingual Brown Babies Mighty Network and post your vocabulary question there! <http://bit.ly/BBBMightyNetwork>

ASSIGNMENT #1 MI DEPORTE FAVORITO

Complete the following sentences in español:

- 1) Mi deporte favorito es _____.



- 2) Me gusta _____ porque es _____,
_____ y _____.
- 3) Mi jugador favorito de ese deporte es _____.
- 4) Mi equipo favorito de ese deporte es _____.
- 5) Me encanta ese equipo porque ellos son _____ y
_____.

ASSIGNMENT #2 - SPORTS IN ACTION PART 1

Create a photo collage of a sports related action verb from your favorite sport. Don't forget to include the verb on your collage!

ASSIGNMENT #3 - SPORTS IN ACTION PART 2

Do a video of you doing three sports related action verbs in Spanish. Use this clip as an example: {insert YouTube video here}

CUMULATIVE PROJECT: WILD WORLD OF SPORTS

Students will narrate their own "highlight reel" of their favorite sport. Students will select a clip of their favorite sport and voice over what is happening in Spanish.

Here is a sample script in English that you can use as a guide for creating yours in Spanish:

Student: Good evening, ladies and gentlemen. The European championship begins today. This evening, _____ plays against _____. (Using the map to identify what two countries are playing). Yes, and the fans in _____ and _____ are excited. (Student must identify the capitals of the two countries.) The match begins at _____. I think _____ is good and wins the match by a score of _____. Believe me, _____ wins this game tonight.

BEGINNER: be able to identify three action words from the video in Spanish.

INTERMEDIATE: Narrate at least two plays in the video clip.

ADVANCED: Narrate a two-minute video clip with 80% accuracy.



RUBRIC (rubrics can be tailored to meet the assessment needs of the instructor)

EVALUATIVE MEASURES	4 - EXCEPTIONAL	3 - MEETS EXPECTATIONS	2 - MORE ROOM TO IMPROVE
Creativity	Goes above and beyond with creativity and imagination	Presents what is expected in regards to creativity	Does not demonstrate full creative capacity
Vocabulary	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words used correctly	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words but may not have used them all correctly	Demonstrates no more than expected
Syntax and Grammar	Two or fewer grammatical errors in Spanish	3-4 grammatical errors in Spanish	5 or more grammatical errors in Spanish
Neatness	Demonstrates above and beyond in the highest quality presentation	Presents what is expected in regards to neatness	Does not demonstrate full high quality capacity
Oral Presentation	Presents a well practiced, clearly articulated oral presentation completely in Spanish	Presents a well practiced, clearly articulated oral presentation 80% in Spanish	Presents a well practiced, clearly articulated oral presentation 50% or less in Spanish



PROYECTO #5 - FIELD NOTES JOURNAL

This Unit is intended to blend, Spanish with Science and Nature. Students will explore and identify shapes, animals and colors found in nature. Although the assignments offer suggestions for locations you can take your child for field observations, you can feel free to add or modify as it fits your neighborhood or city. Encourage students to use one notebook for this unit that will be used for the cumulative assignment. This notebook will keep notes, observations and artifacts collected during the unit.

Objectives: By the end of this lesson students will be able to use the Spanish language to:

- Identify animals
- Describe observations in nature using feelings, colors and shapes
- Practice the basic concepts of ethnographic research and field observations
- Compile and report qualitative data findings

VOCABULARIO

- Adjectives
- Feelings
- Animals
- Shapes

EDUCATIONAL CONCEPTS

- Science/Biology
- Interpersonal Communication
- Qualitative Research

PARED DE PALABRAS (These are merely suggested vocabulary to get you started!)

ESPAÑOL	Pronunciación	ENGLISH
cuadrada	kwah-DRAH-dah	square
círculo	SEER-koo-loh	circle
insecto	een-SAYK-toh	insect



ardilla	ahr-DEE-yah	squirrel
árbol	AHR-bohl	tree

Need more vocabulary words? Join the Bilingual Brown Babies Mighty Network and post your vocabulary question there! <http://bit.ly/BBBMightyNetwork>

ASSIGNMENT #1 - EN MI JARDÍN

Have the students complete the following sentences.

1. Alrededor nuestra casa, hay _____.
2. Mi lugar favorito cerca de mi casa es _____ porque _____.
3. La estación más bella por mi casa es _____ porque _____.
4. Cuando estoy afuera, me siento _____.

ASSIGNMENT #2 - CUANDO ESTOY EN EL PARQUE

With the unit field journal, have your students go out to the park and write down every color, object, shape and animal they see. Allow the students the choice to write, collect samples or artifacts or take pictures to paste into the field journal.

For every object encountered or found, have the students attach a feeling to it (ie. happy, confused, sad, angry, etc). Have them answer the following questions in the field journal:

1. ¿Por qué me siento _____?
2. Pienso que otros se sienten _____ sobre este objeto porque _____.
3. ¿Es posible cambiar mi sentimiento?

ASSIGNMENT #3 - OBJETOS EN MI BARRIO

Encourage your student to explore their neighborhood and make the same observations from Assignment #2. Allow them the freedom to also choose people or places that they may encounter.

Have them answer the same set of questions from Assignment #2:

4. ¿Por qué me siento _____?



5. Pienso que otros se sienten _____ sobre este objeto porque _____.
6. ¿Es posible cambiar mi sentimiento?

CUMULATIVE ASSIGNMENT - FIELD RESEARCH PRESENTATION

Students will present their findings from their field research. In their presentations they will be sure to discuss at minimum, the following:

Mi lugar favorito en mi barrio es _____ porque _____.

En el parque, cuando veo _____ me siento _____ porque _____.

Si añado en algo en nuestro jardín de la casa, sembraría _____ porque _____.



RUBRIC (rubrics can be tailored to meet the assessment needs of the instructor)

EVALUATIVE MEASURES	4 - EXCEPTIONAL	3 - MEETS EXPECTATIONS	2 - MORE ROOM TO IMPROVE
Creativity	Goes above and beyond with creativity and imagination	Presents what is expected in regards to creativity	Does not demonstrate full creative capacity
Vocabulary	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words used correctly	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words but may not have used them all correctly	Demonstrates no more than expected
Syntax and Grammar	Two or fewer grammatical errors in Spanish	3-4 grammatical errors in Spanish	5 or more grammatical errors in Spanish
Neatness	Demonstrates above and beyond in the highest quality presentation	Presents what is expected in regards to neatness	Does not demonstrate full high quality capacity
Oral Presentation	Presents a well practiced, clearly articulated oral presentation completely in Spanish	Presents a well practiced, clearly articulated oral presentation 80% in Spanish	Presents a well practiced, clearly articulated oral presentation 50% or less in Spanish



PROYECTO #6 - UN PAÍS

Objectives: By the end of this unit, students will be able to:

- Discuss with evidence and detail the physical traits and basic demographics of a Spanish-speaking country with a high population of Afrolatinos.
- Identify the colors of that target country's flag
- Locate the regions of the country which are populated by majority Afrolatinos
- Discuss weather in the target country
- Identify customs unique to the target country
- Discuss famous Afrolatinos from the target country

VOCABULARIO

- Weather
- Colors
- Directional coordinates
- Preterite tense

EDUCATIONAL CONCEPTS

- Geography
- History/social studies
- Popular Culture

PARED DE PALABRAS (These are merely suggested vocabulary to get you started!)

ESPAÑOL	Pronunciación	ENGLISH
mapa	MAH-pah	map
oeste	oh-AYS-tay	west
las montañas	lahs mohn-TAHN-yahs	mountains
el lago	ehl LAH-goh	lake
el museo	Ehl moo-SAY-oh	museum

Need more vocabulary words? Join the Bilingual Brown Babies Mighty Network and post your vocabulary question there! <http://bit.ly/BBBMightyNetwork>



ASSIGNMENT #1 - COLOR OUR WORLD

Use this link to print out the world map and color and label ALL of the countries that speak Spanish (HINT: Don;t forget the country on the continent of Africa!)

ASSIGNMENT #2 - BUSCA MI GENTE

Identify the Spanish-speaking countries that have a large population of Black people.

¿Cuáles son los países que tienen afrolatinos? (HINT: If you have the curriculum, you can look at your country units for a great start!) ¿Cuál es la población de afrolatinos?

El país	La población de afrolatinos

ASSIGNMENT #3 - ESCOGE TU PAIS

What is the country you want to focus on for the cumulative project? Por que?

El país que quería enfocar es _____ . Escojo ese pais porque

ASSIGNMENT #4 - MI PAIS SOBRE INFOGRÁFICO

Use one of the templates here to create an infographic of the country with afrolatinos. BONUS if you are able to use more Spanish than English and can find cultural artifacts with African ancestry in the country. [Infographic link](#)



CUMULATIVE ASSIGNMENT - DIGITAL POSTCARDS FROM _____!

Students will create 4 digital postcards that reflect the rich culture and history of the target country. These postcards can highlight:

- Historic sites/buildings
- Famous cities
- Daily life and culture
- Famous people or events

Students should be able to talk about why they chose the images for their postcards. (English is fine for beginners, but encourage Intermediate and Advanced learners to use Spanish)

BEGINNERS: create the digital postcards using images that reflect the target country

INTERMEDIATE: create the digital postcards and explain why they chose the images for their project

ADVANCED: create the digital postcards, explain why they chose the images for their project and write a message to a friend in Spanish as if they have visited this country and talk about your “adventures” there.



RUBRIC (rubrics can be tailored to meet the assessment needs of the instructor)

EVALUATIVE MEASURES	4 - EXCEPTIONAL	3 - MEETS EXPECTATIONS	2 - MORE ROOM TO IMPROVE
Creativity	Goes above and beyond with creativity and imagination	Presents what is expected in regards to creativity	Does not demonstrate full creative capacity
Vocabulary	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words used correctly	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words but may not have used them all correctly	Demonstrates no more than expected
Syntax and Grammar	Two or fewer grammatical errors in Spanish	3-4 grammatical errors in Spanish	5 or more grammatical errors in Spanish
Neatness	Demonstrates above and beyond in the highest quality presentation	Presents what is expected in regards to neatness	Does not demonstrate full high quality capacity
Oral Presentation	Presents a well practiced, clearly articulated oral presentation completely in Spanish	Presents a well practiced, clearly articulated oral presentation 80% in Spanish	Presents a well practiced, clearly articulated oral presentation 50% or less in Spanish



PROYECTO #7 - UN MENÚ/LIBRO DE COCINA

Objectives - By the end of this unit, students will be able to do the following in the Spanish language:

- Talk about likes in regards to food
- Write and orally explain recipes for his/her favorite dishes
- Design and construct the floor plans for a restaurant
- Create a restaurant menu with categories for breakfast, lunch, dinner, drinks and desserts
- Present a speech of demonstration showing how to prepare one of the dishes from their “dream restaurant” menu.

VOCABULARIO

- Food
- Numbers
- Units of measurement
- Commands

EDUCATIONAL CONCEPTS

- Mathematics
- Entrepreneurship
- Marketing
- Architecture and Design

PARED DE PALABRAS (These are merely suggested vocabulary to get you started!)

ESPAÑOL	Pronunciación	ENGLISH
cucharadita		teaspoon
cuchrada		tablespoon
taza		cup
plato		plate
el precio		price

Need more vocabulary words? Join the Bilingual Brown Babies Mighty Network and post your vocabulary question there! <http://bit.ly/BBBMightyNetwork>



ASSIGNMENT #1 - MIS COMIDAS FAVORITAS

Have your student list all of their favorite foods in Spanish. Include answers to the following statements:

- Para el desayuno, me encanta comer _____
- Para el almuerzo. Me gusta comer _____
- Por la cena, la comida que prefiero es _____.

ASSIGNMENT #2 - EL RESTAURANTE DE MIS SUEÑOS

Si puedes crear un restaurante, como aparece? Have students design and present a floor plan for the restaurant of their dreams. Have them also talk about the types of food this restaurant would serve and why.

ASSIGNMENT #3 - MIS RECETAS FAVORITAS

Have your students translate their favorite recipes from English into Spanish. It will also be good for them to find the recipes for the foods they would want to have in their dream restaurant.

CUMULATIVE ASSIGNMENT - MENU AND COOKBOOK WITH SIGNATURE DISH SPEECH OF DEMONSTRATION

This assignment will have three parts:

- 1) Create a menu for your dream restaurant
- 2) Put together a cookbook of a minimum of seven recipes in Spanish
- 3) Do a speech of demonstration for one of the dishes in the cookbook.



RUBRIC (rubrics can be tailored to meet the assessment needs of the instructor)

EVALUATIVE MEASURES	4 - EXCEPTIONAL	3 - MEETS EXPECTATIONS	2 - MORE ROOM TO IMPROVE
Creativity	Goes above and beyond with creativity and imagination	Presents what is expected in regards to creativity	Does not demonstrate full creative capacity
Vocabulary	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words used correctly	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words but may not have used them all correctly	Demonstrates no more than expected
Syntax and Grammar	Two or fewer grammatical errors in Spanish	3-4 grammatical errors in Spanish	5 or more grammatical errors in Spanish
Neatness	Demonstrates above and beyond in the highest quality presentation	Presents what is expected in regards to neatness	Does not demonstrate full high quality capacity
Oral Presentation	Presents a well practiced, clearly articulated oral presentation completely in Spanish	Presents a well practiced, clearly articulated oral presentation 80% in Spanish	Presents a well practiced, clearly articulated oral presentation 50% or less in Spanish



PROYECTO #8 - THE MALL PROJECT

Objectives: By the end of this unit, students will be able to use the Spanish language to:

- Identify clothing vocabulary
- Quantify numbers for units of money
- Design and create a scale model store
- Describe design features
- Create and present a skit that depicts making a purchase in a store

VOCABULARIO

- Clothing
- Numbers
- Money

EDUCATIONAL CONCEPTS

- Mathematics
- Finance
- Art/Architecture

PARED DE PALABRAS (These are merely suggested vocabulary to get you started!)

ESPAÑOL	Pronunciación	ENGLISH
el dólar		dollar
un descuento		discount
el probador		fitting room
la manga		sleeve
las rayas		stripes

Need more vocabulary words? Join the Bilingual Brown Babies Mighty Network and post your vocabulary question there! <http://bit.ly/BBBMightyNetwork>

ASSIGNMENT #1: ¿CUÁLES SON TUS TIENDAS FAVORITAS?



Students will complete the following sentences in Spanish for every store they like in the mall:

- Mi tienda favorita es _____.
- Me gusta esta tienda porque tiene _____.
- Los precios son _____. Creo que los precios _____.
- Si soy (el/la) Dueño/a de esa tienda ofrezco _____.

ASSIGNMENT #2 ¿QUÉ QUIERES COMPRAR AL CENTRO COMERCIAL?

Students will use magazine images to cut out things that like to purchase at the mall. Allow them to use their imagination! They will identify each item using Spanish vocabulary.

ASSIGNMENT #3 LA TIENDA DE MIS SUEÑOS

Students will create their “dream store.” In it, they will put all of the things their dream store would sell in Spanish and how much it would cost.

CUMULATIVE ASSIGNMENT

Using the previous assignments, students will create a diorama version of their dream store with items for sale, prices and advertisements. Students must be able to describe the aspects of their store in Spanish.



RUBRIC (rubrics can be tailored to meet the assessment needs of the instructor)

EVALUATIVE MEASURES	4 - EXCEPTIONAL	3 - MEETS EXPECTATIONS	2 - MORE ROOM TO IMPROVE
Creativity	Goes above and beyond with creativity and imagination	Presents what is expected in regards to creativity	Does not demonstrate full creative capacity
Vocabulary	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words used correctly	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words but may not have used them all correctly	Demonstrates no more than expected
Syntax and Grammar	Two or fewer grammatical errors in Spanish	3-4 grammatical errors in Spanish	5 or more grammatical errors in Spanish
Neatness	Demonstrates above and beyond in the highest quality presentation	Presents what is expected in regards to neatness	Does not demonstrate full high quality capacity
Oral Presentation	Presents a well practiced, clearly articulated oral presentation completely in Spanish	Presents a well practiced, clearly articulated oral presentation 80% in Spanish	Presents a well practiced, clearly articulated oral presentation 50% or less in Spanish



PROYECTO #9 - SCIENCE FAIR

Objectives - By the end of this unit students will be to do the following using the Spanish language:

- Formulate scientific research
- Design and test scientific questions
- Conduct and report on a science experiment

VOCABULARIO

- As needed for the scientific reporting

EDUCATIONAL CONCEPTS

- Life Science
- Physical Science
- Research Methods
- Pretérito
- Imperfecto

PARED DE PALABRAS (These are merely suggested vocabulary to get you started!)

ESPAÑOL	Pronunciación	ENGLISH
el hipótesis		hypothesis
experimento		experiment
el método		method
la herramienta		tool
la materia		matter

Need more vocabulary words? Join the Bilingual Brown Babies Mighty Network and post your vocabulary question there! <http://bit.ly/BBBMightyNetwork>

ASSIGNMENT #1 - PREGUNTAS CIENTÍFICAS

Have your students select a science project. Have them also begin to create a vocabulary list for needed words and terms in Spanish. This project will be done in both English and Spanish classic Science Fair project style, poster board and all!



ASSIGNMENT #2 - LAS MATERIAS Y EL HIPÓTESIS

Make a list in Spanish of all of the materials you will need for your project.

Additionally create your hypothesis for your experiment. Students should also begin to think about what will be needed to collect data (tables, charts, etc)

ASSIGNMENT #3 - EL EXPERIMENTO

Time to test the experiment! Allow your child the freedom to fail and question during this moment. Remind them to make sure they know how to report their findings in both languages.

CUMULATIVE ASSIGNMENT - THE SCIENCE FAIR PROJECT (BILINGÜE)

You know what they need to do here! You've done it and more than likely, they have done it before too. But this time, in TWO languages. Buena suerte!



RUBRIC (rubrics can be tailored to meet the assessment needs of the instructor)

EVALUATIVE MEASURES	4 - EXCEPTIONAL	3 - MEETS EXPECTATIONS	2 - MORE ROOM TO IMPROVE
Creativity	Goes above and beyond with creativity and imagination	Presents what is expected in regards to creativity	Does not demonstrate full creative capacity
Vocabulary	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words used correctly	Demonstrates initiative in proper vocabulary attribution as well as including at least 5 new words but may not have used them all correctly	Demonstrates no more than expected
Syntax and Grammar	Two or fewer grammatical errors in Spanish	3-4 grammatical errors in Spanish	5 or more grammatical errors in Spanish
Neatness	Demonstrates above and beyond in the highest quality presentation	Presents what is expected in regards to neatness	Does not demonstrate full high quality capacity
Oral Presentation	Presents a well practiced, clearly articulated oral presentation completely in Spanish	Presents a well practiced, clearly articulated oral presentation 80% in Spanish	Presents a well practiced, clearly articulated oral presentation 50% or less in Spanish





Page 39

(c) 2020, All rights reserved
Duplication is NOT permitted

Time to join the **#blacklinguisticarmy!**

Have you joined our Mighty Network yet? Visit:

https://bilingual-brown-babies.mn.co/share/-jAeli-xjx3Excwr?utm_source=manual

Want to Join the BBB Google Classroom for assignments and resources? Visit:

<https://classroom.google.com/c/MTEwMDkzNDkyNzgy?cjc=vzx6a7f>

Want to join the BBB Duolingo classroom? Download the app here: <https://join.duolingo.com> and then ask to join the class here: <https://www.duolingo.com/o/yygzxz>



Page 40

(c) 2020, All rights reserved
Duplication is NOT permitted

DUAL LANGUAGE CURRICULAR STANDARDS

AS ADAPTED BY DR. KAMI J. ANDERSON

The purpose of incorporating these dual language standards is to establish a long term goal for language learning. In principle, without certified language instructors in place at your school it would be difficult to transition to a dual language instruction DLI school, but having a general understanding of the standards that move students closer to bilingualism are helpful in setting exemplar expectations for language in your school.

SCOPE AND SEQUENCE FOR DUAL LANGUAGE IMMERSION

The *Guiding Principles for Dual Language Education* is a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation. The Scope and Sequence for the Perkerson Elementary Dual Language Immersion Program (DLI) is adopted from the Guiding Principles established by the Center for Applied Linguistics (CAL) for Curriculum and Instruction.

Available online as a free PDF, the complete *Guiding Principles* document can be found at www.cal.org/twi/guidingprinciples.htm.

Guiding Principles for Curriculum

Principle 1 - The curriculum is standards-based and promotes the development of bilingual, biliterate, and multicultural competencies for all students.

Principle 2 - The program has a process for developing and revising a high quality curriculum.

Principle 3 - The curriculum is fully articulated for all students.

Guiding Principles for Instruction

Principle 1 - Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children

Principle 2 - Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.

Principle 3 - Instruction is student-centered.

Principle 4 - Teachers create a multilingual and multicultural learning environment.



The purpose and use of this scope and sequence is to:

- Guide the development of curriculum that promotes both communicative and academic native language proficiencies
- Provide continuity of Spanish Language instruction across the grades
- Promote and sustain Spanish language support for academic purposes
- Anchor assessment and instruction in settings where Spanish is the medium of instruction
- Serve as benchmarks for stakeholders, including parents, teachers, administrators, and Boards of Education and programs supporting dual language instruction in Spanish

The Five Cs is the common scope and sequence for foreign language learning. As a dual language immersion program, the benchmarks for the **Five Cs** is accelerated in order to meet the needs and demands of the dual language immersion classroom. Below is a summary of the **Five Cs**:



COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS AND COMMUNITIES

Standard 1.1 Communication – Interpersonal/Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

Standard 1.3 Communication – Presentational. The student conveys information, concepts, and ideas to an audience of listeners, viewers, and readers for a variety of purposes.

Standard 2.1 Cultures – Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.

Standard 2.2 Cultures – Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.

Standard 3.1 Connections – Content. The student makes connections to other disciplines through knowledge of a world language.

Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.

Standard 4.1 Comparisons – Language. The student understands the nature of language by making comparisons between the target language and English.

Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures and American culture.

Standard 5.1 Communities – Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

Standard 5.2 Communities – Exploration. The student becomes a lifelong learner for personal enjoyment and enrichment.

The Rate of Proficiency Scale is the scale used by the Center of Applied Linguistics (CAL). This scale serves as a benchmark of progress through DLI at each grade level. The overall outcome



is to prepare students participating in DLI to be biliterate in both English and Spanish by completion of the 5th grade. Below is a snapshot of the required proficiencies by grade level:

Grade Level	Oral Fluency	Grammar (speaking)	Vocabulary (speaking)	Listening Comprehension
K	<p>goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner</p> <p>Handles a limited number of everyday social and academic interactions</p>	<p>uses a variety of common verbs in present tense (<i>conjugations may be inaccurate</i>) in sentences</p> <p>Other verb tenses/forms may appear in memorized language</p> <p>The listener may be confused this speech at times due to the number of inaccuracies</p>	<p>has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but it for explaining or elaborating on them</p> <p>Use of some native language here vocabulary is lacking</p>	<p>Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics</p> <p>Follows conversation at a fairly normal rate.</p>
1	<p><u>Jr. Intermediate Low</u> Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts.</p> <p>Gives simple descriptions successfully May attempt longer, more complex sentences. Few if any, connectors are used.</p> <p><u>Jr. Intermediate High</u> Initiates and sustains conversations by using language creatively</p> <p>Shows emerging evidence of paragraph-like speech with some connected sentences (e.g. <i>then, so, that, etc</i>) in descriptions and simple narratives, but has no actual paragraphs with a main idea, organization, and connection</p>	<p><u>Jr. Intermediate Low</u> Uses an increasing number and variety of verbs.</p> <p>Verbs are mostly in present tense although awareness of other verb tenses (<i>future and past</i>) and forms may be evident</p> <p>Many grammatical inaccuracies may be present</p> <p><u>Jr. Intermediate High</u> Uses a large variety of verbs well in present tense. Uses many verbs in the past tenses but lacks control of past. May use future and other verb forms</p> <p>Grammatical inaccuracies may still be present. Awareness of inaccuracies may be evident.</p>	<p><u>Jr. Intermediate Low</u> Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail.</p> <p>Sometimes achieves successful circumlocution when precise word is lacking. May use native language occasionally.</p> <p><u>Jr. Intermediate High</u> Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest, and academic subjects.</p> <p>May use circumlocution successfully when specific terms are lacking</p>	<p><u>Jr. Intermediate Low</u> Understands longer stretches of connected speech on a number of topics at a normal rate of speech.</p> <p>Seldom has problems comprehending everyday topics. (<i>Can request clarification verbally</i>)</p> <p><u>Jr. Intermediate High</u> Understand main ideas and many details in connected speech on some academic topics and on topics of personal interest</p>
2	<p><u>Jr. Advanced Low</u> Reports facts easily. Can discuss</p>	<p><u>Jr. Advanced Low</u> Uses present, past and future</p>	<p><u>Jr. Advanced Low</u> Vocabulary is primarily</p>	<p><u>Jr. Advanced Low</u> Understands main ideas and</p>



	<p>topics of personal interest and some academic topics at the paragraph level to satisfy school and everyday requirements.</p> <p>Narrates and describes at the paragraph level also, although haltingly at times</p> <p>False starts are common.</p> <p><u>Jr. Advanced Mid</u> Handles with ease and confidence concrete topics of personal and general interest and a number of academic topics.</p> <p>Narrates and describes smoothly in paragraphs having a main idea, organization, and a variety of sentence connectors (e.g. <i>first, next, finally; then, when, that, although, but, therefore, so, etc</i>)</p>	<p>tenses.</p> <p>May effectively self-correct when aware of grammatical inaccuracies.</p> <p>Structures of native language may be evident (e.g. <i>literal translation</i>)</p> <p><u>Jr. Advanced Mid</u> Has good control of present, past and future tenses.</p> <p>Some inaccuracies may remain, but speech is readily understood by native speakers of the language. *In some cases, may use non-standard varieties of grammar.</p>	<p>generic but is adequate for discussing concrete or factual topics of general interest, and academic subjects</p> <p>May use circumlocution when specific terms are lacking</p> <p><u>Jr. Advanced Mid</u> Has adequate vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects.</p> <p>Uses circumlocution effectively. Rarely uses native language.</p>	<p>many details in connected speech on some academic topics and on topics of personal interest.</p> <p><u>Jr. Advanced Mid</u> Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.</p> <p>May have difficulty with highly idiomatic speech</p>
3	<p><u>Jr. Advanced Mid</u> Handles with ease and confidence concrete topics of personal and general interest and a number of academic topics.</p> <p>Narrates and describes smoothly in paragraphs having a main idea, organization, and a variety of sentence connectors (e.g. <i>first, next, finally; then, when, that, although, but, therefore, so, etc</i>)</p> <p><u>Jr. Advanced High</u> Handles most social and academic requirements confidently, but may hesitate when responding to complex, formal tasks (Superior level)</p> <p>Organizes and extends discourse (multiple paragraphs) in an emerging ability to hypothesize on abstract topics (<i>if-then</i>) and support opinions</p>	<p><u>Jr. Advanced Mid</u> Has good control of present, past and future tenses.</p> <p>Some inaccuracies may remain, but speech is readily understood by native speakers of the language. *In some cases, may use non-standard varieties of grammar.</p> <p><u>Jr. Advanced High</u> Uses all verb tenses accurately and sometimes uses complex grammatical structures (e.g., <i>if...occurred, then...might also happen</i>)</p> <p>Some patterns of error may persist, but they do not interfere with communication</p>	<p><u>Jr. Advanced Mid</u> Has adequate vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects.</p> <p>Uses circumlocution effectively. Rarely uses native language.</p> <p><u>Jr. Advanced High</u> Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations</p> <p>Lack of vocabulary rarely interrupts the flow of speech</p>	<p><u>Jr. Advanced Mid</u> Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.</p> <p>May have difficulty with highly idiomatic speech</p> <p><u>Jr. Advanced High</u> Understands complex academic discourse and highly idiomatic speech in conversation</p> <p>Confusion may occur due to socio-cultural nuances or unfamiliar topics</p>
4	<p>Handles most social and academic requirements confidently, but may hesitate when responding to complex, formal tasks (Superior level)</p>	<p>Uses all verb tenses accurately and sometimes uses complex grammatical structures (e.g., <i>if...occurred, then...might also happen</i>)</p>	<p>Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations</p>	<p>Understands complex academic discourse and highly idiomatic speech in conversation</p> <p>Confusion may occur due to socio-cultural nuances or</p>



	Organizes and extends discourse (multiple paragraphs) in an emerging ability to hypothesize on abstract topics (<i>if-then</i>) and support opinions	Some patterns of error may persist, but they do not interfere with communication	Lack of vocabulary rarely interrupts the flow of speech	unfamiliar topics
--	--	--	---	-------------------



Rate of Proficiency Standards for the 5th grade are adopted from the Linguafolio Self-Assessment Grid used by the American Council of Teachers of Foreign Languages (ACTFL), World-Class Instructional Design Assessment (WIDA) and the Council of Europe. A summary of this proficiency rating scale is as follows:

Advanced	Presentational	Interpersonal	Interpretive
Advanced Low	<p>Deliver a comprehensible presentation appropriate to audience on a variety of topics</p> <p>Express ideas on a variety of topics in clear, organized texts.</p> <p>Adjust writing for some audiences</p>	<p>Express him/herself on a range of familiar and some unfamiliar topics.</p> <p>Link ideas in extended discussions</p>	<p>Understand some extended speech on unfamiliar topics delivered through a variety of media</p> <p>Understand subtleties of texts on familiar topics and information from texts on unfamiliar topics</p>
Advanced Mid	<p>Write clear, well-organized texts for a variety of audiences on concrete social and professional topics</p> <p>Deliver a clearly articulated presentation on personal, academic or professional topics</p>	<p>Communicate with fluency and flexibility on concrete social and professional topics</p>	<p>Understand long, complex texts and recognize some literary and technical styles.</p> <p>Understand extended speech and lectures, even when somewhat complicated</p> <p>Understand most forms of media with little effort</p>
Advanced High	<p>Express him/herself with fluency and precision on concrete and some abstract topics.</p> <p>Adapt writing style according to purpose and audience.</p> <p>Can deliver a clear and fluid presentation and appropriately respond to the audience.</p>	<p>Can usually adapt language to situation</p> <p>Can express him/herself with fluency, flexibility and precision on concrete and some abstract topics.</p>	<p>Can understand most spoken language and some technical discussions</p> <p>Can understand some accents and dialects</p> <p>Can understand abstract and linguistically complex texts</p> <p>Can make appropriate inferences and identify literary elements</p>



Kindergarten
Center for Applied Linguistics (CAL) Oral Proficiency Rating Scale Position -
Jr. Intermediate Low

Oral Fluency	Grammar (speaking)	Vocabulary (speaking)	Listening Comprehension
<p>goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner</p> <p>Handles a limited number of everyday social and academic interactions</p>	<p>uses a variety of common verbs in present tense (<i>conjugations may be inaccurate</i>) in sentences</p> <p>Other verb tenses/forms may appear in memorized language</p> <p>The listener may be confused this speech at times due to the number of inaccuracies</p>	<p>has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but it for explaining or elaborating on them</p> <p>Use of some native language here vocabulary is lacking</p>	<p>Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics</p> <p>Follows conversation at a fairly normal rate.</p>

Skills Developed in Kindergarten

By the end of the academic year, Kindergarteners in the Dual Language Immersion program (DLI) will be able to:

- Use basic greetings, farewells, and expression of courtesy in oral form
- Express likes, dislikes, emotions, agreements, disagreements
- Give simple descriptions
- Comprehend basic directions
- Understand simple instructions such as classroom procedures
- Demonstrate Proficiency in listening comprehension
- Use pictures and other visual cues to infer meaning
- Use sequence information such as the alphabet, days of the week, months, season, and numbers 0-31 in context
- Imitate proper pronunciation and intonation
- Share basic information about self
- Write single words such as name, colors, etc...
- Copy simple sentences
- Connect basic skills learned in other subjects with skills learned in target language
- Identify countries where target language is spoken
- Demonstrate awareness of their own culture
- Identify places where target language is found beyond the classroom setting
- Identify places where target cultures are found beyond the classroom setting



Kindergarten Suggested Topics

- Celebrations Clothes Colors
- Community, People, and Places
- Customs and Etiquette
- Family and Friends
- Foods
- Geography Homes Numbers
- Parts of the Body
- School and Classroom Routine
- Self
- Shapes and Sizes
- Animals
- Transportation
- Time and Calendar
- Weather and Seasons



1st Grade
Center for Applied Linguistics (CAL) Oral Proficiency Rating Scale Position -
Jr. Intermediate Mid to Intermediate High

Oral Fluency	Grammar (speaking)	Vocabulary (speaking)	Listening Comprehension
<p><u>Intermediate Low</u> Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts.</p> <p>Gives simple descriptions successfully May attempt longer, more complex sentences. Few if any, connectors are used.</p> <p><u>Intermediate High</u> Initiates and sustains conversations by using language creatively</p> <p>Shows emerging evidence of paragraph-like speech with some connected sentences (<i>e.g. then, so, that, etc</i>) in descriptions and simple narratives, but has no actual paragraphs with a main idea, organization, and connection</p>	<p><u>Intermediate Low</u> Uses an increasing number and variety of verbs.</p> <p>Verbs are mostly in present tense although awareness of other verb tenses (<i>future and past</i>) and forms may be evident</p> <p>Many grammatical inaccuracies may be present</p> <p><u>Intermediate High</u> Uses a large variety of verbs well in present tense. Uses many verbs in the past tenses but lacks control of past. May use future and other verb forms</p> <p>Grammatical inaccuracies may still be present. Awareness of inaccuracies may be evident.</p>	<p><u>Intermediate Low</u> Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail.</p> <p>Sometimes achieves successful circumlocution when precise word is lacking. May use native language occasionally.</p> <p><u>Intermediate High</u> Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest, and academic subjects.</p> <p>May use circumlocution successfully when specific terms are lacking</p>	<p><u>Intermediate Low</u> Understands longer stretches of connected speech on a number of topics at a normal rate of speech.</p> <p>Seldom has problems comprehending everyday topics. (<i>Can request clarification verbally</i>)</p> <p><u>Intermediate High</u> Understand main ideas and many details in connected speech on some academic topics and on topics of personal interest</p>

Skills Developed in 1st Grade

By the end of the academic year, 1st graders in the Dual Language Immersion program (DLI) will be able to:

- Demonstrate mastery of all skills from Kindergarten plus,
- Make simple requests
- Ask for clarification
- Give simple adjectives
- Comprehend basic directions
- Provide responses on topics such as self, family, school, etc.
- Initiate, participate in and close brief oral exchanges
- Demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation
- Demonstrate proficiency in listening and reading comprehension



- Differentiate among statements, questions, and exclamations
- Recognize basic gestures, body language, and intonations that clarify a message
- Share information and give brief descriptions about self, others and surroundings
- Label pictures and write short lists of words
- Identify selected symbols and landmarks of target cultures
- Compare patterns of written communication such as pronunciation and capitalization
- Document encounters with the target language beyond the classroom setting
- Document encounters with the target cultures beyond the classroom setting

1st Grade Suggested Topics

- Celebrations Clothes Colors
- Community, People, and Places
- Customs and Etiquette
- Family and Friends
- Foods
- Geography Homes Numbers
- Parts of the Body
- School and Classroom Routine
- Self
- Senses
- Shapes and Sizes
- Plants and Animals
- Transportation
- Time and Calendar
- Weather and Seasons



2nd Grade
Center for Applied Linguistics (CAL) Oral Proficiency Rating Scale Position -
Jr. Advanced Low to Advanced Mid

Oral Fluency	Grammar (speaking)	Vocabulary (speaking)	Listening Comprehension
<p><u>Advanced Low</u> Reports facts easily. Can discuss topics of personal interest and some academic topics at the paragraph level to satisfy school and everyday requirements.</p> <p>Narrates and describes at the paragraph level also, although haltingly at times</p> <p>False starts are common.</p> <p><u>Advanced Mid</u> Handles with ease and confidence concrete topics of personal and general interest and a number of academic topics.</p> <p>Narrates and describes smoothly in paragraphs having a main idea, organization, and a variety of sentence connectors (e.g. <i>first, next, finally; then, when, that, although, but, therefore, so, etc</i>)</p>	<p><u>Advanced Low</u> Uses present, past and future tenses.</p> <p>May effectively self-correct when aware of grammatical inaccuracies.</p> <p>Structures of native language may be evident (e.g. <i>literal translation</i>)</p> <p><u>Advanced Mid</u> Has good control of present, past and future tenses.</p> <p>Some inaccuracies may remain, but speech is readily understood by native speakers of the language. *In some cases, may use non-standard varieties of grammar.</p>	<p><u>Advanced Low</u> Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of general interest, and academic subjects</p> <p>May use circumlocution when specific terms are lacking</p> <p><u>Advanced Mid</u> Has adequate vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects.</p> <p>Uses circumlocution effectively. Rarely uses native language.</p>	<p>Advanced Low Understands main ideas and many details in connected speech on some academic topics and on topics of personal interest.</p> <p>Advanced Mid Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.</p> <p>May have difficulty with highly idiomatic speech</p>

Skills Developed in 2nd Grade

By the end of the academic year, 2nd graders in the Dual Language Immersion program (DLI) will be able to:

- Demonstrate mastery of all skills from 1st Grade plus,
- Give simple descriptions
- Use sequenced information, such as alphabet, days of the week, months, seasons and numbers 0-100 in context
- Use formal and informal forms of address
- Identify the main idea and some details when reading and listening
- Comprehend simple, culturally authentic announcements and/or messages
- Share information and give brief descriptions on a variety of topics such as self, family, school and leisure activities



- Write simple sentences about familiar topics and experiences
- Label picture, write captions and create storyboards
- Identify significant people from the target language cultures
- Identify similarities and differences among a variety of cultures
- Identify age-appropriate patterns of cultural behavior and interaction
- Compare cultural products, practices and perspectives

2nd Grade Suggested Topics

- Animals
- Celebrations/Holidays
- Community/People, and Places
- Customs and Etiquette
- Family and Friends
- Foods, Meals
- School and Classroom Routine
- Self
- Solar System
- Sports and Leisure

Topics to Recycle

- Geography Homes Numbers
- Parts of the Body
- Senses
- Shapes and Sizes
- Plants and Animals
- Transportation
- Time and Calendar
- Weather and Seasons



3rd Grade
Center for Applied Linguistics (CAL) Oral Proficiency Rating Scale Position -
Jr. Advanced Mid to Advanced High

Oral Fluency	Grammar (speaking)	Vocabulary (speaking)	Listening Comprehension
<p><u>Advanced Mid</u> Handles with ease and confidence concrete topics of personal and general interest and a number of academic topics.</p> <p>Narrates and describes smoothly in paragraphs having a main idea, organization, and a variety of sentence connectors (e.g. <i>first, next, finally; then, when, that, although, but, therefore, so, etc</i>)</p> <p><u>Advanced High</u> Handles most social and academic requirements confidently, but may hesitate when responding to complex, formal tasks (Superior level)</p> <p>Organizes and extends discourse (multiple paragraphs) in an emerging ability to hypothesize on abstract topics (<i>if-then</i>) and support opinions</p>	<p><u>Advanced Mid</u> Has good control of present, past and future tenses.</p> <p>Some inaccuracies may remain, but speech is readily understood by native speakers of the language. *In some cases, may use non-standard varieties of grammar.</p> <p><u>Advanced High</u> Uses all verb tenses accurately and sometimes uses complex grammatical structures (e.g., <i>if...occurred, then...might also happen</i>)</p> <p>Some patterns of error may persist, but they do not interfere with communication</p>	<p><u>Advanced Mid</u> Has adequate vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects.</p> <p>Uses circumlocution effectively. Rarely uses native language.</p> <p><u>Advanced High</u> Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations</p> <p>Lack of vocabulary rarely interrupts the flow of speech</p>	<p><u>Advanced Mid</u> Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.</p> <p>May have difficulty with highly idiomatic speech</p> <p><u>Advanced High</u> Understands complex academic discourse and highly idiomatic speech in conversation</p> <p>Confusion may occur due to socio-cultural nuances or unfamiliar topics</p>

Skills Developed in 3rd Grade

By the end of the academic year, 3rd graders in the Dual Language Immersion program (DLI) will be able to:

- Demonstrate mastery of all skills from 2nd Grade plus,
- Retell stories and events in their own words
- Write short narratives about familiar topics and experiences
- Rewrite story events in their own words
- Apply skills learned in the target language with other subjects
- Apply skills learned in other subjects with skills learned in the target language
- Describe patterns of behavior and interaction among cultures
- Compare and contrast cultural products, practices and perspectives



- Compare and contrast patterns of spoken communication such as intonation and pronunciation

3rd Grade Suggested Topics

- Animals
- Cultures
- Customs and Etiquette
- Foods, Cooking
- Geography
- Habitats
- Parts of the Body
- Professions and businesses
- School and Classroom Routine
- Self (Autobiographical events)
- Sports and Leisure
- Time
- Stores and Shopping
- Weather and Seasons

Topics to Recycle

- Geography Homes Numbers
- Senses
- Shapes and Sizes
- Plants and Animals
- Transportation
- Time and Calendar
- Celebrations/Holidays
- Family and Friends
- Solar System



4th Grade
Center for Applied Linguistics (CAL) Oral Proficiency Rating Scale Position -
Jr. Advanced High

Oral Fluency	Grammar (speaking)	Vocabulary (speaking)	Listening Comprehension
<p>Handles most social and academic requirements confidently, but may hesitate when responding to complex, formal tasks (Superior level)</p> <p>Organizes and extends discourse (multiple paragraphs) in an emerging ability to hypothesize on abstract topics (<i>if-then</i>) and support opinions</p>	<p>Uses all verb tenses accurately and sometimes uses complex grammatical structures (e.g., <i>if...occurred, then...might also happen</i>)</p> <p>Some patterns of error may persist, but they do not interfere with communication</p>	<p>Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations</p> <p>Lack of vocabulary rarely interrupts the flow of speech</p>	<p>Understands complex academic discourse and highly idiomatic speech in conversation</p> <p>Confusion may occur due to socio-cultural nuances or unfamiliar topics</p>

Skills Developed in 4th Grade

By the end of the academic year, 4th graders in the Dual Language Immersion program (DLI) will be able to:

- Demonstrate mastery of all skills from 3rd Grade plus,
- Ask questions and provide responses based on topics such as self, family, school, etc.
- Identify main ideas and some details when reading and listening
- Present short narratives, songs, poems, dialogues and skits
- Write connected narratives about familiar topics and experiences
- Describe symbols and landmarks of target cultures
- Identify significant people from the target language cultures
- Identify and research an area of interest pertaining to the target cultures
- Document and describe encounters with the target language beyond the classroom setting
- Document and describe encounters with the target cultures beyond the classroom setting

4th Grade Suggested Topics

- Celebrations Clothes Colors
- Customs and Etiquette
- Family and friends
- Fairytales



- Foods, Meals and Restaurants
- Jobs and Professions
- Letter writing/Email/Instant Messaging
- School Memories
- Self as Author
- Sports and Leisure
- Time
- Stores and Shopping
- Tourism and Travel

Topics to Recycle

- Geography Homes Numbers
- Senses
- Shapes and Sizes
- Plants and Animals
- Transportation
- Time and Calendar
- Celebrations/Holidays
- Family and Friends
- Solar System
- Animals
- Habitats
- Parts of the Body
- School and Classroom Routine
- Weather and Seasons



5th Grade
Linguafolio Self-Assessment Grid for Oral Proficiency (ACTFL, WIDA, Council of Europe)-
Advanced Low to Advanced High

Advanced	Presentational	Interpersonal	Interpretive
Advanced Low	<p>Deliver a comprehensible presentation appropriate to audience on a variety of topics</p> <p>Express ideas on a variety of topics in clear, organized texts.</p> <p>Adjust writing for some audiences</p>	<p>Express him/herself on a range of familiar and some unfamiliar topics.</p> <p>Link ideas in extended discussions</p>	<p>Understand some extended speech on unfamiliar topics delivered through a variety of media</p> <p>Understand subtleties of texts on familiar topics and information from texts on unfamiliar topics</p>
Advanced Mid	<p>Write clear, well-organized texts for a variety of audiences on concrete social and professional topics</p> <p>Deliver a clearly articulated presentation on personal, academic or professional topics</p>	<p>Communicate with fluency and flexibility on concrete social and professional topics</p>	<p>Understand long, complex texts and recognize some literary and technical styles.</p> <p>Understand extended speech and lectures, even when somewhat complicated</p> <p>Understand most forms of media with little effort</p>
Advanced High	<p>Express him/herself with fluency and precision on concrete and some abstract topics.</p> <p>Adapt writing style according to purpose and audience.</p> <p>Can deliver a clear and fluid presentation and appropriately respond to the audience.</p>	<p>Can usually adapt language to situation</p> <p>Can express him/herself with fluency, flexibility and precision on concrete and some abstract topics.</p>	<p>Can understand most spoken language and some technical discussions</p> <p>Can understand some accents and dialects</p> <p>Can understand abstract and linguistically complex texts</p> <p>Can make appropriate inferences and identify literary elements</p>

Skills Developed in 5th Grade

By the end of the academic year, 5th graders in the Dual Language Immersion program (DLI) will be able to:

- Demonstrate mastery of all skills from 4th Grade plus,
- Elicit and express opinions and information
- Exchange personal reactions to spoken and written information related to cultures in the target language



- Participate in extended oral and written activities using the appropriate tenses and discourse structures
- Exchange ideas clearly using level appropriate language
- Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages
- Use self-correction
- Identify main ideas, supporting details and various elements, such as plot, theme, setting and characters from a variety of texts
- Understand some subtleties of meaning, such as intent, humor and tone in a variety of level-appropriate culturally authentic works in the target language, such as radio and television segments or literary passages
- Comprehend and react to current events and issues presented through print and electronic media
- Summarize and communicate main ideas and supporting details from a variety of authentic language materials
- Produce extended oral presentations using visual and technological support as appropriate
- Write organized compositions using visual and technological support as appropriate
- Prepare and present poetry, skits or stories in the target language
- Identify and evaluate contributions of cultures in the target language to the modern world
- Research and report on the history and development of cultures and communities of the target language
- Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce and extend cultural understanding.

5th Grade Suggested Topics

- Bilingual/bicultural identity
- Career and business
- Communities
- Future goals and expectations
- Geography and map skills
- Health and fitness
- History
- Leisure
- Media and Technology
- Political Issues and Structures
- Pop Culture



Topics to Recycle

- Celebrations Clothes Colors
- Customs and Etiquette
- Family and friends
- Fairytales
- Foods, Meals and Restaurants
- Jobs and Professions
- Letter writing/Email/Instant Messaging
- School Memories
- Self as Author
- Sports and Leisure
- Time
- Stores and Shopping
- Tourism and Travel
- Geography Homes Numbers
- Senses
- Shapes and Sizes
- Plants and Animals
- Transportation
- Time and Calendar
- Celebrations/Holidays
- Family and Friends
- Solar System
- Animals
- Habitats
- Parts of the Body
- School and Classroom Routine
- Weather and Seasons

Upon successful completion of all of the above standards, students should be able to integrate biliteracy concepts that will allow them to fully express themselves in both languages regardless of topic.





Page 61

*(c) 2020, All rights reserved
Duplication is NOT permitted*