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| **Kindergarten** | | | | | |
| **SUBJECT: World Language - Spanish** | | | | | |
| **STANDARD:**   * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English** * **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.** | | | | | |
| **Unit 1: All About Me** | | | | | |
|  | **TRANSFER (How will this apply to their lives?)** | | | | |
|  | *Students will be able to independently use their knowledge to…*   * Identify the alphabet * Describe themselves and their family members | | | | |
| **MEANING** | | | | |
| UNDERSTANDINGS   * Vocabulary – greetings, expressions of courtesy, classroom commands, family members, clothing * Characteristics of self – body parts, descriptions * One Spanish speaking country – Mexico * Clothing styles in Spanish – speaking countries | | ESSENTIAL QUESTIONS   * Aare you able to greet your classmate and ask his/her name? * What three adjectives best describe you? * What language do people speak in Mexico? * How do people in Mexico dress? | | |
|
| **District Formative Assessment Plan** | | | **District Summative Assessment Plan** | | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Question and Answer  Teacher Observation  Partner dialogue | | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*   * Teacher generated tests * Oral assessment * Vocabulary Quizzes | | |
| **Alternative Assessments** | | | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | | **Unit 1 Performance**  **Oral presentations**  **Vocabulary games (concentration, Bingo, Jeopardy)**  **Create Family Tree**  **Locate countries on a map**  **Sing simple songs in Spanish**  **Students will draw a self portrait – use three adjectives (in Spanish) to describe themselves** | | | |
| **District Texts** | | | | **District**  **Supplementary Resources** | |
| NA | | | | Teacher generated worksheets  Games  Posters for class | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | | | |
| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.C.2 | | |  |
| **Modifications and Accommodations** | | | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | | |  |
| **Unit Duration** | | | | | |
| 14 weeks – Teacher meets with students once a week. | | | | | |

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| **Kindergarten** | | | | | |
| **SUBJECT: World Language - Spanish** | | | | | |
| **STANDARD:**   * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English** * **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.** | | | | | |
| **Unit 2: My World** | | | | | |
|  | **TRANSFER (How will this apply to their lives?)** | | | | |
|  | *Students will be able to independently use their knowledge to…*   * Learn the Spanish vocabulary for school, community, and home life * Identify activities they like in Spanish * Learn about celebrations and holidays in Spanish-speaking countries | | | | |
| **MEANING** | | | | |
| UNDERSTANDINGS   * School, home, and community life vary according to culture * Holidays and celebrations that are universal are observed according to their respective cultures. * Interact with appropriate responses * Describe items using simple sentences and questions * Compare customs of their own culture with target culture | | ESSENTIAL QUESTIONS   * What are children like in Mexico? * What types of activities are there in Mexico? * What holidays are special in Mexico? | | |
|
| **District Formative Assessment Plan** | | | **District Summative Assessment Plan** | | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Question and Answer  Teacher Observation  Partner dialogue | | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*   * Teacher generated tests * Oral assessment * Vocabulary Quizzes | | |
| **Alternative Assessments** | | | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | | **Unit 2 Performance**  **Draw favorite activity and share with class using “Me gusta”.**  **Create and share pictures about neighborhood**  **Recite simple poetry in Spanish**  **Label classroom**  **Charades**  **Holiday art activities** | | | |
| **District Texts** | | | | **District Supplementary Resources** | |
| NA | | | | Holiday stories in Spanish  Vocabulary games (Pictionary, bingo, etc.) | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | | | |
| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.C.2 | | |  |
| **Modifications and Accommodations** | | | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | | |  |
| **Unit Duration: Instructional Days** | | | | | |
| 14 weeks – Teacher meets with students once a week. | | | | | |

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| **Kindergarten** | | | | | | |
| **SUBJECT: World Language - Spanish** | | | | | | |
| **STANDARD:**   * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English** * **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.** | | | | | | |
| **Unit 3: All Around Us** | | | | | | |
|  | **TRANSFER (How will this apply to their lives?)** | | | | | |
|  | *Students will be able to independently use their knowledge to…*   * Learn vocabulary for animals, insects, and plants * Explore the aspects of the Rainforest * Be introduced to different music and dance from the Hispanic world * Interact with appropriate responses * Describe items using simple sentences and questions * Compare customs of own culture with target culture | | | | | |
| **MEANING** | | | | | |
| UNDERSTANDINGS   * Music and art are a reflection of individual cultures * Components of the rainforest affect daily lives | | | ESSENTIAL QUESTIONS   * How is music from Hispanic countries expressed in music in the United States? * What is life like in the Rainforest? | | |
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| **District/School Formative Assessment Plan** | | | | **District/School Summative Assessment Plan** | | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Question and Answer  Teacher Observation  Partner dialogue | | | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*   * Teacher generated tests * Oral assessment * Vocabulary Quizzes | | |
| **Alternative Assessments** | | | | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | | | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | | **Unit 3 Performance**  **Oral presentations**  **Recite and/or dramatize simple poetry, rhymes, songs, and skits**  **Flashcards**  **Charades**  **Identify/label pictures**  **Use the computer to create a picture of their favorite animal (using “mi animal favorite”); student will describe their favorite animal to their partner** | | | | |
| **District Texts** | | | **District Supplementary Resources** | | | |
| NA | | | Spanish books  Book on the Rainforest  Labeled pictures of animals, insects, and plants  Music from Mexico | | | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | | | | |
| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.C.2 | | | |  |
| **Modifications and Accommodations** | | | | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | | | |  |
| **Unit Duration: Instructional Days** | | | | | | |
| 14 weeks – Teacher meets with students once a week. | | | | | | |
| **SUBJECT:** | | | | | | |
| **STANDARD:** | | | | | | |
| **Unit 1:** | | | | | | |
| **ESTABLISHED GOALS (Indicator #)** | | **TRANSFER (How will this apply to their lives?)** | | | | |
|  | | *Students will be able to independently use their knowledge to…* | | | | |
| **MEANING** | | | | |
| UNDERSTANDINGS | | | ESSENTIAL QUESTIONS | |
|
| **Unit 1: Grade 3-6 - Lessons** | | | | | | |
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| **District/School Formative Assessment Plan** | | | | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk | | | | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*   * Written assessment * Oral assessment * Performance evaluations | |
| **Alternative Assessments** | | | | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | | | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | | **Unit 1 Performance** | | | | |
| **District Texts** | | | | | **District Supplementary Resources** | |
|  | | | | |  | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | | | | |
| **ELA**  3.1.6.D.1  3.3.6.D.7 | | **Math**  4.1.6.A.4  4.3.6.A.1 | | | | **Social Studies**  6.4.4.A.4 |
| **21st Century Skills/Career Education**  8.1.4.A.2  8.1.4.B.7 | | **Technology**  9.1.4.A.2  9.1.4.B.3  9.2.4.B.2  9.2.4.C.2 | | | |  |
| **Modifications and Accommodations** | | | | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | | | |  |
| **Unit Duration: Instructional Time - 14 weeks** | | | | | | |