

Moonachie School District World Languages Curriculum: Grade K-5

New Jersey Student Learning Standards for World Languages

**Born On: March 16, 2017
Re-Adopted: January 7, 2020**

Curriculum Details
World Language - Kindergarten

<p>Interdisciplinary Connections</p>	<p><u>ELA</u> NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><u>Social Studies</u> 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world</p>
<p>Career Ready Practices</p>	<p>CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.</p>
<p>21st Century Themes & Skills (by the end of 4th grade)</p>	<p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>
<p>Technology Standards</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none">● Research Activities with cross curricular theme● Use of authentic resources to promote a deeper understanding of culture● Authentic listening and reading sources that provides data and support for speaking and writing prompts	<ul style="list-style-type: none">● Read aloud● Word Wall● Build background knowledge● Picture Associations● Partner Work● Use Bilingual Dictionary	<ul style="list-style-type: none">● Extended time● Modified assignments● Small group● Modeling● Teacher Read Aloud● Build background knowledge● Oral/visual reminders● Peer assistance● Pre-teach vocabulary● Picture associations with vocab● Refer to each student's IEP for more specific modifications	<ul style="list-style-type: none">● Morning tutoring● After school program● Parental contact

Moonachie School District Curriculum
Grade: Kindergarten
Subject: World Language

	September	October	November	December
Essential Questions	What is the informal way to greet? How do I say my name? How do I ask other person's name? How can I greet my friends and teachers in the morning? How do I say goodbye when I go home?	What is the formal way to greet? How can I know how a friend feels today? Who lives in your house?	What is your favorite color? Can you describe an apple? What color is the sun? What color is the sky? Can you describe a tree? What size is your house?	What animals begin with letter A? Do you know any animal that begins with the letter E? What is the first letter of Iguana? Does perro begin with the letter O? Is the Uva an animal? How many pets do you have?
Content (Big Ideas)	Greetings: Hola, buenos dias, buenas tardes, buenas noches Say goodbye: Adios, hasta manana Introductions: Yo me llamo Como tu te llamas?	Formal greetings: Buenos dias, como estas? Bien, gracias. Y tu? Vocabulary about feelings: bien,feliz,mal,triste,enfermo,nervioso, tengo miedo, enojado, tengo sueno, cansado Vocabulary about family: mama,papa,hermano, hermana, abuela, abuelo, nina, nino	Review vocabulary from September and October: greetings, feelings, and family Identify colors in the target language Identify size in the target language Learn to describe an object or animal according to its color and size Count from 1 to 5	Identify the five vowels in Spanish Learn to pronounce words beginnings with these vowels Recognize some animals (pets) in Spanish Learn numbers from 6-10 Review the content from September to December
Knowledge and Skills	Students will: -Introduce themselves to connect with friends by exchanging words -Greet and say goodbye in the target language as part of their daily basics -Identify and name main characters from a story	Students will: -Exchange information about feelings using words, phrases, short sentences practiced in class -Identify some family members, places, objects based on simple oral descriptions	Students will: -Describe objects and animals using colors and size words -Imitate dramatize simple poetry, rhymes, songs, skits, games -Practice numbers from 1 to 5	Students will: -Demonstrate comprehension of brief oral messages using age-appropriate materials on familiar topics -Practice the vowels in spanish in different contexts -Recognize and name farm animals presented in books about animals -Practice numbers from 1 to 10
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Classroom activities 	<ul style="list-style-type: none"> ● Teacher observation ● Classroom activities 	<ul style="list-style-type: none"> ● Teacher observation ● Classroom activities 	<ul style="list-style-type: none"> ● Teacher observation ● Classroom activities

	<ul style="list-style-type: none"> Acting out a spanish story Oral Response in Language (Speak) Buddy Reading in Language (Speaking & Reading) 	<ul style="list-style-type: none"> Role playing Oral Response in Language (Speak) Buddy Reading in Language (Speaking & Reading) 	<ul style="list-style-type: none"> Oral Response in Language (Speak) Matching numbers with pictures (Reading and Speaking connected with math) 	<ul style="list-style-type: none"> Oral Response in Language (Speak) Buddy Reading in Language (Speaking & Reading)
Resources and Materials	<ul style="list-style-type: none"> - http://www.cuentosinfantiles.net/ -Classic children's story books in the target language: <ul style="list-style-type: none"> LosTres Cerditos La Caperucita Roja Froggy va a la Escuela -Short stories in the target language -Big books -Pictures -Children didactic songs -Smart Board -https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola 	<ul style="list-style-type: none"> - http://www.cuentosinfantiles.net/ -Classic children's story books in the target language: <ul style="list-style-type: none"> Yo Soy el Más Feliz Los 7 Cabritos Un Beso en la Mano -Short stories in the target language -Big books -Pictures -Children's greeting songs -Children's family songs -Smart Board -Youtube videos -https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola 	<ul style="list-style-type: none"> - http://www.cuentosinfantiles.net/ -Classic children's story books in the target language: <ul style="list-style-type: none"> Ricitos de Oro Los 7 Cabritos La Lechera -Short stories in the target language -Big books -Pictures -Children's greeting songs -Children's color songs -Smart Board -Youtube videos -https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola 	<ul style="list-style-type: none"> - http://www.cuentosinfantiles.net/ -Classic children's story books in the target language: <ul style="list-style-type: none"> La Gallinita Roja El Pollito Pito La Lechera -Short stories in the target language -Big books -Pictures -Children's greeting songs -Children's vowel's songs -Smart Board -Youtube videos -https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola
NJ Student Learning Standards for World Languages	<p>7.1NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>7.1NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	<p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1 NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p>7.1.NM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message</p> <p>7.1.NM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>
Technology Integration	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of iPads & Laptops where appropriate and with teacher design. 			

	January/February	March/April	May/June
Essential Questions	<p>What do you do in the school? Can you name some items that you see every day in your classroom? What do you have in your backpack? What color is your backpack? Can you name the shapes (las formas) in Spanish? Can you find objects in the classroom with different shapes</p>	<p>What animals live in the farm? Can a lion live in the farm? Can you name some wild animals? Could you have an elephant as your pet? Why? What is your favorite pet? What animal would you like to have? Can you describe your pet?</p>	<p>How do I describe my body? What is the purpose of your eyes? What is the purpose of your mouth? How are we different and similar from each other?</p>
Content (Big Ideas)	<p>Recognize school items</p> <p>Start learning some verbs associated with the school activities: write, color, cut, read, open, close</p> <p>Learn shapes</p>	<p>Learn to name different animals Identify farm animals and wild animals Create short sentences to describe animals Name consonants in Spanish</p>	<p>Learn body parts Recognize simple functions of some body parts Learn new verbs: see, eat, walk, run</p>
Knowledge and Skills	<p>Students will:</p> <ul style="list-style-type: none"> - Follow simple oral directions, commands when participating in age appropriate classroom activities -Exchange information using words and phrases learned in class on familiar topics -Learn vocabulary related to school: escuela, libro, aula, lapiz, goma, crayolas, tijeras 	<p>Students will:</p> <ul style="list-style-type: none"> -Follow simple directions and classroom commands when participating in classroom activities -Identify and name pets in a picture -Associate drawings of animals with its correspondent Spanish word -Learn new vocabulary related to animals: perro, gato, mono, aves, leon, lobo, tigre 	<p>Students will:</p> <ul style="list-style-type: none"> -ask and respond to simple questions, make requests, express preferences using memorized words and phrases. -demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response
Assessments	<ul style="list-style-type: none"> • Teacher observation • Classroom activities • Oral Response in Language (Speak) • Outcome for a story (Speaking) • Vowels recognition (Reading) 	<ul style="list-style-type: none"> • Teacher observation • Classroom activities • Oral Response in Language (Speak) • Outcome for a story (Speaking) • Consonant recognition (Reading) 	<ul style="list-style-type: none"> • Teacher observation • Classroom activities • Oral Response in Language (Speak) • Buddy Reading in Language (Speaking & Reading)

Resources and Materials	<ul style="list-style-type: none"> - http://www.cuentosinfantiles.net/ -Story books <ul style="list-style-type: none"> ● Froggy Va a la Escuela ● Lola en la Biblioteca ● Rita Comienza la Escuela -Smart Board -Youtube videos -Big books -Pictures -Real items -ww.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyol 	<ul style="list-style-type: none"> - http://www.cuentosinfantiles.net/ -Story books <ul style="list-style-type: none"> ● Vacas en la Cocina ● Clifford set ● El Perro y el Gato -Smart Board -Youtube videos -Big books -Pictures -Puppets -Toy animals -ww.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyol 	<ul style="list-style-type: none"> - http://www.cuentosinfantiles.net/ -Story books <ul style="list-style-type: none"> ● Un Dia en el Parque ● Este Soy Yo ● Es Esta mi Nariz? -Smart Board -Youtube videos -Big books -Pictures -Puppets -ww.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyol
NJ Student Learning Standards for World Languages	<p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>	<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
Technology Integration	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of iPads & Laptops where appropriate and with teacher design. 		

Curriculum Details
World Language - Grade 1

Interdisciplinary Connections

ELA

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Social Studies

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

21st Century Themes & Skills (by the end of 4th grade)	9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
Technology Standards	8.1.2.E.1 Use digital tools and online resources to explore a problem or issue

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Research Activities with cross curricular theme ● Use of authentic resources to promote a deeper understanding of culture ● Authentic listening and reading sources that provides data and support for speaking and writing prompts 	<ul style="list-style-type: none"> ● Read aloud ● Word Wall ● Build background knowledge ● Picture Associations ● Partner Work ● Use Bilingual Dictionary 	<ul style="list-style-type: none"> ● Extended time ● Modified assignments ● Small group ● Modeling ● Teacher Read Aloud ● Build background knowledge ● Oral/visual reminders ● Peer assistance ● Pre-teach vocabulary ● Picture associations with vocab ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Morning tutoring ● After school program ● Parental contact

Moonachie School District Curriculum
Grade: 1
Subject: World Language

	September	October	November	December
Essential Questions	What is the informal way to greet? How do I say my name? How do I ask other person's name? How can I greet my friends and teachers in the morning? How do I say goodbye when I go home?	What is the formal way to greet? How can I know how a friend feels today? Who lives in your house?	What is your favorite color? Can you describe an apple? What color is the sun? What color is the sky? Can you describe a tree? What size is your house?	What animals begin with letter A? Do you know any animal that begins with the letter E? What is the first letter of Iguana? Does perro begin with the letter O? Is the Uva an animal? How many Farm Animals do you know?
Content (Big Ideas)	Greetings: Hola, buenos dias, buenas tardes, buenas noches Say goodbye: Adios, hasta manana Introductions: Yo me llamo Como tu te llamas?	Formal greetings: Buenos dias, como estas? Bien, gracias. Y tu? Vocabulary about feelings: bien,feliz,mal,triste,enfermo,nervioso,tengo miedo, enojado, tengo sueno, cansado	Review vocabulary from September and October: greetings, feelings, and family Identify colors in the target language Identify size in the target language	Identify the five vowels in Spanish Learn to pronounce words beginnings with these vowels Recognize farm animals in Spanish Learn numbers from 6-10

		Vocabulary about family: mama,papa,hermano, hermana, abuela, abuelo, nina, nino	Learn to describe an object or animal according to its color and size Count from 1 to 5	Review the content from September to December
Knowledge and Skills	Students will: -Introduce themselves to connect with friends by exchanging words -Greet and say goodbye in the target language as part of their daily basics -Identify and name main characters from a story	Students will: -Exchange information about feelings using words, phrases, short sentences practiced in class -Identify some family members, places, objects based on simple oral descriptions	Students will: -Describe objects and animals using colors and size words -Imitate dramatize simple poetry, rhymes, songs, skits, games -Practice numbers from 1 to 5	Students will: -Demonstrate comprehension of brief oral messages using age-appropriate materials on familiar topics -Practice the vowels in spanish in different contexts -Recognize and name farm animals presented in books about animals -Practice numbers from 1 to 10
Assessments	<ul style="list-style-type: none"> Teacher observation Classroom activities Acting out a spanish story Oral Response in Language (Speak) Buddy Reading in Language (Speaking & Reading) 	<ul style="list-style-type: none"> Teacher observation Classroom activities Role playing Oral Response in Language (Speak) Buddy Reading in Language (Speaking & Reading) 	<ul style="list-style-type: none"> Teacher observation Classroom activities Oral Response in Language (Speak) Matching numbers with pictures (Reading and Speaking connected with math) 	<ul style="list-style-type: none"> Teacher observation Classroom activities Oral Response in Language (Speak) Buddy Reading in Language (Speaking & Reading)
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NJ Student Learning Standards for World Languages	7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions,	7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.A.4	7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.C.2	7.1.NM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message 7.1.NM.A.5

	commands, and requests through appropriate physical response.	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
Technology Integration	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of iPads & Laptops where appropriate and with teacher design. 			

	January/February	March/April	May/June
Essential Questions	What do you do in the school? Can you name some items that you see every day in your classroom? What do you have in your backpack? What color is your backpack? Can you name the shapes (las formas) in Spanish? Can you find objects in the classroom with different shapes	What animals live in the farm? Can a lion live in the farm? Can you name some wild animals? Could you have an elephant as your pet? Why? What is your favorite pet? What animal would you like to have? Can you describe your pet?	How do I describe my body? What is the purpose of your eyes? What is the purpose of your mouth? How are we different and similar from each other?
Content (Big Ideas)	Recognize school items Start learning some verbs associated with the school activities: write, color, cut, read, open, close Learn shapes	Learn to name different animals Identify farm animals and wild animals Create short sentences to describe animals Name consonants in Spanish	Learn body parts Recognize simple functions of some body parts Learn new verbs: see, eat, walk, run

Knowledge and Skills	<p>Students will:</p> <ul style="list-style-type: none"> - Follow simple oral directions, commands when participating in age appropriate classroom activities -Exchange information using words and phrases learned in class on familiar topics -Learn vocabulary related to school: escuela, libro, aula, lapiz, goma, crayolas, tijeras 	<p>Students will:</p> <ul style="list-style-type: none"> -Follow simple directions and classroom commands when participating in classroom activities -Identify and name pets in a picture -Associate drawings of animals with its correspondent Spanish word -Learn new vocabulary related to animals: perro, gato, mono, aves, leon, lobo, tigre 	<p>Students will:</p> <ul style="list-style-type: none"> -ask and respond to simple questions, make requests, express preferences using memorized words and phrases. -demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response
Assessments	<ul style="list-style-type: none"> ● Teacher observation ● Classroom activities ● Oral Response in Language (Speak) ● Outcome for a story (Speaking) ● Vowels recognition (Reading) 	<ul style="list-style-type: none"> ● Teacher observation ● Classroom activities ● Oral Response in Language (Speak) ● Outcome for a story (Speaking) ● Consonant recognition (Reading) 	<ul style="list-style-type: none"> ● Teacher observation ● Classroom activities ● Oral Response in Language (Speak) ● Buddy Reading in Language (Speaking & Reading)
Resources and Materials	<ul style="list-style-type: none"> - http://www.cuentosinfantiles.net/ -Story books <ul style="list-style-type: none"> ● Froggy Va a la Escuela ● Lola en la Biblioteca ● Rita Comienza la Escuela -Smart Board -Youtube videos -Big books -Pictures -Real items -ww.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyol 	<ul style="list-style-type: none"> - http://www.cuentosinfantiles.net/ -Story books <ul style="list-style-type: none"> ● Vacas en la Cocina ● Clifford set ● El Perro y el Gato -Smart Board -Youtube videos -Big books -Pictures -Puppets -Toy animals -ww.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyol 	<ul style="list-style-type: none"> - http://www.cuentosinfantiles.net/ -Story books <ul style="list-style-type: none"> ● Un Dia en el Parque ● Este Soy Yo ● Es Esta mi Nariz? -Smart Board -Youtube videos -Big books -Pictures -Puppets -ww.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyol
NJ Student Learning Standards for World Languages	<p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>	<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>

Technology Integration	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of iPads & Laptops where appropriate and with teacher design.
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**Curriculum Details
World Language - Grade 2**

Interdisciplinary Connections

ELA
 NJSLSA.W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
 NJSLSA.SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

	<p><u>Social Studies</u></p> <p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>
Career Ready Practices	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
21st Century Themes & Skills (by the end of 4th grade)	<p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>
Technology Standards	<p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue</p>

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Research Activities with cross curricular theme ● Use of authentic resources to promote a 	<ul style="list-style-type: none"> ● Read aloud ● Word Wall ● Build background knowledge ● Picture Associations ● Partner Work 	<ul style="list-style-type: none"> ● Extended time ● Modified assignments ● Small group ● Modeling ● Teacher Read Aloud ● Build background knowledge 	<ul style="list-style-type: none"> ● Morning tutoring ● After school program ● Parental contact

<p>deeper understanding of culture</p> <ul style="list-style-type: none"> • Authentic listening and reading sources that provides data and support for speaking and writing prompts 	<ul style="list-style-type: none"> • Use Bilingual Dictionary 	<ul style="list-style-type: none"> • Oral/visual reminders • Peer assistance • Pre-teach vocabulary • Picture associations with vocab • Refer to each student's IEP for more specific modifications 	
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**Moonachie School District Curriculum
Grade: 2
Subject: World Language**

	September	October	November	December
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<p>Essential Questions</p>	<p>What is the informal way to greet? How do I say my name? How do I ask other person's name? How can I greet my friends and teachers in the morning? How do I say goodbye when I go home?</p>	<p>What is the formal way to greet? How can I know how a friend feels today? Who lives in your house?</p>	<p>What is your favorite color? Can you describe an apple? What color is the sun? What color is the sky? Can you describe a tree? What size is your house?</p>	<p>What animals begin with letter A? Do you know any animal that begins with the letter E? What is the first letter of Iguana? Does perro begin with the letter O? Is the Uva an animal?</p> <p>How many Farm Animals do you know?</p>
<p>Content (Big Ideas)</p>	<p>Greetings: Hola, buenos dias, buenas tardes, buenas noches</p> <p>Say goodbye: Adios, hasta manana</p> <p>Introductions: Yo me llamo Como tu te llamas?</p>	<p>Formal greetings: Buenos dias, como estas? Bien, gracias. Y tu?</p> <p>Vocabulary about feelings: bien,feliz,mal,triste,enfermo,nervioso,tengo miedo, enojado, tengo sueno, cansado</p> <p>Vocabulary about family: mama,papa,hermano, hermana, abuela, abuelo, nina, nino</p>	<p>Review vocabulary from September and October: greetings, feelings, and family</p> <p>Identify colors in the target language</p> <p>Identify size in the target language</p> <p>Learn to describe an object or animal according to its color and size</p> <p>Count from 1 to 5</p>	<p>Identify the five vowels in Spanish</p> <p>Learn to pronounce words beginnings with these vowels</p> <p>Recognize farm animals in Spanish</p> <p>Learn numbers from 6-10</p> <p>Review the content from September to December</p>
<p>Knowledge and Skills</p>	<p>Students will: -Introduce themselves to connect with friends by exchanging words -Greet and say goodbye in the target language as part of their daily basics -Identify and name main characters from a story</p>	<p>Students will: -Exchange information about feelings using words, phrases, short sentences practiced in class -Identify some family members, places, objects based on simple oral descriptions</p>	<p>Students will: -Describe objects and animals using colors and size words -Imitate dramatize simple poetry, rhymes, songs, skits, games -Practice numbers from 1 to 5</p>	<p>Students will: -Demonstrate comprehension of brief oral messages using age-appropriate materials on familiar topics -Practice the vowels in spanish in different contexts -Recognize and name farm animals presented in books about animals -Practice numbers from 1 to 10</p>
<p>Assessments</p>	<ul style="list-style-type: none"> • Teacher observation • Classroom activities • Acting out a spanish story • Oral Response in Language (Speak) • Buddy Reading in Language (Speaking & Reading) 	<ul style="list-style-type: none"> • Teacher observation • Classroom activities • Role playing • Oral Response in Language (Speak) • Buddy Reading in Language (Speaking & Reading) 	<ul style="list-style-type: none"> • Teacher observation • Classroom activities • Oral Response in Language (Speak) • Matching numbers with pictures (Reading and Speaking connected with math) 	<ul style="list-style-type: none"> • Teacher observation • Classroom activities • Oral Response in Language (Speak) • Buddy Reading in Language (Speaking & Reading)
<p>Resources and Materials</p>	<p>- http://www.cuentosinfantiles.net/ -Classic children's story books in the target language:</p>	<p>- http://www.cuentosinfantiles.net/ -Classic children's story books in the target language:</p>	<p>- http://www.cuentosinfantiles.net/ -Classic children's story books in the target language:</p>	<p>- http://www.cuentosinfantiles.net/ -Classic children's story books in the target language:</p>

	<ul style="list-style-type: none"> • LosTres Cerditos • La Caperucita Roja • Froggy va a la Escuela <p>-Short stories in the target language -Big books -Pictures -Children didactic songs -Smart Board -https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola</p>	<ul style="list-style-type: none"> • Yo Soy el Más Feliz • Los 7 Cabritos • Un Beso en la Mano <p>-Short stories in the target language -Big books -Pictures -Children's greeting songs -Children's family songs -Smart Board -Youtube videos -https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola</p>	<ul style="list-style-type: none"> • Ricitos de Oro • Los 7 Cabritos • La Lechera <p>-Short stories in the target language -Big books -Pictures -Children's greeting songs -Children's color songs -Smart Board -Youtube videos -https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola</p>	<ul style="list-style-type: none"> • La Gallinita Roja • El Pollito Pito • La Lechera <p>-Big books -Pictures -Children's greeting songs -Children's vowel's songs -Smart Board -Youtube videos -https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola</p>
NJ Student Learning Standards for World Languages	<p>7.1NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>7.1NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	<p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p>7.1.NM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message</p> <p>7.1.NM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>
Technology Integration	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of iPads & Laptops where appropriate and with teacher design. 			

	January/February	March/April	May/June
Essential Questions	<p>What do you do in the school? Can you name some items that you see every day in your classroom?</p>	<p>What animals live in the farm? Can a lion live in the farm? Can you name some wild animals?</p>	<p>How do I describe my body? What is the purpose of your eyes? What is the purpose of your mouth?</p>

	<p>What do you have in your backpack? What color is your backpack? Can you name the shapes (las formas) in Spanish? Can you find objects in the classroom with different shapes</p>	<p>Could you have an elephant as your pet? Why? What is your favorite pet? What animal would you like to have? Can you describe your pet?</p>	<p>How are we different and similar from each other?</p>
<p>Content (Big Ideas)</p>	<p>Recognize school items</p> <p>Start learning some verbs associated with the school activities: write, color, cut, read, open, close</p> <p>Learn shapes</p>	<p>Learn to name different animals Identify farm animals and wild animals Create short sentences to describe animals Name consonants in Spanish</p>	<p>Learn body parts Recognize simple functions of some body parts Learn new verbs: see, eat, walk, run</p>
<p>Knowledge and Skills</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Follow simple oral directions, commands when participating in age appropriate classroom activities -Exchange information using words and phrases learned in class on familiar topics -Learn vocabulary related to school: escuela, libro, aula, lapiz, goma, crayolas, tijeras 	<p>Students will:</p> <ul style="list-style-type: none"> -Follow simple directions and classroom commands when participating in classroom activities -Identify and name pets in a picture -Associate drawings of animals with its correspondent Spanish word -Learn new vocabulary related to animals: perro, gato, mono, aves, leon, lobo, tigre 	<p>Students will:</p> <ul style="list-style-type: none"> -ask and respond to simple questions, make requests, express preferences using memorized words and phrases. -demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response
<p>Assessments</p>	<ul style="list-style-type: none"> • Teacher observation • Classroom activities • Oral Response in Language (Speak) • Outcome for a story (Speaking) • Vowels recognition (Reading) 	<ul style="list-style-type: none"> • Teacher observation • Classroom activities • Oral Response in Language (Speak) • Outcome for a story (Speaking) • Consonant recognition (Reading) 	<ul style="list-style-type: none"> • Teacher observation • Classroom activities • Oral Response in Language (Speak) • Buddy Reading in Language (Speaking & Reading)
<p>Resources and Materials</p>	<p>- http://www.cuentosinfantiles.net/</p> <p>-Story books</p> <ul style="list-style-type: none"> • Froggy Va a la Escuela • Lola en la Biblioteca • Rita Comienza la Escuela <p>-Smart Board</p> <p>-Youtube videos</p> <p>-Big books</p> <p>-Pictures</p> <p>-Real items</p> <p>-ww.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyol</p>	<p>- http://www.cuentosinfantiles.net/</p> <p>-Story books</p> <ul style="list-style-type: none"> • Vacas en la Cocina • Clifford set • El Perro y el Gato <p>-Smart Board</p> <p>-Youtube videos</p> <p>-Big books</p> <p>-Pictures</p> <p>-Puppets</p> <p>-Toy animals</p> <p>-ww.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyol</p>	<p>- http://www.cuentosinfantiles.net/</p> <p>-Story books</p> <ul style="list-style-type: none"> • Un Dia en el Parque • Este Soy Yo • Es Esta mi Nariz? <p>-Smart Board</p> <p>-Youtube videos</p> <p>-Big books</p> <p>-Pictures</p> <p>-Puppets</p> <p>-ww.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyol</p>

<p>NJ Student Learning Standards for World Language</p>	<p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>	<p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>
<p>Technology Integration</p>	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of iPads & Laptops where appropriate and with teacher design. 		

**Curriculum Details
World Language - Grade 3**

<p>Interdisciplinary Connections</p>	<p><u>ELA</u> RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><u>Social Studies</u> 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>
<p>Career Ready Practices</p>	<p>CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.</p>
<p>21st Century Themes & Skills (by the end of 4th grade)</p>	<p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>
<p>Technology Standards</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none">● Research Activities with cross curricular theme● Use of authentic resources to promote a deeper understanding of culture● Authentic listening and reading sources that provides data and support for speaking and writing prompts	<ul style="list-style-type: none">● Read aloud● Word Wall● Build background knowledge● Picture Associations● Partner Work● Use Bilingual Dictionary	<ul style="list-style-type: none">● Extended time● Modified assignments● Small group● Modeling● Teacher Read Aloud● Build background knowledge● Oral/visual reminders● Peer assistance● Pre-teach vocabulary● Picture associations with vocab● Refer to each student's IEP for more specific modifications	<ul style="list-style-type: none">● Morning tutoring● After school program● Parental contact

Moonachie School District Curriculum

Grade: 3

Subject: World Language

	September	October	November	December
Essential Questions	<p>How do I describe my body? What is the purpose of your eyes? What is the purpose of your mouth? How are we different and similar from each other?</p>	<p>What are some important classroom commands and objects? What are the numbers from 1 to 15 in Spanish? How old are you? What is Dia de los Muertos and how is it similar/different to Halloween?</p>	<p>What do you eat for breakfast? What do you like for lunch? What is a healthy dinner? How does your family celebrate Thanksgiving? Can you mention some healthy food?</p>	<p>What are the four seasons? What types of weather are typically for each season? What are some fun activities for each season?</p>
Content (Big Ideas)	<p>Learn body parts Recognize simple functions of some body parts Learn new verbs: see, eat, walk, run</p>	<p>Master the classroom items Memorize classroom commands Learn how to inquire someone's age</p>	<p>Learn about food Classify food by categories (fruit and vegetables) Recognize healthy food Practice Thanksgiving holiday vocabulary: pavo, maiz, café, anaranjado, pastel de manzana, calabaza, sidra, indios, cosecha, peregrinos, cena, papas, fruta, Dia de Gracias</p>	<p>Learn the four seasons of the year Learn vocabulary related to seasons and weather</p>
Knowledge and Skills	<p>Students will: -Ask and respond to simple questions, make requests, express preferences using memorized words and phrases. -Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response</p>	<p>Students will: -Demonstrate comprehension of simple, oral, written directions, commands, requests through appropriate physical response -Ssk and respond to simple questions; make requests, and express preferences using memorized words and phrases</p>	<p>Students will: -Know to express likes and dislikes about certain food -Recognize a few common gestures and cultural practices associated with the target culture -Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>	<p>Students will: -Describe how is the weather like in each season -Explain different activities for each season -Imitate, recite, and /or dramatize simple poetry, rhymes, songs, and skits about the four seasons -Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas</p>
Assessments	<ul style="list-style-type: none"> • Teacher observation • Classroom activities • Oral Response in Language (Speak) • Buddy Reading in Language (Speaking & Reading) 	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Activity pages (Write) • Classroom activities • Oral Response in the target Language (Speak) 	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Worksheets • Activity pages (Write) • Classroom activities • Oral Response in Language (Speak) 	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Activity pages (Write) • Classroom activities • Oral Response in Language (Speak)

		• Buddy Reading in Language (Speaking & Reading)	• Reading short sentences quiz (Speaking & Reading)	• Buddy Reading in Language (Speaking & Reading)
Resources and Materials	<ul style="list-style-type: none"> - http://www.cuentosinfantiles.net/ -Story books <ul style="list-style-type: none"> • Un Dia en el Parque • Este Soy Yo • Es Esta mi Nariz? -Smart Board -Youtube videos -Big books -Pictures -Puppets -ww.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola 	<ul style="list-style-type: none"> -Smart Board -Teacher made worksheets and games -Pictures -Real classroom items - Story books <ul style="list-style-type: none"> • El Primer Dia de Escuela • No Quiero ir al Colegio • ?Tengo que Ir a la Escuela? -Youtube videos - http://www.cuentosinfantiles.net/ https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola 	<ul style="list-style-type: none"> -Smart Board -Teacher made worksheets and games -Pictures -Toy food - Story books <ul style="list-style-type: none"> • El Almuerzo Sorpresa • Arroz para todos • Ninos, A la Cocina -Youtube videos - http://www.cuentosinfantiles.net/ https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola 	<ul style="list-style-type: none"> -Smart Board -Teacher made worksheets and games -Songs -Pictures cards -Story books <ul style="list-style-type: none"> • Un Dia de Nieve • Tren de Invierno • Las Cuatro Estaciones desde el Gran Árbol -Board game for shapes and colors - http://www.cuentosinfantiles.net/ https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola
NJ Student Learning Standards for World Languages	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>7.1 NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p>	<p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>
Technology Integration	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of iPads & Laptops where appropriate and with teacher design. 			

	January/February	March/April	May/June
Essential Questions	Can I name the basic colors in Spanish? What are the names of the basic shapes in Spanish? What are the numbers from 1 to 20?	Can I name the numbers to 50 in Spanish ? What do you have in your closet? What are you wearing today? What do you wear on a cold day? What do you wear during the summer?	How do you come to school every morning? What type of transportation do we use to go to Europe? Can I go by train to New York city? How do we count from 50 to 100?
Content (Big Ideas)	Reviewing shapes and colors Designing shape pictures Numbers to 20	Reviewing numbers to 50 Learn new vocabulary about clothes Explain what do you wear according to the weather	Learn vocabulary about transportation Talk about modes of transportations and destinations Numbers from 50 to 100
Knowledge and Skills	Students will: -Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response -Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities	Students will: -Express what types of clothes are appropriated according with the weather -demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response -give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities	Students will: -Explain different types of transportation and their uses -Imitate, recite, and /or dramatize simple poetry, rhymes, songs and skits -Copy/write words, phrases, or simple guided texts on familiar topics
Assessments	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Games • Activity pages (Write) • Classroom activities • Oral Response in Language (Speak) • Reading in Spanish Language (Speaking & Reading) 	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Games • Activity pages (Write) • Classroom activities • Oral Response in Language (Speak) • Buddy Reading in Language (Speaking & Reading) 	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Activity pages (Write) • Classroom activities • Oral Response in Language (Speak) • Reading short sentences (Speaking & Reading) • Use Pictionary to write simple sentences
Resources and Materials	-Smart Board -Teacher made worksheets and games -Flash cards - http://www.cuentosinfantiles.net/ -Story books	-Smart Board -Teacher made worksheets and games -50's chart -Youtube videos - http://www.cuentosinfantiles.net/ -Fiction and not fiction books - Pictures	-Smart Board -Teacher made worksheets and games -Song -Flash cards (Transportation) -Bingo games -Books

	- https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola	- https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola	- https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola
NJ Student Learning Standards for World Languages	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>
Technology Integration	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of iPads & Laptops where appropriate and with teacher design. 		

Curriculum Details
World Language - Grade 4

Interdisciplinary Connections	<p><u>ELA</u> RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly</p> <p><u>Social Studies</u> 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>
Career Ready Practices	CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.
21st Century Themes & Skills (by the end of 4th grade)	9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
Technology Standards	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
Proficiency Assessment	Mid Level Novice Assessment (June)

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none">● Research Activities with cross curricular theme● Use of authentic resources to promote a deeper understanding of culture● Authentic listening and reading sources that provides data and support for speaking and writing prompts	<ul style="list-style-type: none">● Read aloud● Word Wall● Build background knowledge● Picture Associations● Partner Work● Use Bilingual Dictionary	<ul style="list-style-type: none">● Extended time● Modified assignments● Small group● Modeling● Teacher Read Aloud● Build background knowledge● Oral/visual reminders● Peer assistance● Pre-teach vocabulary● Picture associations with vocab● Refer to each student's IEP for more specific modifications	<ul style="list-style-type: none">● Morning tutoring● After school program● Parental contact

Moonachie School District Curriculum

Grade: 4

Subject: World Language

	September	October	November	December
Essential Questions	<p>How do I describe my body? What is the purpose of your eyes? What is the purpose of your mouth? How are we different and similar from each other?</p>	<p>What are some important classroom commands and objects? What are the numbers from 1 to 15 in Spanish? How old are you? What is Dia de los Muertos and how is it similar/different to Halloween?</p>	<p>What do you eat for breakfast? What do you like for lunch? What is a healthy dinner? How does your family celebrate Thanksgiving? Can you mention some healthy food?</p>	<p>What are the four seasons? What types of weather are typically for each season? What are some fun activities for each season?</p>
Content (Big Ideas)	<p>Learn body parts Recognize simple functions of some body parts Learn new verbs: see, eat, walk, run</p>	<p>Master the classroom items Memorize classroom commands Learn how to inquire someone's age</p>	<p>Learn about food Classify food by categories (fruit and vegetables) Recognize healthy food Practice Thanksgiving holiday vocabulary: pavo, maiz, café, anaranjado, pastel de manzana, calabaza, sidra, indios, cosecha, peregrinos, cena, papas, fruta, Dia de Gracias</p>	<p>Learn the four seasons of the year Learn vocabulary related to seasons and weather</p>
Knowledge and Skills	<p>Students will: -ask and respond to simple questions, make requests, express preferences using memorized words and phrases. -demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response</p>	<p>Students will: -demonstrate comprehension of simple, oral, written directions, commands, requests through appropriate physical response -ask and respond to simple questions; make requests, and express preferences using memorized words and phrases</p>	<p>Students will: -Know to express likes and dislikes about certain food -Recognize a few common gestures and cultural practices associated with the target culture -Identify familiar people, places, and objects based on simple oral and/or written descriptions</p>	<p>Students will: -Describe how is the weather like in each season -Explain different activities for each season -Imitate, recite, and /or dramatize simple poetry, rhymes, songs, and skits about the four seasons -Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas</p>
Assessments	<ul style="list-style-type: none"> • Teacher observation • Classroom activities • Oral Response in Language (Speak) • Buddy Reading in Language (Speaking & Reading) 	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Activity pages (Write) • Classroom activities • Oral Response in the target Language (Speak) 	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Worksheets • Teacher observation • Activity pages (Write) • Classroom activities 	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Activity pages (Write) • Classroom activities • Oral Response in Language (Speak)

		<ul style="list-style-type: none"> Buddy Reading in Language (Speaking & Reading) 	<ul style="list-style-type: none"> Oral Response in Language (Speak) Reading short sentences quiz (Speaking & Reading) 	<ul style="list-style-type: none"> Buddy Reading in Language (Speaking & Reading)
Resources and Materials	<ul style="list-style-type: none"> http://www.cuentosinfantiles.net/ -Story books <ul style="list-style-type: none"> Un Dia en el Parque Este Soy Yo Es Esta mi Nariz? -Smart Board -Youtube videos -Big books -Pictures -Puppets -ww.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyol 	<ul style="list-style-type: none"> -Smart Board -Teacher made worksheets and games -Pictures -Real classroom items -Classic children's story books <ul style="list-style-type: none"> El Primer Dia de Escuela El Almuerzo Sorpresa -Youtube videos - http://www.cuentosinfantiles.net/ https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola 	<ul style="list-style-type: none"> -Smart Board -Teacher made worksheets and games -Pictures -Toy food -Classic children's story books <ul style="list-style-type: none"> El Almuerzo Sorpresa Arroz para todos Ninos, A la Cocina -Youtube videos - http://www.cuentosinfantiles.net/ https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola 	<ul style="list-style-type: none"> -Smart Board -Teacher made worksheets and games -Songs -Pictures cards -Story books <ul style="list-style-type: none"> Un Dia de Nieve Tren de Invierno Las Cuatro Estaciones desde el Gran Árbol -Board game for shapes and colors - http://www.cuentosinfantiles.net/ https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola
NJ Student Learning Standards for World Languages	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<p>7.1 NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s)</p>	<p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>
Technology Integration	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of iPads & Laptops where appropriate and with teacher design. 			

	January/February	March/April	May/June
Essential Questions	<p>Can I name the basic colors in Spanish? What are the names of the basic shapes in Spanish? What are the numbers from 1 to 20?</p>	<p>Can I name the numbers to 50 in Spanish ? What do you have in your closet? What are you wearing today? What do you wear on a cold day? What do you wear during the summer?</p>	<p>How do you come to school every morning? What type of transportation do we use to go to Europe? Can I go by train to New York city? How do we count from 50 to 100?</p>
Content (Big Ideas)	<p>Reviewing shapes and colors Designing shape pictures Numbers to 20</p>	<p>Reviewing numbers to 50 Learn new vocabulary about clothes Explain what do you wear according to the weather</p>	<p>Learn vocabulary about transportation Talk about modes of transportations and destinations Numbers from 50 to 100</p>
Knowledge and Skills	<p>Students will: -Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response -Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities</p>	<p>Students will: -Express what types of clothes are appropriated according with the weather -Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response -Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities</p>	<p>Students will: -Explain different types of transportation and their uses -Imitate, recite, and /or dramatize simple poetry, rhymes, songs and skits -Copy/write words, phrases, or simple guided texts on familiar topics</p>
Assessments	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Games • Activity pages (Write) • Classroom activities 	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Games • Activity pages (Write) • Classroom activities 	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Activity pages (Write) • Classroom activities • Oral Response in Language (Speak)

	<ul style="list-style-type: none"> • Oral Response in Language (Speak) • Reading in Spanish Language (Speaking & Reading) 	<ul style="list-style-type: none"> • Oral Response in Language (Speak) • Buddy Reading in Language (Speaking & Reading) 	<ul style="list-style-type: none"> • Reading short sentences (Speaking & Reading) • Use Pictionary to write simple sentences
Resources and Materials	<ul style="list-style-type: none"> -Smart Board -Teacher made worksheets and games -Flash cards - http://www.cuentosinfantiles.net/ -Story books -https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola 	<ul style="list-style-type: none"> -Smart Board -Teacher made worksheets and games -50's chart -Youtube videos - http://www.cuentosinfantiles.net/ -Fiction and not fiction books - Pictures -https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola 	<ul style="list-style-type: none"> -Smart Board -Teacher made worksheets and games -Song -Flash cards (Transportation) -Bingo games -Books -https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola
NJ Student Learning Standards for World Languages	<p>7.1.NM.A.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p>7.1.NM.A.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	<p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>
Technology Integration	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of iPads & Laptops where appropriate and with teacher design. 		

**Curriculum Details
World Language - Grade 5**

<p>Interdisciplinary Connections</p>	<p><u>ELA</u> RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>
<p>Career Ready Practices</p>	<p>CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.</p>
<p>21st Century Themes & Skills (by the end of 8th grade)</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</p>
<p>Technology Standards</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Research Activities with cross curricular theme ● Use of authentic resources to promote a deeper understanding of culture ● Authentic listening and reading sources that provides data and support for speaking and writing prompts 	<ul style="list-style-type: none"> ● Read aloud ● Word Wall ● Build background knowledge ● Picture Associations ● Partner Work ● Use Bilingual Dictionary 	<ul style="list-style-type: none"> ● Extended time ● Modified assignments ● Small group ● Modeling ● Teacher Read Aloud ● Build background knowledge ● Oral/visual reminders ● Peer assistance ● Pre-teach vocabulary ● Picture associations with vocab ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Morning tutoring ● After school program ● Parental contact

Moonachie School District Curriculum
Grade: 5
Subject: World Language

	September	October	November	December
Essential Questions	<p>How do you come to school every morning? What type of transportation do we use to go to Europe? Can I go by train to New York city? How do we count from 50 to 100?</p>	<p>Can you ask its name and age to the person next to you? What are the rainbow colors? How do you feel today? Can you tell how many students there are in your class? Can you mention five items around you? How do you celebrate Halloween or Dia de los Muertos?</p>	<p>What are the days of the week in Spanish? What are the months of the year in Spanish ? What are some Hispanic countries? What is today's date?</p>	<p>Do you live in a house or in an apartment? Can you name the parts of the house? In what room does your family have dinner? Where can you plant a tree? What is La Navidad? How is it celebrated in Latin America? Spain?</p>
Content (Big Ideas)	<p>Learn vocabulary about transportation Talk about modes of transportations and destinations Numbers from 50 to 100</p>	<p>Practices general Spanish (frequent questions) Review content from lower levels Dia de los Muertos Vocabulary/culture</p>	<p>Learn the names of the months in Spanish Learn the names of the days of the week Associate holidays and events with a specific month Learn to express date in Spanish</p>	<p>Learn about different types of home Learn to describe their house Express the purpose of each room in the house Practice the vocabulary about Christmas and other celebrations</p>
Knowledge and Skills	<p>Students will: -Explain different types of transportation and their uses -Imitate, recite, and /or dramatize simple poetry, rhymes, songs and skits -Copy/write words, phrases, or simple guided texts on familiar topics</p>	<p>Students will: -Identify familiar people, places, and objects based on oral and simple written descriptions (World language literacy) -Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases</p>	<p>Students will: -Copy/write words, phrases, or simple guided texts on familiar topics such as calendar/time, color/shape/size, and compare and contrast events -Be able to express every day date</p>	<p>Students will: -Learn about the different kinds of house -Describe their house -Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits (visual and performing arts) -Identify basic geographical features and some common landmarks in countries where the target language is spoken</p>

		-Participate in age-appropriate activities related to special events celebrated in the target culture(s)		
Assessments	<ul style="list-style-type: none"> • Teacher observation • TPR activity • Activity pages (Write) • Classroom activities • Oral Response in Language (Speak) • Reading short sentences (Speaking & Reading) • Use Pictionary to write simple sentences 	<ul style="list-style-type: none"> • Class participation • Quiz • Test • Oral role plays (oral & listening) • Games • Writing worksheets 	<ul style="list-style-type: none"> • Songs • Quiz/Tests • Poem • Project • Writing In Language Assessment 	<ul style="list-style-type: none"> • Games • Quiz/Test • Role play (oral & listening) • Songs • Teacher observation • Class participation
Resources and Materials	<ul style="list-style-type: none"> -Smart Board -Teacher made worksheets and games -Song -Flash cards (Transportation) -Bingo games -Books -https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola 	<ul style="list-style-type: none"> -Spanish Books -Smart board -Youtube videos -Pictures -Supplemental dittos (Teach them Spanish) -Maps -Games- Dia de los Muertos Bingo cards 	<ul style="list-style-type: none"> -Spanish books -Supplemental dittos -Maps -Workbook -Videos 	<ul style="list-style-type: none"> -Spanish reading books -Supplemental dittos -Maps -Worksheets -Pictures -Videos -Clocks
NJ Student Learning Standards for World Languages	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and levelappropriate classroom and cultural activities.</p>	<p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.2.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p>	<p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.2.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p>
Technology Integration	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of IPads & Laptops where appropriate and with teacher design. 			

	January	February	March	April
Essential Questions	<p>Can you name some community places?</p> <p>Can you mention some community workers?</p> <p>What do you know about community workers job?</p> <p>Do you think that policemen and firefighters are brave?</p>	<p>How do I describe clothing in Spanish?</p> <p>How can I communicate when shopping?</p> <p>How do I identify sizes in Spanish?</p>	<p>How can we say the times of the day in Spanish?</p> <p>What question do we use to ask the time?</p> <p>What activities do you have in the morning?</p> <p>What classes do you have in the afternoon?</p>	<p>How do I ask where someone is from?</p> <p>How do I say where I am from?</p> <p>What are the Spanish names of Nationalities?</p> <p>Where do you live?</p>
Content (Big Ideas)	<p>Identify Community places in Spanish language</p> <p>Explain Community workers' duties in a simple language</p> <p>Be able to express the importance of their job</p>	<p>Identifying clothing</p> <p>Buying clothing</p> <p>Express what other person is wearing</p> <p>Telling what you are looking for</p> <p>Telling clothing sizes</p>	<p>Express times of the day</p> <p>Learn how to say the time</p> <p>Learn vocabulary about school subjects</p>	<p>Ask about Nationalities</p> <p>Practice the verb to be (ser and estar)</p>
Knowledge and Skills	<p>Students will:</p> <ul style="list-style-type: none"> -Understand the everyday life in a community -Identify familiar people, places, and objects based on oral and simple written descriptions (language arts) -imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave takings and daily classroom interaction 	<p>Students will:</p> <ul style="list-style-type: none"> -Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases -Identify basic geographical features and some common landmarks in countries where the target language is spoken -Compare and contrast similarities and differences between tangible products of the target culture and their own 	<p>Students will:</p> <ul style="list-style-type: none"> -Copy/write words, phrases, or simple guided texts on familiar topics such as calendar, time, color, school --Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases 	<p>Students will:</p> <ul style="list-style-type: none"> -Imitate culturally appropriate etiquette in verbal and non verbal communication during greetings, leave takings, and daily classroom interactions -Identify basic geographical features and some common landmarks in countries where the target language is spoken

Assessments	<ul style="list-style-type: none"> • Tests/Quiz • Teacher observation • Project • Oral presentation (oral & listening) 	<ul style="list-style-type: none"> • Role Play • Tests/Quiz • Teacher observation • Games • Writing Assessment 	<ul style="list-style-type: none"> • Role Play • Tests/Quiz • Teacher observation • Games • Writing Assessment 	<ul style="list-style-type: none"> • Role Play • Tests/Quiz • Teacher observation • Games • Writing Assessment
Resources and Materials	<p>-Spanish books -Pictures -Worksheets -Supplemental dittos -Maps https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola</p>	<p>-Spanish Books -Worksheets -Videos -Pictures -Supplemental dittos -Flash Cards -Bingo Cards-Clothing https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola</p>	<p>-Spanish Books -Worksheets -Videos -Pictures -Supplemental dittos -Flash Cards -Bingo Cards-Clothing https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola</p>	<p>-Spanish Books -Worksheets -Videos -Pictures -Supplemental dittos -Flash Cards -Bingo Cards-Clothing https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola</p>
NJ Student Learning Standards for World Languages	<p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>	<p>7.1.NH..B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH..A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.2.C.1</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>7.1.NH..B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p>
Technology Integration	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of iPads & Laptops where appropriate and with teacher design. 			

	May	June
Essential Questions	<p>What is the question to ask where something is?</p> <p>What are the positional words in Spanish?</p> <p>How can we say the location of a country on a map?</p>	<p>What is the Spanish Alphabet?</p> <p>What are the letters sounds?</p> <p>How do we read short words and simple sentences?</p> <p>How do we count from 1 to 100?</p> <p>How big is my family?</p> <p>What colors I see around me?</p> <p>What activities I like and dislike?</p>
Content (Big Ideas)	<p>Ask about location</p> <p>Learn to express location</p> <p>Express where a country is located</p> <p>Learn some expressions in Spanish</p> <p>indicate location: on the right, on the left</p> <p>Learn the four cardinal points</p>	<p>Review previous content</p> <p>Practice reading</p> <p>Practice numbers</p> <p>Review colors</p> <p>Practice vocabulary about daily activities and preferences</p>
Knowledge and Skills	<p>Students will:</p> <ul style="list-style-type: none"> -Respond to positional questions -Express where places are located in the target language -Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases -Identify basic geographical features and some common landmarks in countries where the target language is spoken 	<p>Students will:</p> <ul style="list-style-type: none"> -Identify familiar people, places, and objects based on oral and simple written descriptions -Compare daily practices of people in the target culture -Master the basics of Spanish Language

Assessments	<ul style="list-style-type: none"> • Tests/Quiz • Teacher observation • Project • Oral presentation (oral & listening) 	<ul style="list-style-type: none"> • Test/Quiz (writing) • Teacher observation(reading) • Role Play(speaking) • PROJECT • Oral Presentation (oral & listening)
Resources and Materials	<ul style="list-style-type: none"> -Spanish books -Youtube videos -Pictures -Worksheets -Supplemental dittos -Maps https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola 	<ul style="list-style-type: none"> -Spanish books -Youtube videos -Pictures -Worksheets -Supplemental dittos -Maps https://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola
NJ Student Learning Standards for World Languages	7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).	7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
Technology Integration	<ul style="list-style-type: none"> - Teacher Created Presentations using Smartboard and PowerPoint - Use of Audio listening opportunities of the language – CD, YOUTUBE, or Other Fluency based read aloud listening opportunities. - Use of videos as appropriate and available - Use of Smartboard and ELMO as appropriate and available - Use of IPads & Laptops where appropriate and with teacher design. 	