Moonachie School District

World Languages Curriculum:

Grades K-2

New Jersey Student Learning Standards for World Languages

Born On: August 23, 2022

Re-Adopted: January 31, 2023

| **7. WORLD LANGUAGES: Grades K-2** | | | |
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| **PROFICIENCY LEVEL: Novice Low** | | | |
| **DISCIPLINARY CONCEPT: Interpretive Mode Of Communication** | | | |
| **Core Idea:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. | | | |
| **Intercultural Statements:**  Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learner’s own culture.  Possible topics: Family members, pets, school supplies, animals, weather.  Learners recognize and identify a few typical practices of the target culture.  Possible Topics: Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students’ own cultures, authentic songs and dances as a reflection of target culture people. | | | |
| **Performance Expectations:**   * 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. * 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. * 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). * 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts. | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** |
| frío, caliente, soleado, lloviendo, nublado, nieve, trueno, relámpago, seco, mojado | SWBAT recall critical weather terms for cold, hot, sunny, rainy, cloudy, snow, thunder, lightning, dry, wet | **Grade K:**   * Do a weather related read-aloud in Spanish to show words in context of a story. * Students draw, color, label different types of weather phenomena * Ask students on a daily basis what the weather is to practice recalling key weather terms.   **Grade 1:**   * Do a weather related read-aloud in Spanish to show words in context of a story. * Students draw, color, label different types of weather phenomena * Students work in pairs with flashcards to practice recalling key terms (incremental rehearsal technique). * Ask students on a daily basis what the weather is to practice recalling key weather terms. * Students recall key weather terms by writing it down on a whiteboard, then chorally saying it aloud   **Grade 2:**   * Do a weather related read-aloud in Spanish to show words in context of a story. * Students work in pairs with flashcards to practice recalling key terms (incremental rehearsal technique). * Ask students on a daily basis what the weather is to practice recalling key weather terms. * Students recall key weather terms by writing it down on a whiteboard, then chorally saying it aloud | * Teacher observation w/rubric * Formative oral questioning * Formative quizzes * Flashcard mastery of key terms * Observing partnered practice. * Paired role playing presentations |
| Hola, Adiós, ¿Cómo te llamas?, Buenos días, buenas tardes, buenas noches, | SWBAT recall words used for greetings, introductions and leave taking statements | **Grade K:**   * + TPR: using gestures (shaking hands, kissing of the cheeks, etc) to associate greetings with gestures     - Examples of typical greetings for K-2   **Grade 1:**   * TPR: using gestures (shaking hands, kissing of the cheeks, etc) to associate greetings with gestures   + Examples of typical greetings for K-2   **Grade 2:**   * TPR: using gestures (shaking hands, kissing of the cheeks, etc) to associate greetings with gestures   + Examples of typical greetings for K-2 | * Teacher observation w/rubric. * Formative oral questioning. * Formative quizzes. * Flashcard mastery of key terms. * Observing partnered practice. * Paired role playing presentations * Exit tickets: Short written responses |
| ¿Qué falta?  La cabeza, los ojos, las orejas, la nariz,  la boca, | SWBAT identify body part in Spanish | **Grade K:**   * + TPR   + Simon Says   + Mr./Mrs. Potatohead   + What’s missing?     - Flashcards/images/powerpoint slide with missing body parts   + Monster Write-Up     - Teacher describes the monster with body parts to describe   **Grade 1:**   * TPR * Simon Says * Mr./Mrs. Potatohead * What’s missing?   + Flashcards/images/powerpoint slide with missing body parts * Monster Write-Up   + Teacher describes the monster with body parts to describe   **Grade 2:**   * + TPR   + Simon Says   + Mr./Mrs. Potatohead   + What’s missing?     - Flashcards/images/powerpoint slide with missing body parts   + Monster Write-Up     - Teacher describes the monster with body parts to describe | * Teacher observation w/rubric. * Formative oral questioning. * Formative quizzes. * Flashcard mastery of key terms. * Observing partnered practice. * Paired role playing presentations * Exit tickets: Short written responses * Matching body part quiz (2nd grade) * Flipgrid * Peardeck |
| Papá, mamá, hermana, hermano, abuela, abuelo, primo, prima, tío, tía | SWBAT identify and recall family members based on oral descriptions given by the teacher | **Grade K:**   * Family tree activity * Pre-made or self-made   **Grade 1:**   * Flashcard activities (partnered, small group, individual) * Yes/no questions   **Grade 2:**   * Flashcard activities (partnered, small group, individual) * Yes/no questions * Role-playing family activity * Students take on the role of individual family members | * Teacher observation w/rubric. * Formative oral questioning. * Formative quizzes. * Flashcard mastery of key terms. * Observing partnered practice. * Paired role playing presentations * Exit tickets: Short written responses * Kahoot (2nd Grade) |
| **Resources/Materials** | * Read-aloud weather books (example: [Elmer y el Clima](https://www.youtube.com/watch?v=zYe1_HkYkao)), weather flashcards, whiteboards, weather coloring/labeling worksheet, incremental rehearsal ([research](https://charts.intensiveintervention.org/intervention/toolSGL/44686cd47b922953), [example video](https://www.youtube.com/watch?v=9FdLh6npcbI)), Wordwall * Youtube greeting links (IE: Sr Jordan), Boomcards (interactive flashcards) * Mr./Mrs. Potatohead, Flashcards, Quia Spanish, Wordwall * Flashcards, Kahoot, Quia Spanish, Wordwall   General Materials & Resources  Culturally authentic materials  Venn diagrams to compare and contrast  Weather charts and labels for both English and target language  Drawing paper, crayons, markers, etc. for family drawings  Direction words labeling in classroom in English and target language  Greetings booklet in English and target language  Dictionaries in target language and in English for ELLs | | |
| **Interdisciplinary Connections** | **English Language Arts**  **(K)**  L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings  (1)  L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  (2)  L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  **Comprehensive Health and Physical Education (K-2)**   * 2.1.2.PGD.5: Use correct terminology to identify body parts and explain how body parts work together to support wellness. * 2.1.2.SH.1: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.   **Science(K-2)**   * K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. | | |
| **Career Readiness, Life Literacies and Key Skills** | **9.4 Life Literacies and Key Skills**   * 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). * 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). | | |
| **Computer Science and Design Thinking** | **8.1 Computer Science**   * 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **7. WORLD LANGUAGES: Grades K-2** | | | | |
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| **PROFICIENCY LEVEL: Novice Low** | | | | |
| **DISCIPLINARY CONCEPT: Interpersonal Mode of Communication** | | | | |
| **Core Idea:** Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. | | | | |
| **Intercultural Statements:**  Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.  Possible Topics: Family members, school supplies, pets, weather.  Learners recognize and identify a few typical practices of the target culture.  Possible Topics: Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people. | | | | |
| **Performance Expectations:**   * 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. * 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. * 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. * 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. * 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. * 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures. | | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| Papel, lápiz, sacapuntas, libro, cuaderno, crayones, tijeras, mochila, pegamento, borrador, pluma  Levanta la mano, parense, sientense, saquen un papel y lápiz, ¿puedo ir al baño? | SWBAT identify, recognize, specific classroom and school objects  SWBAT react to instructions, directions and commands | **Grade K:**   * Simon says commands and students react   **Grade 1:**   * Simon says commands and students react * Charades (assign a student as an object and classmates guess the object)   **Grade 2:**   * Charades (assign a student as an object and classmates guess the object) * Scavenger hunt activity with the target vocabulary (classroom objects) * Backpack items activity * Bag activity   + Add flashcards with items in the bag   + Students draw and glue labels for flashcards * Guess what is in the box activity?   + Teacher describes the item without saying the item * Group response/individual response activity * Song with classroom objects | * Teacher observation w/rubric. * Formative oral questioning. * Formative quizzes. * Flashcard mastery of key terms. * Observing partnered practice. * Paired role playing presentations * Exit tickets: Short written responses * Peardeck | |
| Feliz, triste, enojado, cansado, tengo hambre, tengo frío, tengo sed, tengo sueño, tengo calor | SWBAT identify the various types of feelings in Spanish | **Grade K:**   * Emoji-feeling cards activity * Drawings   + Students draw they feelings with the appropriate label   + Students draw a happy/sad/etc memory and reinforce with the vocabulary feeling   + How are you feeling now?     - Students circle the appropriate feeling on the worksheet     - Students draw the appropriate face on the blank face   **Grade 1:**   * Emoji-feeling cards activity * Drawings   + Students draw they feelings with the appropriate label   + Students draw a happy/sad/etc memory and reinforce with the vocabulary feeling   + How are you feeling now?     - Students circle the appropriate feeling on the worksheet     - Students draw the appropriate face on the blank face   **Grade 2:**   * Charades   + Assign a student a feeling   + Classmates guess the feeling * Drawings   + Students draw they feelings with the appropriate label   + Students draw a happy/sad/etc memory and reinforce with the vocabulary feeling   + How are you feeling now?     - Students circle the appropriate feeling on the worksheet     - Students draw the appropriate face on the blank face | * Teacher observation w/rubric. * Formative oral questioning. * Formative quizzes. * Flashcard mastery of key terms. * Observing partnered practice. * Paired role playing presentations * Exit tickets: Short written responses * Flipgrid * Peardeck | |
| Hasta pronto, hasta luego, hasta mañana, adiós, hasta la vista | SWBAT understand and express an appropriate leave taking and greeting | **Grade K:**   * + Prompts- choose the appropriate response     - With and without choices (age dependent)   **Grade 1:**   * Prompts- choose the appropriate response * With and without choices (age dependent)   **Grade 2:**   * Prompts- choose the appropriate response * With and without choices (age dependent) * Prompts- choose the appropriate response   + With and without choices (age dependent) * Comic book strip with blanks (kids glue in the appropriate responses) | * Teacher observation w/rubric. * Formative oral questioning. * Formative quizzes. * Flashcard mastery of key terms. * Observing partnered practice. * Paired role playing presentations * Exit tickets: Short written responses * Flipgrid * Peardeck | |
| El basurero, reciclaje, papel, plástico, cartón | SWBAT recognize the difference between the recycling and garbage bin | **Grade K:**   * Sorting activity   + Smartboard or in real life   + Labeling activity (oral, cut and paste)   **Grade 1:**   * Sorting activity   + Smartboard or in real life   + Labeling activity (oral, cut and paste)   **Grade 2:**   * Sorting activity   + Smartboard or in real life   + Labeling activity (oral, cut and paste) | * Teacher observation w/rubric. * Formative oral questioning. * Formative quizzes. * Flashcard mastery of key terms. * Observing partnered practice. * Exit tickets: Short written responses, matching | |
| **Resources/Materials** | * Paper bag for bag activity, youtube videos on classroom objects, objects worksheet labeling * Flashcards, videos on feelings, How are you feeling? worksheet * Comic book (prepared) * Trash and recycling bins, objects to recycle or throw away in the garbage   General Materials & Resources  Culturally authentic materials  Venn diagrams to compare and contrast  Weather charts and labels for both English and target language  Drawing paper, crayons, markers, etc. for family drawings  Direction words labeling in classroom in English and target language  Greetings booklet in English and target language  Dictionaries in target language and in English for ELLs | | | |
| **Interdisciplinary Connections** | **ELA**  (K)  L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings  (1)  L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  (2)  L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  **Comprehensive Health and Physical Education (K-2)**   * 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. * 2.1.2.SH.5: Explain healthy ways for friends to express feelings for and to one another   **Science (K-2)**   * K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air,   and/or other living things in the local environment. | | | |
| **Career Readiness, Life Literacies and Key Skills** | **9.4 Life Literacies and Key Skills**   * 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). * 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). | | | |
| **Computer Science and Design Thinking** | **8.1 Computer Science**   * 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **7. WORLD LANGUAGES: Grades K-2** | | | |
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| **PROFICIENCY LEVEL: Novice Low** | | | |
| **DISCIPLINARY CONCEPT: Presentational Mode of Communication** | | | |
| **Core Idea:** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | | | |
| **Intercultural Statements:**  Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.  Possible Topics: Family members, school supplies, pets, weather.  Learners recognize and identify a few typical practices of the target culture.  Possible Topics: Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people. | | | |
| **Performance Expectations:**   * 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. * 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. * 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. * 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures. | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** |
| Azul, rojo, amarillo, verde, naranja, numbers from 1 to 10. Mamá, papá, hermano, hermana, abuela, abuelo, mascota. | SWBAT present personal information to others.  SWBAT understand and share numbers, colors, letters | **Grades K-2**   * “All About Me” Activity * Eye-spy activity * PBS: Oh Noah! Spanish supplemental activities * ABA Ya videos on numbers, letters, colors * Scavenger Hunts   + Show me something...   (number/colors/objects)   * Flashcard activities for practice   + Show me the \_\_\_\_\_. Students pick up the appropriate flashcard * Show and tell activities   + Focused on specific vocabulary * Role-playing activities * Alphabet activities   + Flashcards   + Songs | * Teacher observation w/rubric. * Formative oral questioning. * Formative quizzes. * Flashcard mastery of key terms. * Observing partnered practice. * Paired role playing presentations * Exit tickets: Short written responses * Matching quiz (colors, numbers) |
| **Resources/Materials** | * ABC Ya, Oh Noah! PBS Videos, Youtube videos on alphabet/numbers/letters, flashcards (colors, numbers, letters), worksheets, RAZ kids Spanish (colors, numbers, letters)   General Materials & Resources  Culturally authentic materials  Venn diagrams to compare and contrast  Weather charts and labels for both English and target language  Drawing paper, crayons, markers, etc. for family drawings  Direction words labeling in classroom in English and target language  Greetings booklet in English and target language  Dictionaries in target language and in English for ELLs | | |
| **Interdisciplinary Connections** | **Kindergarten**  RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.  **1st Grade**  L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  **2nd Grade**  L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | | |
| **Career Readiness, Life Literacies and Key Skills** | **Life Literacies and Key Skills**   * 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). * 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). * 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). | | |
| **Computer Science and Design Thinking** | **8.1 Computer Science**   * 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. | | |

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