

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
DIVISION OF CURRICULUM AND INSTRUCTION

**SPANISH ELEMENTARY**

Length of Course: Term

Elective / Required: Required

Schools: Elementary

Student Eligibility: Grades 1, 2, 3, 4, 5

Credit Value: N / A

Date Approved: September 30, 2013

## **Elementary Spanish**

### **SUMMARY**

This guide has been developed for Grades 1-5 and has been revised to encompass a thematic unit approach to the teaching of Spanish to elementary school students. The guide has been bench-marked to meet and exceed the New Jersey Core Curriculum Content Standards for World Languages. In addition to a change in the organization of the scope and sequence, this guide includes teacher resource materials.

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### **STATEMENT OF PURPOSE**

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world language program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated world languages program that is a rewarding and satisfying experience for each learner.

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### PHILOSOPHY

Foreign language teaching has evolved from a grammar-translation orientation to the audio-lingual methodology of the 60's to communicative competence of the 70's and to Proficiency as an organizing principle in the 80's. Whereas the Edison program embraces the Proficiency Movement, we choose not to ignore those features of previous movements that contribute to the excellence of our program. From the era of communicative competence, we adopt the idea of negotiation of meaning. Elements of the grammar-translation era remain with us as we contribute to train our students in grammatical accuracy. We continue, at times, to provide practice for our students in an audio-lingual mode when certain constructions present themselves. Our approach can best be described as "eclectic," inspired by the Proficiency Movement but taking the best features of prior movements and utilizing them at appropriate times.

We believe that language instruction should seek to impact active and practical skill in the art of communication and that true communication is achieved only when cultural patterns are perceived as part of that learning. Since language and culture are inextricably bound together, cultural understanding should be developed along with the skills of listening, speaking, reading and writing.

Our program is based on the belief that the four basic skills are interdependent; each interacts with and reinforces the others.

From the beginning of language study, we focus on this four-skills approach. Listening skills are practiced through classroom interaction, native-made tapes, and/or videos. Listening activities not only include vocabulary items the students have been exposed to, but also provide new items, the meanings of which are imparted only through contextual clues. In this way, students develop listening skills in a manner similar to the way they began to comprehend their first language.

Speaking skills develop at a slower rate than listening skills. Comprehension of input precedes production in second language acquisition in a manner similar to the way students acquired their first language.

We recognize that students will converse when they are free from tension and anxiety. Therefore, we strive for a low-anxiety, supportive atmosphere in our classrooms. This encourages the students to "take risks" in order to express an idea. Small-group and paired communicative activities are important features of our program.

We recognize that good teaching includes a "skill-getting" as well as a "skill-using" phase. We focus on error correction during the "skill-getting" phase, while we are more liberal during the "skill-using" phase.

Reading, in a manner similar to listening, is often presented at a higher level than are productive skills. Reading strategies are taught from the earliest levels (skimming, scanning, predicting content and direction, guessing meaning from context, recognizing

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cognates, etc.). By emphasizing these strategies, we find we can introduce our students to authentic texts from the start of their language study. In their first year, students can begin to decipher newspaper headlines, TV schedules, train schedules, and some advertisements. Documents of these types add vividness and relevance to our programs. They bring “real-life” features into our classrooms. As the students progress, they are introduced to longer reading selections, stories and novels.

From the earliest levels, our students are encouraged to write. Because we want them to use whatever vocabulary and structures they may have available in their repertoire, we frequently present situations that elicit open-ended responses. In this way, students are given the opportunity to demonstrate what they have mastered, not what they have failed to learn. Graded writing assignments are included in each unit of study. As students progress in the program, they are required to write in a variety of formats (notes, letters, persuasive essays, literary analyses, etc.).

In summary, we adopt the hypotheses presented by Omaggio (1986) as basic principles for organization of instruction.

Hypothesis 1. Opportunities must be provided for students to practice language in a range of contexts likely to be encountered in the target culture.

Corollary 1. Students should be encouraged to express their own meaning as early as possible after productive skills have been introduced in the course instruction.

Corollary 2. A proficiency-oriented approach promotes active communicative interaction among students.

Corollary 3. Creative language practice (as opposed to exclusively manipulative or convergent practice) must be encouraged in the proficiency-oriented classroom.

Corollary 4. Authentic language should be used in instruction wherever and whenever possible.

Hypothesis 2. Opportunities should be provided for students to practice carrying out a range of functions (task universals) likely to be necessary in dealing with others in the target culture.

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Hypothesis 3. There should be a concern for the development of linguistic accuracy from the beginning of instruction in a proficiency-oriented approach.

Hypothesis 4. Proficiency-oriented approaches should respond to the affective needs of students as well as their cognitive needs. Students should feel motivated to learn and must be given opportunities to express their own meanings in a non-threatening environment.

Hypothesis 5. Cultural understanding must be promoted in various ways so that students are prepared to live more harmoniously in the target-language community.

Using these hypotheses as our guiding principles along with those features of previous movements that promote a balanced, four-skills approach to language learning, the foreign language program offers students the opportunity to broaden their horizons by relating to a second language and culture while preparing for higher education or future employment.

### REFERENCE

Omaggio, A.C. Teaching Language in Context: Proficiency-Oriented Instruction. Boston: Heinle and Heinle, 1986

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### THE OPTIMUM TIME TO START THE STUDY OF WORLD LANGUAGES

Research has shown that the optimum time to begin foreign language study is in the elementary grades.

Dr. Gladys Lipton (1998, p. 11), highlights the results of research on children who study a foreign language in elementary school. These students:

- achieve expected gains and have even higher scores on standardized tests in reading, language arts, and mathematics than those who have not;
- show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills;
- have an improved self-concept and sense of achievement in school; and
- can transfer their language learning skills in subsequent foreign language study in high school and college.

Curtain and Pesola (1994, pp.3-4) identify three powerful arguments for including world languages in the core curriculum and elementary schools in the United States. They are excerpted below.

- One of the most important factors influencing the development of language proficiency is the amount of time spent working with the language. When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness.
- Every skill and outcome that is important to society is introduced through the elementary school curriculum. The lists of curriculum requirements in almost every state attest to the importance of reading, math, social studies, science, music, art, and physical education...Only when languages become a secure part of the elementary school curriculum will language learning begin to meet the needs so vividly described in the national reports of the 1980s.
- The age of 10 is a crucial time in the development of attitudes toward nations and groups perceived as “other,” according to the research of Piaget, Lambert, and others (Lambert & Klineberg, 1967). Children are in the process of moving from egocentricity to reciprocity, and information introduced before age 10 is eagerly received ... The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language.

### REFERENCES

Curtain H., & Pesola, C.A. Languages and Children: Making the Match (2<sup>nd</sup> ed.). White Plains, NY: Longman, 1994.

Lipton, G. Practical Handbook to Elementary Foreign Language Programs (FLES): Including Sequential FLES, Flex, and Immersion. Lincolnwood, IL: National Textbook, 1998.

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Edison Public Schools  
Spanish FLES (1-5)  
Curriculum Guide

### First Grade Overview

Through many hands-on experiences with interesting content and culture, the Grade 1 Spanish program aims to provide a foundation for students' successful life-long language learning. The teacher's constant use of Spanish will assist students in developing listening comprehension of vocabulary and phrases. Indications of comprehension rather than speaking will be expected in the beginning stages with one-word responses.

#### Program Objectives

**Listening / Understanding:** A first grader will be able to:

- Physically respond to commands given in Spanish.

**Speaking:** A first grader will be able to:

- Respond with a name or a number, a yes or no, one word from an "either/or" choice.
- Respond to simple questions in contextualized situations.

**Reading / Writing:** A first grader will be able to:

- Recognize frequently used words in Spanish.

**Culture:** A first grader will work with realia from Spanish-speaking countries, learn simple rhymes, songs, and games, listen to simple stories, and participate in cultural activities such as learning animal sounds.

### Second Grade Overview

Students will continue to have many hands-on experiences with interesting content and culture. The Grade 2 Spanish program aims to build on the foundation for students' successful life-long language learning. The immersion in Spanish will assist students in continuing to develop listening comprehension and increase their language production, encouraging simple questions.

#### Program Objectives

**Listening / Understanding:** A second grader will be able to:

- Physically respond to more commands given in Spanish.

**Speaking:** A second grader will be able to:

- Respond with a name or a number, a yes or no, one word from an "either/or" choice, and single vocabulary words.

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- Respond to and ask simple questions in contextualized situations.
- Provide basic information in contextualized situations.

**Reading / Writing:** A second grader will be able to:

- Recognize frequently used words in Spanish.
- Copy a word to label a drawing.

**Culture:** A second grader will work with realia from Spanish-speaking countries, learn simple rhymes, songs, and games, listen to simple stories, and participate in cultural activities such as authentic songs and poems from Spanish speaking countries.

## Third Grade Overview

While continuing to receive a great deal of language input in Spanish from their teacher, the third grade program builds on the students' receptive knowledge of vocabulary and phrases as they begin actively using Spanish for a variety of purposes including describing, giving opinions, comparing and contrasting, and mapping. Integrated with their thematic units and language experiences they will also participate in reading and writing activities.

## Program Objectives

**Listening / Understanding:** A third grader will be able to:

- Physically respond to more complex commands given in Spanish.

**Speaking:** A third grader will be able to:

- Respond to and ask an increasing number of simple questions.
- Provide basic information.
- Work with a partner on familiar pair activities.

**Reading / Writing:** A third grader will be able to:

- Recognize a growing number of frequently used words and phrases.
- Read a simple language experience story and familiar phrases in the context of an activity.
- Copy and use patterns to write sentences, and repetitive language from stories.

**Culture:** A third grader will continue to work with realia from Spanish-speaking countries, learn simple rhymes, songs, and games, listen to simple stories written for Spanish-speaking children, and participate in cultural activities such as exploring food from a Spanish-speaking country.

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### Fourth Grade Overview

Although students continue to receive a great deal of comprehensible input they now use their growing base of vocabulary and phrases to actively use their language to participate in familiar and new activities.

**Listening / Understanding:** A fourth grader will be able to:  
Listen and understand more complex commands and language used in the classroom.

**Speaking:** A fourth grader will be able to:

- Use a growing number of words and phrases to describe thematic topics.
- Use more than one word and sentences more often in responses.
- Ask a growing number of questions including, “who,” “what,” “when,” and “where”.
- Use simple commands to direct classmates’ actions.
- Work with partners and small groups on familiar activities.

**Reading / Writing:** A fourth grader will be able to:

- Read familiar sentences.
- Read sentences s/he has written.
- Write guided, short sentences about thematic topics in group and paired-work.

**Culture:** A fourth grader will continue to work with realia from Spanish-speaking countries, learning rhymes, songs, and games, listen to simple stories and fables written for Spanish-speaking children, and participate in cultural activities such as taking a fantasy trip to Puerto Rico. They will also practice basic mapping skills in the context of Puerto Rico.

### Fifth Grade Overview

Fifth graders continue strengthening their listening and speaking skills and are able to use their language to work in pairs and small groups more often. As they acquire new vocabulary and phrases some will begin to notice grammatical concepts evident in their language use.

**Listening / Understanding:** A fifth grader will be able to:

- Listen and understand more complex commands and language used in the classroom.

**Speaking:** A fifth grader will be able to:

- Use a growing number of words and phrases to describe thematic topics.
- Use sentences in responses.
- Make negative and affirmative statements.
- Maintain a simple conversation about thematic topics.
- Ask a growing number of questions including “why”.
- Use more complex commands to direct classmates’ actions.

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- Work with partners and small groups on activities.
- Use a growing number of passwords.

**Reading / Writing:** A fifth grader will be able to:

Read some unfamiliar material that is supported by visuals.

Read aloud familiar material and sentence s/he has written.

Write short sentences about thematic topics and gradually write more creatively.

**Culture:** A fifth grader will continue to work with realia from Spanish-speaking countries, learn rhymes, songs, and games, listen to simple stories written for Spanish-speaking children, and participate in cultural activities such as examining weather maps from Spanish-speaking countries. S/he will become familiar with Mexico, its beaches, practices, and its location on a map.

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## Scope and Sequence

| <p style="text-align: center;"><b>Grade 1</b></p> <ol style="list-style-type: none"> <li>1. Greetings</li> <li>2. Fruits &amp; other Foods</li> <li>3. Farm Animals</li> <li>4. Colors</li> </ol> <p><u>Books:</u> Cuenta con Clifford, La oruga muy hambrienta, Oso pardo, oso pardo, ¿qué ves ahí?</p> | <p style="text-align: center;"><b>Grade 2</b></p> <ol style="list-style-type: none"> <li>1. Birthdays</li> <li>2. Penguins</li> <li>3. Shapes</li> <li>4. Prepositions</li> <li>5. Personal description</li> </ol> <p><u>Books:</u> El mensaje secreto, A la cima</p>  | <p style="text-align: center;"><b>Grade 3</b></p> <ol style="list-style-type: none"> <li>1. School (places and supplies)</li> <li>2. Food</li> </ol> <p><u>Books:</u> David va al colegio, El almuerzo sorpresa</p> |
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| <p style="text-align: center;"><b>Grade 4<br/>(Puerto Rico)</b></p> <ol style="list-style-type: none"> <li>1. Culture (Carnaval &amp; Vejigante)</li> <li>2. Rainforest</li> <li>3. Cesar Chavez</li> </ol> <p><u>Books:</u> El día de Miranda para bailar, El vejigante enmascarado</p>                 | <p style="text-align: center;"><b>Grade 5<br/>(Mexico)</b></p> <ol style="list-style-type: none"> <li>1. El día de los muertos</li> <li>2. School (places and supplies)</li> <li>3. Culture/Music/Arts Celebrations/<br/>Typical Foods</li> <li>4. Beach</li> </ol> <p><u>Books:</u> Chumba la cachumba, David va al colegio, Estela la estrella del mar</p> |   |

| <b>TARGETED STANDARDS:</b><br>ALL STUDENTS WILL BE ABLE TO USE A WORLD LANGUAGE IN ADDITION TO ENGLISH TO ENGAGE IN MEANINGFUL CONVERSATIONS, UNDERSTAND AND INTERPRET THE SPOKEN AND WRITTEN LANGUAGE, AND PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE GAINING AN UNDERSTANDING OF THE PERSPECTIVES OF OTHER CULTURES. THEY WILL MAKE CONNECTIONS WITH OTHER CONTENT AREAS, COMPARE THE LANGUAGE AND CULTURE STUDIED WITH THEIR OWN, AND PARTICIPATE IN HOME AND GLOBAL COMMUNITIES. |  |   |  |   |
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|  | <b>Core Content Objectives</b>   |   | <b>Instructional Actions</b>   |   |
| <b>Cumulative Progress Indicators</b>  | <b>Concepts</b><br><i>What students will know.</i>   | <b>Skills</b><br><i>What students will be able to do.</i>   | <b>SUGGESTED Activities/Strategies</b><br>Technology Implementation/<br>Interdisciplinary Connections  | <b>SUGGESTED Assessment Check Points</b>  |
| <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/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>   | <ul style="list-style-type: none"> <li>▪ Hola</li> <li>▪ Buenos días</li> <li>▪ Buenas tardes</li> <li>▪ Buenas noches</li> <li>▪ Adiós</li> <li>▪ Hasta mañana</li> <li>▪ ¿Cómo estás?</li> <li>▪ Bien, gracias</li> <br/> <li>▪ Levanta la mano</li> <li>▪ Levántate</li> <li>▪ Siéntate</li> <li>▪ Baja la mano</li> <li>▪ Silencio</li> <li>▪ Espera</li> <li>▪ Escucha</li> <li>▪ Mira/ojos aquí</li> <li>▪ Saca</li> <li>▪ Presta atención</li> <li>▪ Para/Alto</li> <li>▪ Escribe</li> <li>▪ Dibuja</li> <li>▪ ¿Me permite ir al baño?</li> </ul> | <ul style="list-style-type: none"> <li>▪ Greet the teacher and others</li> <li>▪ Give and follow classroom commands</li> <li>▪ Identify colors and their written names</li> <li>▪ Identify numbers</li> <li>▪ Recite the days of the week, months of the year.</li> <li>▪ Say the date in the correct order in Spanish DD/MM/YY</li> <li>▪ Identify body parts</li> <li>▪ Follow TPR commands using body parts</li> </ul> | <ul style="list-style-type: none"> <li>▪ Natural approach questions: yes/no, either/or, and open-ended</li> <li>▪ TPR</li> <li>▪ Simón dice</li> <li>▪ Magic box</li> <li>▪ Match color with color word</li> <li>▪ Count by ones</li> <li>▪ Everyday calendar</li> <li>▪ Spanish calendar</li> <li>▪ Days of the week song</li> <li>▪ Months of the year song</li> <li>▪ TPR</li> <li>▪ Simón dice</li> <li>▪ Handouts</li> <li>▪ Matamoscas</li> <li>▪ Birthday songs</li> <li>▪ Games:                             <ul style="list-style-type: none"> <li>-Bingo</li> <li>-Matamoscas</li> <li>-Adivina: student led/teacher led</li> </ul> </li> </ul> <p>Students will try to guess which vocabulary</p> | <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ TPR responses</li> <li>▪ Recall and recite target vocabulary</li> <li>▪ Respond in short memorized phrases</li> <li>▪ Sing songs</li> <li>▪ Class participation</li> <li>▪ Game participation</li> <li>▪ Completion of teacher made written activities</li> <li>▪ TPRS</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>▪ ¿Me permite tomar agua?</li> <li>▪ ¿Cómo se dice?</li> <li>▪ rojo</li> <li>▪ azul</li> <li>▪ blanco</li> <li>▪ rosado</li> <li>▪ morado</li> <li>▪ anaranjado</li> <li>▪ amarillo</li> <li>▪ café</li> <li>▪ negro</li> <li>▪ verde</li> <li>▪ gris</li> <br/> <li>▪ Numbers: 0-31</li> <br/> <li>▪ lunes</li> <li>▪ martes</li> <li>▪ miércoles</li> <li>▪ jueves</li> <li>▪ viernes</li> <li>▪ sábado</li> <li>▪ domingo</li> <li>▪ Monday is the 1<sup>st</sup> day of the week)</li> <br/> <li>▪ enero</li> <li>▪ febrero</li> <li>▪ marzo</li> <li>▪ abril</li> <li>▪ mayo</li> <li>▪ junio</li> <li>▪ julio</li> <li>▪ agosto</li> <li>▪ septiembre</li> <li>▪ octubre</li> <li>▪ noviembre</li> <li>▪ diciembre</li> </ul> |  | <p>card/object the teacher will remove from a bag. If the student is correct, their team will earn a point. If they are incorrect, the students must correctly name the image using the vocabulary learned.</p> <p>When teacher led, divide the class into two teams. Name each team based off of the vocabulary that is being taught at the time ie: "el perro" y "el gato." When student led, students will individually earn a point if they guess correctly.</p> <ul style="list-style-type: none"> <li>-Tic tac toe</li> <li>-Password</li> <li>-Hot and Cold Game: one student hides a vocabulary card while one student closes their eyes. Once the card is hidden, student who has closed their eyes will search for vocab card while rest of class chants the name of the vocabulary card. As the student that is searching gets closer, the class chants louder until the card is found.</li> <li>-Concentration</li> <li>-Information Gap: Hand out two different slips of paper- one for Student A</li> </ul> |  |
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|  | <ul style="list-style-type: none"> <li>▪ date order (day/month/year)</li> <li>▪ ayer, hoy, mañana</li> <br/> <li>▪ la cara</li> <li>▪ los ojos</li> <li>▪ la boca</li> <li>▪ la nariz</li> <li>▪ las orejas</li> <li>▪ la cabeza</li> <li>▪ los hombros</li> <li>▪ las manos</li> <li>▪ las piernas</li> <li>▪ los dedos</li> <li>▪ el estómago</li> <li>▪ los pies</li> </ul> |  | <p>and one for Student B. In this activity, Student A has information that Student B does not have, and vice versa. The objective is for the students to ask each other questions to find out the missing piece of information from their partner.</p> <ul style="list-style-type: none"> <li>- Go Fish</li> <li>-Charades -whole group and small group</li> <li>-What's missing?- Whole group, small group, and/or partners</li> <li>-Concentric circles</li> <li>-Pictionary - students work in partners. Partner A draws a vocabulary word on a whiteboard, Partner B has to guess what the drawing is. Then the students switch. Another version: Partner A names a vocabulary word, Partner B draws the word on the whiteboard. Students switch roles.</li> <li>-Manzanita del Perú,             <ul style="list-style-type: none"> <li>¿Cómo te llamas tú?,</li> <li>¿Qué forma tienes tú?,</li> <li>¿Cuántos años tienes tú?,</li> <li>¿En qué mes es tu cumpleaños?,</li> <li>¿Cuándo es tu</li> </ul> </li> </ul> |  |
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|  |  |  | <p>cumpleaños?<br/>Shape Bingo<br/>Number Bingo 1-20</p> |  |
| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ magic box</li> <li>▪ calendar</li> <li>▪ days of the week name cards</li> <li>▪ months of the year name cards</li> <li>▪ colors picture cards</li> <li>▪ colors name cards</li> <li>▪ fly swatters</li> <li>▪ tic tac toe board</li> <li>▪ song lyrics:<br/>Days of week<br/>Months of the year<br/>Sol, solecito<br/>Qué llueva<br/>Cumpleaños feliz<br/>Las mañanitas</li> <li>▪ Promethean Board</li> </ul> |  | <p><b>Instructional Adjustments:</b></p> <p>For students with difficulties:</p> <ul style="list-style-type: none"> <li>▪ Assign a partner for activities</li> <li>▪ Provide reduced word banks</li> <li>▪ Provide multiple choice activities</li> </ul> <p>For advanced students:</p> <ul style="list-style-type: none"> <li>▪ Assign a student to mentor</li> </ul> |  |  |

FIRST GRADE

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| <p><b>SEPTEMBER</b></p> <p><u>INTRODUCTORY UNIT</u></p> <ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ TPR commands</li> <li>▪ Calendar</li> </ul> | <p><b>OCTOBER</b></p> <p><u>INTRODUCTORY UNIT</u></p> <ul style="list-style-type: none"> <li>▪ Colors</li> <li>▪ Numbers</li> <li>▪ Shapes</li> <li>▪ Basic body parts</li> </ul> | <p><b>NOVEMBER</b></p> <p><u>CUENTA CON CLIFFORD</u></p> <ul style="list-style-type: none"> <li>■ Birthday items</li> <li>■ Colors/shapes</li> </ul> | <p><b>DECEMBER</b></p> <p><u>CUENTA CON CLIFFORD</u></p> <ul style="list-style-type: none"> <li>■ Weather</li> <li>■ Read book</li> <li>■ Sequence story</li> </ul>            | <p><b>JANUARY</b></p> <p><u>OSO PARDO</u></p> <ul style="list-style-type: none"> <li>■ Farm animals</li> <li>■ Compare size/color</li> </ul>     |
| <p><b>FEBRUARY</b></p> <p><u>OSO PARDO</u></p> <ul style="list-style-type: none"> <li>▪ Cont. animals/comparisons</li> <li>▪ Animal sounds</li> </ul>             | <p><b>MARCH</b></p> <p><u>OSO PARDO</u></p> <ul style="list-style-type: none"> <li>■ Read book</li> <li>■ Mini book</li> <li>■ Sequence story</li> </ul>                          | <p><b>APRIL</b></p> <p><u>LA ORUGA MUY HAMBRIENTA</u></p> <ul style="list-style-type: none"> <li>■ Fruits and other foods</li> </ul>                 | <p><b>MAY</b></p> <p><u>LA ORUGA MUY HAMBRIENTA</u></p> <ul style="list-style-type: none"> <li>■ Review: Days of the week numbers and counting</li> <li>■ Read book</li> </ul> | <p><b>JUNE</b></p> <p><u>LA ORUGA MUY HAMBRIENTA</u></p> <ul style="list-style-type: none"> <li>■ Read book</li> <li>■ Sequence story</li> </ul> |

**TARGETED STANDARDS:**  
 ALL STUDENTS WILL BE ABLE TO USE A WORLD LANGUAGE IN ADDITION TO ENGLISH TO ENGAGE IN MEANINGFUL CONVERSATIONS, UNDERSTAND AND INTERPRET THE SPOKEN AND WRITTEN LANGUAGE, AND PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE GAINING AN UNDERSTANDING OF THE PERSPECTIVES OF OTHER CULTURES. THEY WILL MAKE CONNECTIONS WITH OTHER CONTENT AREAS, COMPARE THE LANGUAGE AND CULTURE STUDIED WITH THEIR OWN, AND PARTICIPATE IN HOME AND GLOBAL COMMUNITIES.

**UNIT OBJECTIVES/CONCEPTUAL UNDERSTANDINGS:**  
 Students will understand that birthday celebrations are universal.  
 Students will demonstrate comprehension of the story “Cuenta con Clifford”.

**ESSENTIAL QUESTIONS:**  
 What strategies do I need to communicate in linguistically and culturally appropriate ways? In the target language, can I tell about myself in simple terms and my preferences?  
  
 How does content help me respond to important questions that extend my learning beyond the classroom? Can I use numbers to identify groupings?

**UNIT ASSESSMENT:**  
 What is the evidence (authentic) that students have achieved the targeted standards/unit objective? Students will be able to interpret and respond to TPR instructions related to the calendar, shapes, and colors.

|  | Core Content Objectives  |  | Instructional Actions   |   |
|--|--|--|---|---|
| Cumulative Progress Indicators   | Concepts<br><i>What students will know.</i>  | Skills<br><i>What students will be able to do.</i>   | SUGGESTED Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections  | SUGGESTED Assessment Check Points   |
| 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. | <ul style="list-style-type: none"> <li>▪ rojo</li> <li>▪ azul</li> <li>▪ blanco</li> <li>▪ rosado</li> <li>▪ morado</li> <li>▪ anaranjado</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify colors and their written names</li> <li>▪ Identify numbers</li> <li>▪ Recite the days of the week, months of the year.</li> <li>▪ Say the date in the</li> </ul> | <ul style="list-style-type: none"> <li>▪ Natural approach questions: yes/no, either/or, and open-ended.</li> <li>▪ TPR</li> <li>▪ Magic box</li> <li>▪ Match color with color word</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ TPR responses</li> <li>▪ Recall and recite target vocabulary</li> </ul> |

## Elementary Spanish

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| <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> | <ul style="list-style-type: none"> <li>▪ amarillo</li> <li>▪ café</li> <li>▪ negro</li> <li>▪ verde</li> <li>▪ gris</li> <br/> <li>▪ Numbers: 0-31</li> <li>▪ lunes</li> <li>▪ martes</li> <li>▪ miércoles</li> <li>▪ jueves</li> <li>▪ viernes</li> <li>▪ sábado</li> <li>▪ domingo</li> <li>▪ Monday is the 1<sup>st</sup> day of the week)</li> <li>▪ enero</li> <li>▪ febrero</li> <li>▪ marzo</li> <li>▪ abril</li> <li>▪ mayo</li> <li>▪ junio</li> <li>▪ julio</li> <li>▪ agosto</li> <li>▪ septiembre</li> <li>▪ octubre</li> <li>▪ noviembre</li> <li>▪ diciembre</li> <li>▪ date order (day/month/year)</li> <li>▪ ayer, hoy, mañana</li> <br/> <li>▪ círculo</li> <li>▪ cuadrado</li> <li>▪ rectángulo</li> <li>▪ triángulo</li> <li>▪ semicírculo</li> </ul> | <p>correct order in Spanish DD/MM/YY</p> <ul style="list-style-type: none"> <li>▪ Identify simple shapes</li> </ul> | <ul style="list-style-type: none"> <li>▪ Count by ones</li> <li>▪ Everyday calendar</li> <li>▪ Spanish calendar</li> <li>▪ Days of the week song</li> <li>▪ Months of the year song</li> <li>▪ Birthday songs</li> <li>▪ Match shapes with shape words</li> <li>▪ Games: <ul style="list-style-type: none"> <li>-Bingo</li> <li>-Matamoscas</li> <li>-Adivina</li> <li>-Tic tac toe</li> <li>-Password</li> <li>-Hot and Cold Game</li> <li>-Concentrate</li> <li>-Information Gap</li> <li>- Go Fish</li> <li>-Charades -whole group and small group</li> <li>-What's missing?- Whole group, small group, and/or partners</li> <li>-Concentric circles</li> <li>-Pictionary</li> </ul> </li> </ul> <p>*For game descriptions, please see Introductory/Review Unit</p> <ul style="list-style-type: none"> <li>▪ Shared reading of text: "Cuenta con Clifford"</li> <li>▪ Birthday TPRS</li> </ul> | <ul style="list-style-type: none"> <li>▪ Respond in short memorized phrases</li> <li>▪ Sing songs</li> <li>▪ Class participation</li> <li>▪ Game participation</li> <li>▪ Completion of teacher made written activities</li> <li>▪ Birthday TPRS</li> </ul> |
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|   | <ul style="list-style-type: none"> <li>▪ estrella</li> <li>▪ corazón</li> <li>▪ óvalo</li> </ul> |   |  |  |
| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>■ Magic box</li> <li>■ Calendar,</li> <li>■ Days of the week name cards</li> <li>■ Months of the year name cards</li> <li>■ Colors picture cards</li> <li>■ Colors name cards</li> <li>■ Shapes picture cards</li> <li>■ Shapes name cards</li> <li>■ Fly swatters</li> <li>■ Tic tac toe board</li> <li>■ Songs' lyrics:             <ul style="list-style-type: none"> <li>Days of week</li> <li>Months of the year</li> <li>Sol, solecito</li> <li>Qué llueva</li> <li>Cumpleaños feliz</li> <li>Las mañanitas</li> </ul> </li> <li>■ Text: "Cuenta con Clifford"</li> </ul> <p>Promethean board</p> |  | <p><b>Instructional Adjustments:</b></p> <p>For students with difficulties:</p> <ul style="list-style-type: none"> <li>▪ Assign a partner for activities</li> <li>▪ Provide reduced word banks</li> <li>▪ Provide multiple choice activities</li> </ul> <p>For advanced students:</p> <ul style="list-style-type: none"> <li>▪ Assign a student to mentor</li> <li>▪ Change a part of the TPRS</li> </ul> |  |  |

**TARGETED STANDARDS:**

ALL STUDENTS WILL BE ABLE TO USE A WORLD LANGUAGE IN ADDITION TO ENGLISH TO ENGAGE IN MEANINGFUL CONVERSATIONS, UNDERSTAND AND INTERPRET THE SPOKEN AND WRITTEN LANGUAGE, AND PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE GAINING AN UNDERSTANDING OF THE PERSPECTIVES OF OTHER CULTURES. THEY WILL MAKE CONNECTIONS WITH OTHER CONTENT AREAS, COMPARE THE LANGUAGE AND CULTURE STUDIED WITH THEIR OWN, AND PARTICIPATE IN HOME AND GLOBAL COMMUNITIES.

**UNIT OBJECTIVES/CONCEPTUAL UNDERSTANDINGS:**

- Students will understand that familiar farm animals make different sounds in Spanish.
- Students will demonstrate comprehension of the story “Oso pardo, oso pardo, ¿qué ves ahí?”

**ESSENTIAL QUESTIONS:**

- What strategies do I need to communicate in linguistically and culturally appropriate ways? **Can I ask and respond to questions imitating the structure of the book?**
- How does content help me respond to important questions that extend my learning beyond the classroom? **Do I know the animals that live on a farm and am I able to describe them?**

**UNIT ASSESSMENT:**

- What is the evidence (authentic) that students have achieved the targeted standards/unit objectives? **Students will create a mini book based on the story.**

|                                       | Core Content Objectives                                    |   | Instructional Actions  |   |
|---------------------------------------|--|---|--|---|
| <b>Cumulative Progress Indicators</b> | <p><b>Concepts</b><br/><i>What students will know.</i></p> | <p><b>Skills</b><br/><i>What students will be able to do.</i></p> | <p><b>SUGGESTED Activities/Strategies</b><br/>Technology Implementation/<br/>Interdisciplinary Connections</p> | <p><b>SUGGESTED Assessment Check Points</b></p> |

## Elementary Spanish

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| <p>7.1.NM.A.3<br/>Recognize a few common gestures and <u>practices</u> associated with the target culture.</p> <p>7.1.NM.A.5<br/>Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics.</p> <p>7.1.NM.B.3<br/>Imitate appropriate gestures and intonation of the target culture/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4<br/>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</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> | <ul style="list-style-type: none"> <li>▪ la granja</li> <li>▪ la vaca</li> <li>▪ el caballo</li> <li>▪ el perro</li> <li>▪ el gato</li> <li>▪ el pato</li> <li>▪ la oveja</li> <li>▪ la cabra</li> <li>▪ el gallo</li> <li>▪ la gallina</li> <li>▪ el pollito</li> <li>▪ el pájaro</li> <li>▪ el cerdo</li> <li>▪ el búho</li> <li>▪ el granjero</li> <li>▪ el pez</li> <li>▪ la rana</li> </ul> <p>(optional)</p> <ul style="list-style-type: none"> <li>▪ muu</li> <li>▪ jijijiji</li> <li>▪ guau, guau</li> <li>▪ miao</li> <li>▪ cua cua</li> <li>▪ baaa</li> <li>▪ beee</li> <li>▪ quiquiriquí /cacaracá / pío, pío</li> <li>▪ oinc</li> </ul><br><ul style="list-style-type: none"> <li>▪ colors, size</li> <li>▪ lento / rápido</li> <li>▪ es</li> <li>▪ veo</li> </ul> | <ul style="list-style-type: none"> <li>▪ Recognize and identify the farm animals.</li> </ul> <p style="text-align: center;">(optional)</p> <ul style="list-style-type: none"> <li>▪ Acknowledge and imitate farm animal sounds.</li> <li>▪ Describe animals by size, and color</li> </ul> | <ul style="list-style-type: none"> <li>▪ TPR</li> <li>▪ Magic box</li> <li>▪ Match animal doll with word card</li> <li>▪ Color and cut animal pictures</li> <li>▪ Games: <ul style="list-style-type: none"> <li>-Bingo</li> <li>-Matamoscas</li> <li>-Adivina</li> <li>-Tic tac toe</li> <li>-Hot Potato</li> <li>-Name the animal: Board game with dice</li> <li>With a partner, identify the animal by the sound</li> <li>-Password</li> <li>-Hot and Cold Game</li> <li>-Concentrate</li> <li>-Information Gap</li> <li>- Go Fish</li> <li>-Charades -whole group and small group</li> <li>-What's missing?- Whole group, small group, and/or partners</li> <li>-Concentric circles</li> <li>-Pictionary</li> </ul> </li> </ul> <p>*For game descriptions, please see Introductory/Review Unit</p> <ul style="list-style-type: none"> <li>▪ Songs: <ul style="list-style-type: none"> <li>“Los pollitos”, “Vengan a ver mi granja”, “La granja de mi tío”</li> </ul> </li> <li>▪ Shared reading of text “Oso pardo...”</li> </ul> <p>Mini book based on the story: color and read</p> | <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ TPR responses</li> <li>▪ Recall and recite target vocabulary</li> <li>▪ Respond in short memorized phrases</li> <li>▪ Sing songs</li> <li>▪ Class participation</li> <li>▪ Game participation</li> <li>▪ Completion of teacher made written activities</li> <li>▪ Construction of individual book with imaginary animals, based on the story</li> </ul> |
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**Targeted Standards:**

ALL STUDENTS WILL BE ABLE TO USE A WORLD LANGUAGE IN ADDITION TO ENGLISH TO ENGAGE IN MEANINGFUL CONVERSATIONS, UNDERSTAND AND INTERPRET THE SPOKEN AND WRITTEN LANGUAGE, AND PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE GAINING AN UNDERSTANDING OF THE PERSPECTIVES OF OTHER CULTURES. THEY WILL MAKE CONNECTIONS WITH OTHER CONTENT AREAS, COMPARE THE LANGUAGE AND CULTURE STUDIED WITH THEIR OWN, AND PARTICIPATE IN HOME AND GLOBAL COMMUNITIES.

**Unit Objectives/Conceptual Understandings:**

- Students will understand that there is a sequence to events and life.
- Students will demonstrate comprehension of the story “La oruga muy hambrienta.”

**Essential Questions:**

- What strategies do I need to communicate in linguistically and culturally appropriate ways? **In the target language, can I describe color and size of foods?**
- How does content help me respond to important questions that extend my learning beyond the classroom? **Can I express my preferences about foods?**

**Unit Assessment:**

- What is the evidence (authentic) that students have achieved the targeted standards/unit objectives? **Students create a little book based on the story.**

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| Cumulative Progress Indicators   | Core Content Objectives   |   | Instructional Actions  |  |
|--|---|---|--|--|
|  | Concepts<br><i>What students will know</i>  | Skills<br><i>What students will be able to do</i>   | SUGGESTED Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections   | SUGGESTED Assessment Check Points  |
| <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics.</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.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> | <ul style="list-style-type: none"> <li>▪ la manzana</li> <li>▪ la pera</li> <li>▪ la ciruela</li> <li>▪ la fresa</li> <li>▪ la sandía</li> <li>▪ la naranja</li> </ul><br><ul style="list-style-type: none"> <li>▪ el bizcocho (pastel) de chocolate</li> <li>▪ el helado</li> <li>▪ la paleta / la chupeta</li> <li>▪ el pastel de cereza</li> <li>▪ el pastelito</li> </ul><br><ul style="list-style-type: none"> <li>▪ la salchicha</li> <li>▪ el pepino</li> <li>▪ el salame</li> <li>▪ el queso suizo</li> </ul><br><ul style="list-style-type: none"> <li>▪ la hoja verde</li> </ul><br><ul style="list-style-type: none"> <li>▪ me gusta/no me gusta</li> </ul><br><ul style="list-style-type: none"> <li>▪ la oruga</li> <li>▪ la mariposa</li> <li>▪ el capullo</li> </ul> | <ul style="list-style-type: none"> <li>▪ Acknowledge and recite fruits and other foods</li> <li>▪ Identify foods by their written names</li> </ul><br><ul style="list-style-type: none"> <li>▪ Describe foods by size/ color</li> </ul><br><ul style="list-style-type: none"> <li>▪ Express likes/dislikes</li> </ul> | <ul style="list-style-type: none"> <li>▪ Magic box</li> <li>▪ TPR</li> <li>▪ Natural approach questions: yes/no, either/or, open-ended</li> <li>▪ Match the pictures of foods with their written names</li> </ul><br><ul style="list-style-type: none"> <li>▪ Games: <ul style="list-style-type: none"> <li>- Hangman</li> <li>-Bingo</li> <li>-Matamoscas</li> <li>-Adivina</li> <li>-Tic tac toe</li> <li>-Hot Potato</li> <li>-Password</li> <li>-Hot and Cold Game</li> <li>-Concentrate</li> <li>-Information Gap</li> <li>- Go Fish</li> <li>-Charades -whole group and small group</li> <li>-What's missing?- Whole group, small group, and/or partners</li> <li>-Concentric circles</li> <li>-Pictionary</li> <li>-Survey Game</li> </ul> </li> </ul> <p>Each student receives a slip of paper with nine</p> | <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ TPR responses</li> <li>▪ Recall and recite target vocabulary</li> <li>▪ Respond in short memorized phrases</li> <li>▪ Sing songs</li> <li>▪ Class participation</li> <li>▪ Game participation</li> <li>▪ Completion of teacher made written activities</li> <li>▪ Completion of mini book showing sequence according to the story</li> </ul> |

## Elementary Spanish

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|  | <p><b>Suggested vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ mucho</li> <li>▪ un poco</li> </ul> |  | <p>boxes. In each box is a picture of a vocabulary word. The students will walk around the classroom, using the phrase “¿Te gusta__?” to ask their classmates about their likes and dislikes. If a student responds to a question with “Sí, me gusta” the student asking the question writes their name down on the line underneath the vocabulary picture. If the student responds with “No, no me gusta” his/her name is not written down. Children share likes with the class at the end of the activity.</p> <p>*For game descriptions, please see Introductory/Review Unit</p> <ul style="list-style-type: none"> <li>▪ Songs:<br/>“La mariposa,”<br/>“Mariposita” and<br/>“Frutas a comer”</li> <li>▪ Make a graph according to children’s likes and dislikes of particular foods in the story</li> <li>▪ Share in the reading of big book: “La oruga muy hambrienta”</li> <li>▪ Match the fruits and other foods with the days of the week</li> <li>▪ Sequence the fruits and other foods according to the story</li> </ul> |  |
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## Elementary Spanish

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|   |  |   | <ul style="list-style-type: none"> <li>▪ Creation of mini book based on the story</li> </ul> |  |
| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ calendar</li> <li>▪ magic box</li> <li>▪ plastic foods</li> <li>▪ days of the week cards</li> <li>▪ food picture cards</li> <li>▪ food name cards</li> <li>▪ tic tac toe board</li> <li>▪ concentration board</li> <li>▪ fly swatters</li> <li>▪ song lyrics:               <ul style="list-style-type: none"> <li>“La mariposa”</li> <li>“Frutas a comer”</li> </ul> </li> <li>▪ preference graph</li> <li>▪ caterpillar word bank</li> <li>▪ puppets/felt board/</li> <li>▪ booklet based on text</li> <li>▪ text: “La oruga muy hambrienta”</li> <li>▪ Promethean Board</li> </ul> |  | <p><b>Instructional Adjustments:</b></p> <p>For students with difficulties:</p> <ul style="list-style-type: none"> <li>▪ Assign a partner for activities</li> <li>▪ Assign a partner for the creation of the booklet</li> <li>▪ Provide reduced word banks.</li> </ul> <p>For advanced students:</p> <ul style="list-style-type: none"> <li>▪ Assign a student to mentor,</li> <li>▪ Create own booklet using student’s favorite foods</li> </ul> |  |  |

**SECOND GRADE**

|  |   |   |   |  |
|--|---|---|---|--|
| <p><b>SEPTEMBER</b></p> <p><u>REVIEW UNIT</u></p> <ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ TPR commands</li> <li>▪ Calendar</li> <li>▪ Numbers</li> <li>▪ Body Parts</li> <li>▪ Shapes</li> </ul> | <p><b>OCTOBER</b></p> <p><u>EL MENSAJE SECRETO DEL CUMPLEAÑOS</u></p> <ul style="list-style-type: none"> <li>▪ Birthday vocabulary</li> <li>▪ Say birthday and age</li> </ul> | <p><b>NOVEMBER</b></p> <p><u>EL MENSAJE SECRETO DEL CUMPLEAÑOS</u></p> <ul style="list-style-type: none"> <li>▪ Shapes</li> <li>▪ Directional vocabulary</li> </ul>   | <p><b>DECEMBER</b></p> <p><u>EL MENSAJE SECRETO DEL CUMPLEAÑOS</u></p> <ul style="list-style-type: none"> <li>▪ Continue directional vocabulary</li> </ul>                                      | <p><b>JANUARY</b></p> <p><u>A LA CIMA</u></p> <ul style="list-style-type: none"> <li>▪ Body parts – people</li> <li>▪ Penguins and other animals</li> </ul>  |
| <p><b>FEBRUARY</b></p> <p><u>A LA CIMA</u></p> <ul style="list-style-type: none"> <li>▪ Body parts-penguin</li> <li>▪ Compare and contrast penguin / people (Venn diagram)</li> </ul>                                  | <p><b>MARCH</b></p> <p><u>A LA CIMA</u></p> <ul style="list-style-type: none"> <li>▪ TPRS</li> <li>▪ Read story</li> </ul>  | <p><b>APRIL</b></p> <p><u>TODO SOBRE MI</u></p> <ul style="list-style-type: none"> <li>▪ Personal information (name, age)</li> <li>▪ Personality qualities</li> </ul> | <p><b>MAY</b></p> <p><u>TODO SOBRE MI</u></p> <ul style="list-style-type: none"> <li>▪ Personality qualities (cont)</li> <li>▪ Physical characteristics</li> <li>▪ Express favorites</li> </ul> | <p><b>JUNE</b></p> <p><u>TODO SOBRE MI</u></p> <ul style="list-style-type: none"> <li>▪ Cont. express favorites</li> <li>▪ Personal yearbook page</li> </ul> |

**Targeted Standards:**  
 ALL STUDENTS WILL BE ABLE TO USE A WORLD LANGUAGE IN ADDITION TO ENGLISH TO ENGAGE IN MEANINGFUL CONVERSATIONS, UNDERSTAND AND INTERPRET THE SPOKEN AND WRITTEN LANGUAGE, AND PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE GAINING AN UNDERSTANDING OF THE PERSPECTIVES OF OTHER CULTURES. THEY WILL MAKE CONNECTIONS WITH OTHER CONTENT AREAS, COMPARE THE LANGUAGE AND CULTURE STUDIED WITH THEIR OWN, AND PARTICIPATE IN HOME AND GLOBAL COMMUNITIES.

**Unit Objectives/Conceptual Understandings:**

- Students will understand that birthday celebrations are universal.
- Students will demonstrate comprehension of the story “El mensaje secreto del cumpleaños.”

**Essential Questions:**

- What strategies do I need to communicate in linguistically and culturally appropriate ways? **In the target language, can I tell about myself in simple terms?**
- How does content help me respond to important questions that extend my learning beyond the classroom? **Can I understand and respond to directions using shapes and prepositions?**

**Unit Assessment:**  
 What is the evidence (authentic) that students have achieved the targeted standards/unit objective? **Students will be able to respond to questions about their birthday and age.**

|  | Core Content Objectives  |   | Instructional Actions   |  |
|--|--|---|---|--|
| Cumulative Progress Indicators   | Concepts<br><i>What students will know.</i>  | Skills<br><i>What students will be able to do.</i>  | SUGGESTED Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections  | SUGGESTED Assessment Check Points  |
| 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.<br><br>7.1.NM.B.4 Ask and respond | <ul style="list-style-type: none"> <li>▪ rojo</li> <li>▪ azul</li> <li>▪ blanco</li> <li>▪ rosado</li> <li>▪ morado</li> <li>▪ anaranjado</li> <li>▪ amarillo</li> <li>▪ café</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify colors and their written names</li> <li>▪ Identify numbers</li> <li>▪ Say the date in the correct order in Spanish DD/MM/YY</li> <li>▪ Identify simple shapes</li> <li>▪ TPR using directional</li> </ul> | <ul style="list-style-type: none"> <li>▪ Natural approach questions: yes/no, either/or, and open-ended</li> <li>▪ TPR</li> <li>▪ Magic box</li> <li>▪ Match color with color word</li> <li>▪ Everyday calendar</li> <li>▪ Spanish calendar</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ TPR activities</li> <li>▪ Recall and recite target vocabulary</li> </ul> |

## Elementary Spanish

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| <p>to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> | <ul style="list-style-type: none"> <li>▪ negro</li> <li>▪ verde</li> <li>▪ gris</li> <br/> <li>▪ Numbers: 0-31</li> <li>▪ enero</li> <li>▪ febrero</li> <li>▪ marzo</li> <li>▪ abril</li> <li>▪ mayo</li> <li>▪ junio</li> <li>▪ julio</li> <li>▪ agosto</li> <li>▪ septiembre</li> <li>▪ octubre</li> <li>▪ noviembre</li> <li>▪ diciembre</li> <li>▪ date order (day/month/year)</li> <li>▪ ayer, hoy, mañana</li> <br/> <li>▪ el círculo</li> <li>▪ el cuadrado</li> <li>▪ el rectángulo</li> <li>▪ el triángulo</li> <li>▪ el semicírculo</li> <li>▪ la estrella</li> <li>▪ el corazón</li> <li>▪ el óvalo</li> <br/> <li>▪ debajo</li> <li>▪ detrás</li> <li>▪ arriba</li> <li>▪ a través</li> <li>▪ derecho</li> <li>▪ sube</li> </ul> | <p>vocabulary and a hula hoop.</p> <ul style="list-style-type: none"> <li>▪ Identify vocabulary items related to birthdays</li> </ul> | <ul style="list-style-type: none"> <li>▪ Months of the year song</li> <li>▪ Match shapes with shape words</li> <li>▪ Recognize Spanish painter, Pablo Picasso, by describing his artwork according to shapes</li> <li>▪ Birthday songs</li> <li>▪ Games: <ul style="list-style-type: none"> <li>-Simón Dice</li> <li>- Hangman</li> <li>-Bingo</li> <li>-Matamoscas</li> <li>-Adivina</li> <li>-Tic tac toe</li> <li>-Password</li> <li>-Hot and Cold Game</li> <li>-Concentration</li> <li>-Information Gap</li> <li>-Go Fish</li> <li>-Charades -whole group and small group</li> <li>-What's missing?- whole group, small group, and/or partners</li> <li>-Concentric circles</li> <li>-Pictionary <ul style="list-style-type: none"> <li>Manzanita del Perú,</li> <li>¿Cómo te llamas tú?,</li> <li>¿Qué forma tienes tú?,</li> <li>¿Cuántos años tienes tú?,</li> <li>¿En qué mes es tu cumpleaños?,</li> <li>¿Cuándo es tu cumpleaños?</li> <li>Shape Bingo</li> <li>Number Bingo 1-20</li> </ul> </li> </ul> </li> </ul> <p>*For game descriptions, please</p> | <ul style="list-style-type: none"> <li>▪ Respond in short memorized phrases</li> <li>▪ Sing songs</li> <li>▪ Class participation</li> <li>▪ Game participation</li> <li>▪ Completion of teacher made written activities</li> <li>▪ TPRS</li> </ul> |
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## Elementary Spanish

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|  | <ul style="list-style-type: none"> <li>▪ las velitas</li> <li>▪ la piñata</li> <li>▪ el regalo</li> <li>▪ el globo</li> <li>▪ el moño</li> <li>▪ el bizcocho / el pastel</li> <li>▪ la invitación</li> <li>▪ el gorro</li> </ul> |   | <p>see Introductory/Review Unit</p> <ul style="list-style-type: none"> <li>▪ Shared reading of text: "El mensaje secreto del cumpleaños."</li> <li>▪ TPRS</li> </ul> |  |
| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>■ magic box</li> <li>■ calendar,</li> <li>■ days of the week name cards</li> <li>■ months of the year name cards</li> <li>■ numbers name cards</li> <li>■ colors picture cards</li> <li>■ colors name cards</li> <li>■ shapes picture cards</li> <li>■ shapes name cards</li> <li>■ birthday items picture cards</li> <li>■ birthday items name cards</li> <li>■ fly swatters</li> <li>■ tic tac toe board</li> <li>■ songs' lyrics:</li> <li>■ Months of the year</li> <li>■ Cumpleaños feliz</li> <li>■ Las mañanitas</li> <li>■ text: "El mensaje secreto del cumpleaños"</li> <li>■ Picasso's artwork</li> <li>■ Promethean Board</li> </ul> |  | <p><b>Instructional Adjustments:</b></p> <p>For students with difficulties:</p> <ul style="list-style-type: none"> <li>▪ Assign a partner for activities</li> <li>▪ Provide reduced word banks</li> <li>▪ Provide multiple choice activities</li> </ul> <p>For advanced students:</p> <ul style="list-style-type: none"> <li>▪ Assign a student to mentor</li> <li>▪ Change a part of the TPRS</li> </ul> |  |  |

**Targeted Standards:**

ALL STUDENTS WILL BE ABLE TO USE A WORLD LANGUAGE IN ADDITION TO ENGLISH TO ENGAGE IN MEANINGFUL CONVERSATIONS, UNDERSTAND AND INTERPRET THE SPOKEN AND WRITTEN LANGUAGE, AND PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE GAINING AN UNDERSTANDING OF THE PERSPECTIVES OF OTHER CULTURES. THEY WILL MAKE CONNECTIONS WITH OTHER CONTENT AREAS, COMPARE THE LANGUAGE AND CULTURE STUDIED WITH THEIR OWN, AND PARTICIPATE IN HOME AND GLOBAL COMMUNITIES.

**Unit Objectives/Conceptual Understandings:**

- Students will understand that success is achieved through dedication and a positive attitude.
- Students will demonstrate comprehension of the story “A la cima.”

**Essential Questions:**

- What strategies do I need to communicate in linguistically and culturally appropriate ways? – **In the target language, can I describe, compare and contrast animals?**
- How does content help me respond to important questions that extend my learning beyond the classroom? – **Can I determine appropriate placement of story animals and their habitats?**

**Unit Assessment:**

- What is the evidence (authentic) that students have achieved the targeted standards/unit objectives? **The students act out the story through a skit or singing performance.**

|  | Core Content Objectives  |  | Instructional Actions   |  |
|--|--|--|---|--|
| Cumulative Progress Indicators   | Concepts<br><i>What students will know.</i>  | Skills<br><i>What students will be able to do.</i>   | SUGGESTED Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections  | SUGGESTED Assessment Check Points  |
| 7.1.NM.A.5<br>Demonstrate comprehension of brief oral and written messages from age-appropriate, culturally authentic selections on familiar topics. | <ul style="list-style-type: none"> <li>▪ el pingüino</li> <li>▪ el pico</li> <li>▪ la cola</li> <li>▪ las alas</li> <li>▪ las patas</li> <li>▪ las plumas</li> </ul> | <ul style="list-style-type: none"> <li>▪ Acknowledge and recite in target language</li> <li>▪ Identify body parts of the penguin</li> <li>▪ Identify the habitat of the penguin and its location</li> <li>▪ Describe the weather</li> <li>▪ Identify the names of the characters of the story A la cima</li> </ul> | <ul style="list-style-type: none"> <li>▪ Magic box</li> <li>▪ TPR</li> <li>▪ Natural approach questions: yes/no, either/or, and open-ended</li> <li>▪ Match pictures with name cards</li> <li>▪ Locate geographic areas on map/globe</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ TPR responses</li> <li>▪ Recall and recite target vocabulary</li> <li>▪ Respond in short memorized phrases</li> <li>▪ Sing songs</li> <li>▪ Class</li> </ul> |
| 7.1.NM.B.4<br>Ask and respond to simple  | <ul style="list-style-type: none"> <li>▪ Antártida</li> </ul>  |  |   |  |

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| <p>questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.2<br/>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> | <ul style="list-style-type: none"> <li>▪ El Polo Sur</li> <li>▪ El Polo Norte</li> <li>▪ arriba / abajo</li> <br/> <li>▪ la nieve</li> <li>▪ el frío</li> <li>▪ hace calor/hace frío</li> <li>▪ hace sol</li> <li>▪ está nevando</li> <br/> <li>▪ la cima</li> <br/> <li>▪ el pingüino</li> <li>▪ la foca</li> <li>▪ el oso polar</li> <li>▪ el pez</li> <li>▪ el pescador</li> <li>▪ real / imaginario</li> <br/> <li>▪ vuela</li> <li>▪ nada</li> <li>▪ salta</li> <li>▪ camina</li> <br/> <li>▪ la cabeza</li> <li>▪ los ojos</li> <li>▪ la nariz</li> <li>▪ la boca</li> <li>▪ las orejas</li> <li>▪ el pelo</li> <li>▪ los brazos</li> <li>▪ las manos</li> <li>▪ las piernas</li> <li>▪ los pies</li> </ul> | <ul style="list-style-type: none"> <li>▪ Compare and contrast human body parts to penguin body parts</li> </ul> | <ul style="list-style-type: none"> <li>▪ Practice daily weather</li> <br/> <li>▪ Games: <ul style="list-style-type: none"> <li>- Hangman</li> <li>-Bingo</li> <li>-Matamoscas</li> <li>-Adivina</li> <li>-Tic tac toe</li> <li>-Hot Potato</li> <li>-Password</li> <li>-Hot and Cold Game</li> <li>-Concentrate</li> <li>-Information Gap</li> <li>-Go Fish</li> <li>-Charades -whole group and small group</li> <li>-What's missing?- whole group, small group, and/or partners</li> <li>-Concentric circles</li> <li>-Pictionary</li> <li>-Simon Dice</li> <li>-Pin uno, pin dos,etc...Pingüino : count 1-20 skipping all multiples of 5</li> </ul> </li> <br/> <li>*For game descriptions, please see Introductory/Review Unit</li> <br/> <li>▪ Shared reading of text: "A la cima"</li> <li>▪ Venn diagram</li> <br/> <li>▪ TPRS</li> </ul> | <ul style="list-style-type: none"> <li>participation</li> <li>▪ Game participation</li> <li>▪ TPR</li> <li>▪ Completion of teacher made written activities</li> <li>▪ Students perform skit: (este es un ejemplo, la maestra y la clase pueden hacer su propia version)</li> <li>▪ Rocky (el pinguino): " Saltando, saltando, voy a la cima"</li> <li>▪ Los oso polares: " Tú no puedes. ¡Es muy alta!"</li> <li>▪ Las focas : " ¿A dónde vas Rocky?"</li> <li>▪ Rocky: "¡Voy a la cima!"</li> <li>▪ Las focas: " ¡Tú no puedes Rocky!, ¡Hace mucho frío!"</li> <li>▪ Los pescadores: "Tú no puedes, ¡está nevando!"</li> <li>▪ Rocky: "¡Sí que puedo, sí que puedo, voy a la cima!". (llega a la cima)</li> </ul> |
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|  |  |  |  | <ul style="list-style-type: none"> <li>▪ Todos: “¡Bravo Rocky, Bravo!”</li> <li>▪ Todos cantan A la cima Rap</li> </ul> |
| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● dolls/puppets</li> <li>● number name cards</li> <li>● color picture cards</li> <li>● color name cards</li> <li>● flyswatters</li> <li>● Tic tac toe board</li> <li>● song lyrics: <ul style="list-style-type: none"> <li>“A la cima”</li> <li>“Pingüino, pingüino”</li> <li>“Pingüino cuando baila”</li> </ul> </li> <li>● map/globe</li> <li>● Book: "A la cima"</li> <li>● Promethean board</li> </ul> |  | <p><b>Instructional Adjustments:</b></p> <p>For students with difficulties:</p> <ul style="list-style-type: none"> <li>▪ Assign a partner for games and activities</li> <li>▪ Modify work by providing word banks</li> <li>▪ Reduce word banks</li> <li>▪ Provide multiple choice activities</li> </ul> <p>For advanced students:</p> <ul style="list-style-type: none"> <li>▪ Assign a student to mentor</li> <li>▪ Student will change a part of the TPRS</li> </ul> |  |   |

**Targeted Standards:**

ALL STUDENTS WILL BE ABLE TO USE A WORLD LANGUAGE IN ADDITION TO ENGLISH TO ENGAGE IN MEANINGFUL CONVERSATIONS, UNDERSTAND AND INTERPRET THE SPOKEN AND WRITTEN LANGUAGE, AND PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE GAINING AN UNDERSTANDING OF THE PERSPECTIVES OF OTHER CULTURES. THEY WILL MAKE CONNECTIONS WITH OTHER CONTENT AREAS, COMPARE THE LANGUAGE AND CULTURE STUDIED WITH THEIR OWN, AND PARTICIPATE IN HOME AND GLOBAL COMMUNITIES.

**Unit Objectives/Conceptual Understandings:**

- Students will skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age).
- Students will ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.
- Students will describe self and others.

**Essential Questions:**

- What strategies do I need to communicate in linguistically and culturally appropriate ways? **Can I describe myself and ask others questions about themselves?**
- How does content help me respond to important questions that extend my learning beyond the classroom? **Can I extract identifying information about people from culturally authentic audio, video, or written text?**

**Unit Assessment:**

- What is the evidence (authentic) that students have achieved the targeted standards/unit objectives? **Students create a personal yearbook page and interpret those of their classmates.**

|  | Core Content Objectives  |  | Instructional Actions   |  |
|--|--|--|---|--|
| Cumulative Progress Indicators   | Concepts<br><i>What students will know.</i>  | Skills<br><i>What students will be able to do.</i>   | SUGGESTED Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections  | SUGGESTED Assessment Check Points  |
| 7.1.NM.A.4 Identify familiar people, places and objects based on simple oral and/or written descriptions.<br><br>7.1.NM.B.1 Use digital tools to exchange basic information at | <ul style="list-style-type: none"> <li>▪ guapo/feo (a)</li> <li>▪ alto/bajo (a)</li> <li>▪ moreno/rubio (a)</li> <li>▪ cómico/serio (a)</li> <li>▪ inteligente</li> <li>▪ artístico (a)</li> <li>▪ atlético (a)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Recognize descriptions of people as found in culturally authentic oral and written texts.</li> <li>▪ Describe self and others using oral or written text.</li> <li>▪ Ask memorized questions</li> </ul> | <ul style="list-style-type: none"> <li>▪ Match a description read by the teacher to the correct picture.</li> <li>▪ Children direct the calendar activity. (NOTE: dates of the month are addressed in numeric name except the first which is addressed with an</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ TPR activities</li> <li>▪ Recall and recite target vocabulary</li> <li>▪ Respond in short memorized</li> </ul> |

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| <p>the word and memorized-phrase level related to self and targeted themes.</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.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> | <ul style="list-style-type: none"> <li>▪ creativo (a)</li> <li>▪ fuerte</li> <br/> <li>▪ ¿Cómo eres?</li> <li>▪ Yo soy...</li> <li>▪ ¿Cuál es tu _____ favorito?             <ul style="list-style-type: none"> <li>○ animal</li> <li>○ mes</li> <li>○ día</li> <li>○ fruta</li> <li>○ color</li> <li>○ número</li> </ul> </li> <li>▪ ¿Cuándo es tu cumpleaños?</li> <li>▪ ¿Cuántos años tienes tú?</li> </ul> | <p>related to physical characteristics and personality qualities using digital tools.</p> <ul style="list-style-type: none"> <li>▪ Answer simple questions related to physical characteristics and personality qualities using digital tools.</li> </ul>  | <p>ordinal name “primero”.)</p> <ul style="list-style-type: none"> <li>▪ Magic box</li> <li>▪ TPR</li> <li>▪ Natural approach questions: yes/no,either/or,open-ended.</li> <br/> <li>▪ Games:             <ul style="list-style-type: none"> <li>-Hangman</li> <li>-Bingo</li> <li>-Matamoscas</li> <li>-Adivina</li> <li>-Tic tac toe</li> <li>-Hot Potato</li> <li>-Password</li> <li>-Hot and Cold Game</li> <li>-Concentration</li> <li>-Information Gap</li> <li>-Go Fish</li> <li>-Charades -whole group and small group</li> <li>-What’s missing?- whole group, small group, and/or partners</li> <li>-Concentric circles</li> <li>-Pictionary</li> <li>-Simón Dice</li> <li>-Survey Game</li> </ul> </li> </ul> <p>*For game descriptions, please see Introductory/Review Unit</p> | <p>phrases</p> <ul style="list-style-type: none"> <li>▪ Sing songs</li> <li>▪ Class participation</li> <li>▪ Game participation</li> <li>▪ Completion of teacher made written activities</li> <li>▪ Completion of personal yearbook page.</li> </ul> |
| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ calendar</li> <li>▪ magic box</li> <li>▪ tic tac toe board</li> <li>▪ concentration board</li> <li>▪ fly swatters</li> <li>▪ Promethean board</li> </ul>   |  | <p><b>Instructional Adjustments:</b></p> <p>For students with difficulties:</p> <ul style="list-style-type: none"> <li>▪ Assign a partner for activities</li> <li>▪ Assign a partner for the creation of the booklet</li> <li>▪ Provide reduced word banks.</li> </ul> <p>For advanced students:</p> <ul style="list-style-type: none"> <li>▪ Assign a student to mentor</li> <li>▪ Student presents their personal yearbook page as a model to the class.</li> </ul> |  |  |

**THIRD GRADE**

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| <p><b>SEPTEMBER</b></p> <p><u>REVIEW UNIT</u></p> <ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ TPR commands</li> <li>▪ Calendar</li> <li>▪ Numbers</li> <li>▪ Body Parts</li> <li>▪ Shapes</li> </ul> | <p><b>OCTOBER</b></p> <p><u>DAVID VA AL COLEGIO</u></p> <ul style="list-style-type: none"> <li>▪ School supplies</li> <li>▪ Commands related to behavior in school (spiral throughout)</li> </ul> | <p><b>NOVEMBER</b></p> <p><u>DAVID VA AL COLEGIO</u></p> <ul style="list-style-type: none"> <li>▪ Cont. school supplies</li> <li>▪ People who work in the school</li> </ul> | <p><b>DECEMBER</b></p> <p><u>DAVID VA AL COLEGIO</u></p> <ul style="list-style-type: none"> <li>▪ Cont. people who work in the school</li> <li>▪ Places in the school</li> </ul>                                  | <p><b>JANUARY</b></p> <p><u>DAVID VA AL COLEGIO</u></p> <ul style="list-style-type: none"> <li>▪ Emotions</li> <li>▪ TPR</li> <li>▪ Read David va al colegio</li> </ul>      |
| <p><b>FEBRUARY</b></p> <p><u>EL ALMUERZO SORPRESA</u></p> <ul style="list-style-type: none"> <li>▪ Foods</li> <li>▪ Meals: breakfast, lunch, dinner</li> </ul>   | <p><b>MARCH</b></p> <p><u>EL ALMUERZO SORPRESA</u></p> <ul style="list-style-type: none"> <li>▪ Cont. Foods</li> <li>▪ Express likes and dislikes</li> </ul>                                      | <p><b>APRIL</b></p> <p><u>EL ALMUERZO SORPRESA</u></p> <ul style="list-style-type: none"> <li>▪ Read book</li> <li>▪ TPRS: "Barriga llena, corazón contento."</li> </ul>    | <p><b>MAY</b></p> <p><u>EL ALMUERZO SORPRESA</u></p> <ul style="list-style-type: none"> <li>▪ Cont. TPRS: "Barriga llena, corazón contento."</li> <li>▪ Create personal version of David va al colegio</li> </ul> | <p><b>JUNE</b></p> <p><u>EL ALMUERZO SORPRESA</u></p> <ul style="list-style-type: none"> <li>▪ Present TPRS: "Barriga llena, corazón contento" and personal book.</li> </ul> |

**Targeted Standards:**

ALL STUDENTS WILL BE ABLE TO USE A WORLD LANGUAGE IN ADDITION TO ENGLISH TO ENGAGE IN MEANINGFUL CONVERSATIONS, UNDERSTAND AND INTERPRET THE SPOKEN AND WRITTEN LANGUAGE, AND PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE GAINING AN UNDERSTANDING OF THE PERSPECTIVES OF OTHER CULTURES. THEY WILL MAKE CONNECTIONS WITH OTHER CONTENT AREAS, COMPARE THE LANGUAGE AND CULTURE STUDIED WITH THEIR OWN, AND PARTICIPATE IN HOME AND GLOBAL COMMUNITIES.

**Unit Objectives/Conceptual Understandings:**

- Students will understand that rules are a fact of life.
- Students will understand that expressing emotions is a natural part of life.
- Students will demonstrate comprehension of the story “David va al colegio”.

**Essential Questions:**

- What strategies do I need to communicate in linguistically and culturally appropriate ways? **In the target language, can I express what I need and use in school?**
- How does content help me respond to important questions that extend my learning beyond the classroom? **Can I give and follow commands related to the school environment?**

**Unit Assessment:**

- What is the evidence (authentic) that students have achieved the targeted standards/unit objectives? **The student will personalize a mini book using expressions from the story, “David va al colegio” using the template.**

|  | Core Content Objectives   |  | Instructional Actions   |  |
|--|---|--|---|--|
| Cumulative Progress Indicators   | Concepts<br><i>What students will know.</i>   | Skills<br><i>What students will be able to do.</i>   | SUGGESTED Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections  | SUGGESTED Assessment Check Points  |
| <p>7.1.NM.A.2<br/>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p> <p>7.1.NM.A.4<br/>Identify familiar people, places, and objects based on</p> | <ul style="list-style-type: none"> <li>▪ la escuela</li> <li>▪ el salón de clase/<br/>...de arte/de música/<br/>de instrumentos/ de español</li> <li>▪ la oficina</li> <li>▪ la biblioteca</li> <li>▪ el gimnasio</li> <li>▪ la clínica</li> <li>▪ el baño</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify school related vocabulary in the song “Corre niño” by José Luis Orozco</li> <li>▪ Identify parts of the school (optional)</li> <li>▪ Name the professionals in the school (optional)</li> <li>▪ Give and follow commands related to</li> </ul> | <ul style="list-style-type: none"> <li>▪ Sing song: “Corre niño”, by José Luis Orozco</li> <li>▪ TPR</li> <li>▪ Magic box with colors</li> <li>▪ Think/Pair/Share</li> <li>▪ Take a walking tour of the school</li> <li>▪ Match the location of the school with its name</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teacher observations</li> <li>▪ TPR activities</li> <li>▪ Recall and recite target vocabulary</li> <li>▪ Respond in short memorized phrases</li> <li>▪ Sing Songs</li> <li>▪ Class</li> </ul> |

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| <p>simple oral and/or written descriptions.</p> <p>7.1.NM.B.4<br/>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5<br/>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>7.1.NM.C.2<br/>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3<br/>Copy/write words, phrases, or simple guided texts on familiar topics.</p> | <ul style="list-style-type: none"> <li>▪ el patio</li> <li>▪ la maestra/el maestro</li> <li>▪ el director/la directora</li> <li>▪ la secretaria</li> <li>▪ la bibliotecaria</li> <li>▪ la enfermera</li> <li>▪ la consejera/o</li> <li>▪ Escucha</li> <li>▪ Espera</li> <li>▪ Levanta la mano</li> <li>▪ Levántate</li> <li>▪ Siéntate</li> <li>▪ Baja la mano</li> <li>▪ Silencio</li> <li>▪ Mira/ojos aquí</li> <li>▪ Busca</li> <li>▪ Presta atención</li> <li>▪ Para/alto</li> <li>▪ No empujes</li> <li>▪ No corras</li> <li>▪ No grites</li> <li>▪ No toques</li> <li>▪ No masques chicle</li> <li>▪ ¿Otra vez?</li> <li>▪ No sé</li> <li>▪ ¿Me permite ir al baño?</li> <li>▪ ¿Me permite tomar agua?</li> <li>▪ ¿Cómo se dice?</li> <br/> <li>▪ ¿Cómo te sientes?</li> <li>▪ ¿Cómo estás?</li> <br/> <li>▪ Estoy cansado/a</li> <li>▪ Estoy feliz</li> </ul> | <p>school behavior</p> <ul style="list-style-type: none"> <li>▪ Express feelings</li> <li>▪ Identify and name specific school supplies</li> </ul> | <p>(school map)</p> <ul style="list-style-type: none"> <li>▪ Create a picture dictionary</li> <li>▪ Locate the professionals in each part of the school</li> <li>▪ Read text “David va al colegio” by David Shannon</li> <li>▪ Take pictures of professionals in the school for Q&amp;A related to school environment</li> <li>▪ TPR</li> <li>▪ Simón Dice</li> <li>▪ Journal entry: Write feelings for the day</li> <li>▪ Share with partner / class</li> <li>▪ TPR</li> <li>▪ Student created backpack “mochila” cutout with flashcards</li> <li>▪ The student will create a personal inventory of school supplies using a T-chart to be used in an interpersonal activity.</li> <li>▪ Games: <ul style="list-style-type: none"> <li>- Hangman</li> <li>-Bingo</li> <li>-Matamoscas</li> <li>-Adivina</li> <li>-Tic tac toe</li> <li>-Password</li> <li>-Hot and Cold Game</li> <li>-Concentrate</li> <li>-Information Gap</li> <li>-Go Fish</li> </ul> </li> </ul> | <p>participation</p> <ul style="list-style-type: none"> <li>▪ Game participation</li> <li>▪ Completion of teacher made written activities</li> <li>▪ Collect samples of writing</li> <li>▪ Use a T-chart labeled “Tengo/No tengo”. Students will list the school supplies they have and do not have. In pairs they will ask and respond to questions related to their personal inventory.</li> </ul> |
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## Elementary Spanish

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|  | <ul style="list-style-type: none"> <li>▪ Estoy content/a</li> <li>▪ Estoy enojado/a</li> <li>▪ Estoy enfermo/a</li> <li>▪ Estoy triste</li> <li>▪ Estoy aburrido/a</li> <li>▪ Estoy sorprendido/a</li> <li>▪ Estoy regular</li> <li>▪ muy</li> <li>▪ un poco</li> <li>▪ ...ísimo/a</li> <li>▪ un poquito</li> <li>▪ la pluma/ el bolígrafo</li> <li>▪ el borrador</li> <li>▪ el cuaderno</li> <li>▪ el lápiz</li> <li>▪ el libro</li> <li>▪ el papel</li> <li>▪ el sacapuntas</li> <li>▪ la carpeta/el folio</li> <li>▪ la goma/el pegante</li> <li>▪ la mochila</li> <li>▪ la regla</li> <li>▪ los crayones</li> <li>▪ las tijeras</li> <li>▪ la cinta pegante</li> <br/> <li>▪ necesitar<br/>(Yo necesito/Tu necesitas)</li> <li>▪ tener<br/>(Yo tengo/Tu tienes)</li> </ul> |  | <p>-Charades –whole group and small group</p> <p>-What's missing?- Whole group, small group, and/or partners</p> <p>-Concentric circles</p> <p>-Pictionary</p><br><p>*For game descriptions, please see Introductory/Review Unit</p> |  |
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## Elementary Spanish

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| <p><b>Resources:</b></p> <ul style="list-style-type: none"><li>▪ song lyrics: “Corre niño”, by José Luis Orosco (Fiesta CD - # 16)<br/>“Mambrú”</li><li>1. “Si estás contento”</li><li>▪ color cards</li><li>▪ parts of the school name cards</li><li>▪ parts of the school picture cards</li><li>▪ En mi escuela...¿Dónde están? activity</li><li>▪ behavior picture cards</li><li>▪ behavior name cards</li><li>▪ feelings/expressions picture cards</li><li>▪ school supplies picture cards</li><li>▪ school supplies name cards</li><li>▪ text “David va al colegio” by David Shanon</li><li>▪ Promethan Board</li></ul> | <p><b>Instructional Adjustment:</b></p> <p>For students with difficulties:</p> <ul style="list-style-type: none"><li>▪ Assign a partner for every activity</li><li>▪ Provide a reduced word bank</li><li>▪ Reduce amount of vocabulary</li><li>▪ Provide multiple choice activities</li></ul> <p>For advanced students:</p> <ul style="list-style-type: none"><li>▪ Assign a student to mentor</li><li>▪ Give reasons why he/she feels a certain way</li></ul> |
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## Elementary Spanish

### “El almuerzo sorpresa”

Grade 3

#### Targeted Standards:

ALL STUDENTS WILL BE ABLE TO USE A WORLD LANGUAGE IN ADDITION TO ENGLISH TO ENGAGE IN MEANINGFUL CONVERSATIONS, UNDERSTAND AND INTERPRET THE SPOKEN AND WRITTEN LANGUAGE, AND PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE GAINING AN UNDERSTANDING OF THE PERSPECTIVES OF OTHER CULTURES. THEY WILL MAKE CONNECTIONS WITH OTHER CONTENT AREAS, COMPARE THE LANGUAGE AND CULTURE STUDIED WITH THEIR OWN, AND PARTICIPATE IN HOME AND GLOBAL COMMUNITIES.

#### Unit Objectives/Conceptual Understandings:

- Students will demonstrate comprehension of the story “El almuerzo sorpresa”.
- Students will understand that when everyone contributes the result is in a win-win situation.

#### Essential Questions:

- What strategies do I need to communicate in linguistically and culturally appropriate ways? **In the target language, can I categorize foods according to meal times?**
- How does content help me respond to important questions that extend my learning beyond the classroom? **Can I express my food preferences?**

#### Unit Assessment:

- What is the evidence (authentic) that students have achieved the targeted standards/unit objectives? **Students will be able to retell a surprise lunch story through TPRS.**

| Elementary Spanish  | Core Content Objectives   |  | Instructional Actions   |  |
|---|---|--|---|--|
| Cumulative Progress Indicators  | Concepts<br><i>What students will know.</i>   | Skills<br><i>What students will be able to do.</i>   | SUGGESTED Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections  | SUGGESTED Assessment Check Points  |
| <p>7.1.NM.A.4<br/>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.2<br/>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</p> <p>7.1.NM.B.4<br/>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.C.2<br/>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> | <p>el sándwich<br/>el pan<br/>el almuerzo<br/>el queso<br/>la mermelada<br/>la lechuga<br/>el jamón<br/>el tomate</p> <p>el arroz<br/>el atún<br/>el pollo</p> <p>el perro caliente<br/>la hamburguesa<br/>las papas fritas<br/>la tocineta</p> <p>la ensalada<br/>la empanada<br/>la sopa<br/>la tostada</p> <p><b>el desayuno</b><br/>el huevo<br/>el jugo de naranja<br/>la leche</p> <p><b>la cena</b><br/>la carne<br/>la papa</p> | <ul style="list-style-type: none"> <li>▪ Identify/Name specific foods</li> <li>▪ Express likes and dislikes</li> </ul> | <ul style="list-style-type: none"> <li>▪ Magic box</li> <li>▪ TPR</li> <li>▪ “Fill the shopping cart”</li> <li>▪ ¿Qué es? / ¿Qué falta?</li> <li>▪ Matching</li> <li>▪ Question/Answer – food preferences</li> <li>▪ “Voy al picnic y llevo...”</li> <li>▪ Fly swatters</li> <li>▪ Tic-tac-toe</li> <li>▪ La pirámide de los alimentos</li> <li>▪ Songs:<br/>"Me gusta comer"</li> <li>▪ Gouin series (Make a sandwich)</li> <li>▪ Venn diagram</li> <li>▪ TPRS "Barriga llena...corazón contento"</li> <li>▪ Guided writing</li> <li>▪ Read text “El almuerzo sorpresa”</li> </ul> <p>Games:</p> <ul style="list-style-type: none"> <li>- Hangman</li> <li>-Bingo</li> <li>-Matamoscas</li> <li>-Adivina</li> <li>-Tic tac toe</li> <li>-Password</li> <li>-Hot and Cold Game</li> </ul> | <ul style="list-style-type: none"> <li>▪ Question/Answer</li> <li>▪ Teacher observation</li> <li>▪ Teacher created writing activities</li> <li>▪ TPRS</li> <li>▪ Creative modification of TPRS</li> <li>▪ ¿Qué te gusta más?</li> <li>▪ Guided writing stating what you eat</li> </ul> |

## Elementary Spanish

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|   | <p>las arvejas</p> <p>Me gusta<br/>Me gusta mucho<br/>Me gusta muchísimo<br/>No me gusta<br/>No me gusta para nada</p> <p>¿Qué te gusta más?<br/>A mí me gusta más...</p> <p>SUGGESTED<br/>VOCABULARY</p> <ol style="list-style-type: none"> <li>1. Anoche comí/bebí...</li> <li>2. De postre...</li> <li>3. Voy a comer...</li> <li>4. ¿Qué comiste/bebiste anoche/hoy?</li> </ol> |  | <ul style="list-style-type: none"> <li>-Concentrate</li> <li>-Information Gap</li> <li>- Go Fish</li> <li>-Charades -whole group and small group</li> <li>-What's missing?- whole group, small group, and/or partners</li> <li>-Concentric circles</li> <li>-Pictionary</li> <li>-Survey Game</li> </ul> <p>*For game descriptions, please see Introductory/Review Unit</p> |  |
| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ replicas of food items</li> <li>▪ food picture cards</li> <li>▪ food name cards</li> <li>▪ graphic organizer: likes/dislikes</li> <li>▪ supermarket department categories</li> <li>▪ song lyrics: "Me gusta comer"</li> <li>▪ sample menu</li> <li>▪ TPRS: pictures and text</li> <li>▪ Venn diagram</li> <li>▪ text: "El almuerzo sorpresa"</li> <li>▪ Promethean Board</li> </ul> |   | <p><b>Instructional Adjustments:</b></p> <p>For students with difficulties:</p> <ul style="list-style-type: none"> <li>▪ Assign a partner for games and activities</li> <li>▪ Modify work by providing word banks</li> <li>▪ Reduce word banks</li> <li>▪ Provide multiple choice activities</li> </ul> <p>For advanced students:</p> <ul style="list-style-type: none"> <li>▪ Assign a student to mentor</li> <li>▪ Student will change a part of the TPRS</li> <li>▪ Write a description of your ideal day's menu</li> </ul> |   |  |

**FOURTH GRADE**

|  |   |   |   |   |
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| <p><b>SEPTEMBER</b></p> <p><u>REVIEW UNIT</u></p> <ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ TPR commands</li> <li>▪ Calendar</li> <li>▪ Numbers</li> <li>▪ Body Parts</li> <li>▪ Shapes</li> </ul> | <p><b>OCTOBER</b></p> <p><u>EL DÍA DE MIRANDA PARA BAILAR</u></p> <ul style="list-style-type: none"> <li>■ Animals of the Rainforest (describe and identify)</li> </ul>   | <p><b>NOVEMBER</b></p> <p><u>EL DÍA DE MIRANDA PARA BAILAR</u></p> <ul style="list-style-type: none"> <li>■ Fruits of the Rainforest (describe and identify)</li> </ul> | <p><b>DECEMBER</b></p> <p><u>EL DÍA DE MIRANDA PARA BAILAR</u></p> <ul style="list-style-type: none"> <li>■ Continue fruits and animals</li> <li>■ Ordinal numbers</li> <li>■ Read book</li> </ul>                  | <p><b>JANUARY</b></p> <p><u>EL DÍA DE MIRANDA PARA BAILAR</u></p> <ul style="list-style-type: none"> <li>■ Sequence the story</li> <li>■ Guided writing activity</li> </ul> |
| <p><b>FEBRUARY</b></p> <p><u>PUERTO RICO</u></p> <ul style="list-style-type: none"> <li>● The carnival</li> <li>● El vejigante</li> </ul>  | <p><b>MARCH</b></p> <p><u>PUERTO RICO</u></p> <ul style="list-style-type: none"> <li>● Read <u>El vejigante enmascarado</u></li> <li>● El Yunque</li> <li>■ Cardinal directions</li> <li>■ Bodies of water</li> </ul> | <p><b>APRIL</b></p> <p><u>PUERTO RICO</u></p> <ul style="list-style-type: none"> <li>■ Beaches</li> <li>■ Islands</li> <li>■ Cities</li> </ul>                          | <p><b>MAY</b></p> <p><u>PUERTO RICO</u></p> <ul style="list-style-type: none"> <li>● Continue beaches, islands, cities, cardinal directions and bodies of water.</li> <li>● Flags (compare and contrast)</li> </ul> | <p><b>JUNE</b></p> <p><u>CESAR CHAVEZ</u></p> <ul style="list-style-type: none"> <li>■ BrainPop video</li> <li>■ Graphic organizer</li> <li>■ Guided discussion</li> </ul>  |

**Targeted Standards:**

ALL STUDENTS WILL BE ABLE TO USE A WORLD LANGUAGE IN ADDITION TO ENGLISH TO ENGAGE IN MEANINGFUL CONVERSATIONS, UNDERSTAND AND INTERPRET THE SPOKEN AND WRITTEN LANGUAGE, AND PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE GAINING AN UNDERSTANDING OF THE PERSPECTIVES OF OTHER CULTURES. THEY WILL MAKE CONNECTIONS WITH OTHER CONTENT AREAS, COMPARE THE LANGUAGE AND CULTURE STUDIED WITH THEIR OWN, AND PARTICIPATE IN HOME AND GLOBAL COMMUNITIES.

**Unit Objectives/Conceptual Understandings:**

Students will recognize cultural products and practices associated with Puerto Rico.

Students will demonstrate an understanding of the geography of Puerto Rico.

Students will demonstrate comprehension of the story: “El día de Miranda para bailar”

**Essential Questions:**

- What strategies do I need to communicate in linguistically and culturally appropriate ways? **In the target language, can I describe the location of Puerto Rico, and its cultural products and practices?**
- How does the content help me respond to important questions that extend my learning beyond the classroom? **Can I recognize similarities and differences between the culture of Puerto Rico and my own?**

**Unit Assessment:** (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) **Students will personalize and recreate their own version of the story “El día de Miranda para bailar” using the template page.**

|  | Core Content Objectives  |  | Instructional Actions  |  |
|--|--|--|--|--|
| Cumulative Progress Indicators   | Concepts<br><i>What students will know.</i>  | Skills<br><i>What students will be able to do.</i>   | SUGGESTED Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections   | SUGGESTED Assessment Check Points  |
| 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.<br><br>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits | <ul style="list-style-type: none"> <li>▪ Capital: San Juan</li> <li>▪ Islas: Mona, Vieques, Culebra</li> <li>▪ Playas: Dorado, Luquillo, Parguera</li> <li>▪ Montañas: Cordillera Central</li> <li>▪ norte, sur, este, oeste</li> <li>▪ Océano Atlántico, Mar</li> </ul> | <ul style="list-style-type: none"> <li>▪ Locate Puerto Rico on a map and describe its geographic location/characteristics (physical features)</li> <li>▪ Describe the location of Puerto Rico using cardinal points</li> <li>▪ Compare and contrast the</li> </ul> | <ul style="list-style-type: none"> <li>▪ View Video of Puerto Rico</li> <li>▪ Using large map or Promethean flipchart, students will locate and identify geographic features.</li> <li>▪ Compare/Contrast</li> <li>▪ Promethean board activities connecting to map</li> <li>▪ Memory game</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Participation in group activities</li> <li>▪ Yes / no, either / or questions</li> <li>▪ Labeling the map</li> <li>▪ Graphic organizer with information on Puerto Rico</li> </ul> |

## Elementary Spanish

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| <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.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p> | <p>Caribe</p> <ul style="list-style-type: none"> <li>▪ ¿Dónde está....?</li> <li>▪ Está al norte, sur, este, oeste...Arriba, abajo</li> </ul> <p>Franjas: roja, azul, blanca</p> <p>Triángulo, rectángulo, estrella, cuadrado</p> <p>el carnaval<br/>el disfraz<br/>la máscara<br/>el vejigante</p> <ul style="list-style-type: none"> <li>▪ ¿Qué es?</li> <li>▪ Es una fruta, un animal ...</li> </ul> <p>Las Frutas:<br/>el mango</p> <ul style="list-style-type: none"> <li>• la piña</li> <li>• la manzana</li> <li>• la naranja</li> <li>• el plátano</li> <li>• la pera</li> <li>• la fresa</li> <li>• el coco</li> <li>• las cerezas</li> <li>• la papaya</li> <li>• las uvas</li> <li>• las nueces</li> <li>• las frambuesas</li> </ul> <ul style="list-style-type: none"> <li>▪ ¿Cómo es?</li> <li>▪ Es de color...</li> <li>▪ Es grande, pequeño,</li> <li>▪ Es suave, áspero</li> <li>▪ Es dulce, ácido</li> <li>▪ Es pesado, liviano</li> </ul> <p>Los Animales:</p> <ul style="list-style-type: none"> <li>• el mono</li> </ul> | <p>flags of the USA and Puerto Rico</p> <ul style="list-style-type: none"> <li>▪ Describe the flags of PR and USA</li> </ul> <p>Demonstrate comprehension of the language by playing a game with a partner</p> <p>Understand the origin of the word vejigante.</p> <ul style="list-style-type: none"> <li>▪ Make a vejigante mask and write a short description <ul style="list-style-type: none"> <li>▪ Identify location of the rain forest El Yunque on the map</li> </ul> </li> </ul> <p>Name fruits of the rain forest<br/>Describe the fruits by their color, taste, size and texture</p> <ul style="list-style-type: none"> <li>▪ Name animals of the rainforest</li> <li>▪ Describe animal activities: vuela, se desliza, salta, nada</li> <li>▪ Describe animals by their size and color</li> <li>▪ Sing "Las frutas de miranda"</li> <li>▪ Participate in the reading of the story of Miranda</li> <li>▪ Sequence the story</li> <li>▪ Use graphic organizers to map the story</li> <li>▪ Use learned vocabulary to participate in a game</li> <li>▪ Rewrite the story using a circular graphic organizer</li> <li>▪ Identify ordinal numbers to 10</li> </ul> | <ul style="list-style-type: none"> <li>▪ Label and color the map</li> <li>▪ Complete open ended sentences <ul style="list-style-type: none"> <li>▪ Venn diagrams</li> <li>▪ Color and paste flags in the notebook</li> </ul> </li> <li>▪ Jeopardy</li> <li>▪ TPR</li> <li>▪ Think, pair and share</li> <li>▪ Craft activities</li> <li>▪ Songs: El coquí</li> <li>▪ Writing activities</li> <li>▪ Class Carnival</li> <li>▪ TPR</li> <li>▪ Interactive map of Puerto Rico using Promethean Board</li> <li>▪ Think, pair and share</li> <li>▪ Matching</li> <li>▪ Magic box</li> <li>▪ Show and Tell</li> <li>▪ Students create a virtual fruit salad and write about which fruits are in the salad</li> <li>▪ Guessing : "¿Quién tiene?"</li> <li>▪ 20 questions</li> <li>▪ Write a description about their favorite fruit. <ul style="list-style-type: none"> <li>▪ TPR</li> <li>▪ Interactive activities using Felt Board of the rainforest/animals</li> <li>▪ Use beanie baby animals in game of "¿Quién tiene?"</li> <li>▪ Sing Song</li> </ul> </li> <li>▪ Choral reading</li> </ul> | <ul style="list-style-type: none"> <li>▪ Venn diagram</li> <li>▪ Teacher made quiz</li> <li>▪ Participation in the songs</li> <li>▪ Writing and craft activities</li> <li>▪ Class discussions</li> <li>▪ Create a personalized story of "El día de Miranda para Bailar"</li> <li>▪ Sequencing/ retelling the story</li> <li>▪ Daily observation</li> <li>▪ Yes/no questions</li> <li>▪ Either/or questions</li> <li>▪ Group and individual descriptions</li> <li>▪ Participation in the games and TPR</li> <li>▪ Participation in the sing along</li> <li>▪ Teacher observation</li> <li>▪ Participation in group activities</li> <li>▪ Graphic organizers</li> <li>▪ Writing of circular story</li> <li>▪ Rewriting of similar circular story, using animals and foods not in the Miranda book, or in different combinations from the book, using the template provided.</li> </ul> |
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## Elementary Spanish

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|  | <ul style="list-style-type: none"> <li>● la serpiente</li> <li>● el ratón</li> <li>● la rana</li> <li>● el colibrí</li> <li>● la cotorra/la lora</li> <li>● la mariposa</li> <li>● el tucán</li> <li>● el perezoso</li> <li>● la hormiga</li> </ul> <ul style="list-style-type: none"> <li>▪ Review of days of the week</li> <li>▪ Ordinal numbers to sequence the story</li> </ul> |   | <ul style="list-style-type: none"> <li>▪ Yo tengo _____ y tú, ¿Qué tienes? (Pair activity)</li> <li>▪ Rebus</li> <li>▪ Sequencing</li> <li>▪ Role play</li> </ul> <p>Games:</p> <ul style="list-style-type: none"> <li>- Hangman</li> <li>-Bingo</li> <li>-Matamoscas</li> <li>-Adivina</li> <li>-Tic tac toe</li> <li>-Password</li> <li>-Hot and Cold Game</li> <li>-Concentrate</li> <li>-Information Gap</li> <li>-Go Fish</li> <li>-Charades -whole group and small group</li> <li>-What's missing?- whole group, small group, and/or partners</li> <li>-Concentric circles</li> <li>-Pictionary Games</li> </ul> <p>*For game descriptions, please see Introductory/Review Unit</p> |  |
| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Map</li> <li>● Geographic Labels</li> <li>● Concrete objects / pictures</li> <li>● Handouts of graphic organizers</li> <li>● Individual maps</li> <li>● The flags</li> <li>● Paper plates and colors for the mask/template for Vejigante mask</li> <li>● Video on Puerto Rico</li> <li>● Promethean Board</li> </ul> |   | <p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>For students with difficulties:</p> <ul style="list-style-type: none"> <li>▪ Assign a partner for activities</li> <li>▪ Provide reduced word banks</li> <li>▪ Provide multiple choice activities</li> </ul> <p>For advanced students:</p> <ul style="list-style-type: none"> <li>▪ Assign a student to mentor</li> <li>▪ Students will tell something special about the following points of interest: El coquí, la tortuga de cuero, la iguana, la arena blanca, la arena dorada, la capital, donde se produce el sabor de la Coca Cola, la cuna de Roberto Clemente</li> <li>▪ Create their own version of book "El día de Miranda para bailar"</li> </ul> |   |  |

# Elementary Spanish

- Plastic or real fruits
- Plastic or other animal realia
- Picture books
- Handouts of song
- Map of Puerto Rico
- Large Felt Board of Rain Forest and animals
- Text: El día de Miranda para bailar
- Graphic organizers
- Fruit and animal pictures
- Word cards
- Fly swatters

| Cumulative Progress Indicators   | Concepts<br><i>What students will know.</i>   | Skills<br><i>What students will be able to do.</i>   | SUGGESTED Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections  | SUGGESTED Assessment Check Points   |
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| <p><b>7.1.NM.C.4</b></p> <p>Present information from age and level appropriate, culturally authentic materials orally or in writing.</p> | <p>Cultural aspects of his work:</p> <ul style="list-style-type: none"> <li>● boycott</li> <li>● poor working conditions</li> <li>● nonviolence</li> <li>● fairness</li> <li>● Exposure to vocabulary:               <ul style="list-style-type: none"> <li>○ la justicia</li> <li>○ la huelga</li> <li>○ la paz</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Answer questions about Chavez’s life and work</li> <li>● Discuss as a whole class and/or in groups the working conditions and motivation for “la huelga”</li> </ul> | <ul style="list-style-type: none"> <li>● Brain Pop Video</li> <li>● Complete Graphic Organizer</li> <li>● Complete interactive quiz</li> <li>● Group/Pair activity</li> </ul> | <ul style="list-style-type: none"> <li>● Teacher observation of group discussions</li> <li>● Cesar Chavez Doodles:<br/>The students will dedicate one page in their notebooks to the doodle. They will draw three concepts that they learned about Chavez utilizing images and/or words.</li> </ul> |

## **Elementary Spanish**

**Cesar Chavez Cultural Lesson  
Grade 4**

**\*Cross-curricular lesson coinciding with Journeys Lesson 19, “Harvesting Hope”**



**FIFTH GRADE**

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| <p><b>SEPTEMBER</b></p> <p><u>REVIEW UNIT</u></p> <ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ TPR commands</li> <li>▪ Calendar</li> <li>▪ Numbers</li> <li>▪ Body Parts</li> <li>▪ Shapes</li> </ul> | <p><b>OCTOBER</b></p> <p><u>EL DIA DE LOS MUERTOS</u></p> <ul style="list-style-type: none"> <li>▪ El día de los muertos cultural DVD</li> <li>▪ Chumba la cachumba book and activities</li> </ul>       | <p><b>NOVEMBER</b></p> <p><u>DAVID VA AL COLEGIO</u></p> <ul style="list-style-type: none"> <li>▪ School supplies</li> <li>▪ Commands related to behavior in school TPR (spiral throughout)</li> </ul> | <p><b>DECEMBER</b></p> <p><u>DAVID VA AL COLEGIO</u></p> <ul style="list-style-type: none"> <li>▪ Cont. school supplies</li> <li>▪ Emotions (spiral throughout)</li> </ul> | <p><b>JANUARY</b></p> <p><u>DAVID VA AL COLEGIO</u></p> <ul style="list-style-type: none"> <li>▪ Read David va al colegio</li> <li>▪ Create personalized David booklet</li> </ul> |
| <p><b>FEBRUARY</b></p> <p><u>MEXICO</u><br/>Map of Mexico</p> <ul style="list-style-type: none"> <li>■ Cities</li> <li>■ Beaches</li> <li>■ Borders</li> </ul>   | <p><b>MARCH</b></p> <p><u>MEXICO</u></p> <ul style="list-style-type: none"> <li>▪ Flag</li> </ul> <p><u>ESTELA, LA ESTRELLA DEL MAR</u></p> <ul style="list-style-type: none"> <li>■ Sea Life</li> </ul> | <p><b>APRIL</b></p> <p><u>ESTELA, LA ESTRELLA DEL MAR</u></p> <ul style="list-style-type: none"> <li>■ Cont. Sea Life</li> <li>■ Beach Activities</li> <li>■ Weather</li> </ul>                        | <p><b>MAY</b></p> <p><u>ESTELA, LA ESTRELLA DEL MAR</u></p> <ul style="list-style-type: none"> <li>▪ Read Book</li> <li>▪ TPRS</li> </ul>                                  | <p><b>JUNE</b></p> <p><u>ESTELA, LA ESTRELLA DEL MAR</u></p> <ul style="list-style-type: none"> <li>▪ Cont. TPRS</li> </ul>   |

**Targeted Standards:**

ALL STUDENTS WILL BE ABLE TO USE A WORLD LANGUAGE IN ADDITION TO ENGLISH TO ENGAGE IN MEANINGFUL CONVERSATIONS, UNDERSTAND AND INTERPRET THE SPOKEN AND WRITTEN LANGUAGE, AND PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE GAINING AN UNDERSTANDING OF THE PERSPECTIVES OF OTHER CULTURES. THEY WILL MAKE CONNECTIONS WITH OTHER CONTENT AREAS, COMPARE THE LANGUAGE AND CULTURE STUDIED WITH THEIR OWN, AND PARTICIPATE IN HOME AND GLOBAL COMMUNITIES.

**Unit Objectives/Conceptual Understandings:**

- Students will understand that rules are a fact of life.
- Students will understand that expressing emotions is a natural part of life.
- Students will demonstrate comprehension of the story “David va al colegio”.

**Essential Questions:**

- What strategies do I need to communicate in linguistically and culturally appropriate ways? **In the target language, can I ask and respond to questions about feelings and emotions?**
- How does content help me respond to important questions that extend my learning beyond the classroom? **Can I give and follow commands related to the school environment?**

**Unit Assessment:**

- What is the evidence (authentic) that students have achieved the targeted standards/unit objectives? **The student will personalize a mini book using expressions from the story, “David va al colegio”.**

|  | Core Content Objectives   |  | Instructional Actions   |  |
|--|---|--|---|--|
| Cumulative Progress Indicators   | Concepts<br><i>What students will know.</i>   | Skills<br><i>What students will be able to do.</i>   | SUGGESTED Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections  | SUGGESTED Assessment Check Points  |
| 7.1.NM.A.2<br>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> . | <ul style="list-style-type: none"> <li>▪ la escuela</li> <li>▪ el salón de clase/<br/>...de arte/de música/<br/>de instrumentos/ de español</li> <li>▪ la oficina</li> <li>▪ la biblioteca</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify school related vocabulary in the song “Corre niño” by José Luis Orozco</li> <li>▪ Identify parts of the school (optional)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Sing song: “Corre niño”, by José Luis Orozco</li> <li>▪ TPR</li> <li>▪ Think/Pair/Share</li> <li>▪ Take a walking tour of</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teacher observations</li> <li>▪ TPR responses</li> <li>▪ Recall and recite target vocabulary</li> <li>▪ Respond in short memorized</li> </ul> |



## Elementary Spanish

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|  | <ul style="list-style-type: none"> <li>▪ ¿Cómo te sientes?</li> <li>▪ ¿Cómo estás?</li> <br/> <li>▪ Estoy cansado/a</li> <li>▪ Estoy feliz</li> <li>▪ Estoy content/a</li> <li>▪ Estoy enojado/a</li> <li>▪ Estoy enfermo/a</li> <li>▪ Estoy triste</li> <li>▪ Estoy aburrido/a</li> <li>▪ Estoy sorprendido/a</li> <li>▪ Estoy regular</li> <li>▪ muy</li> <li>▪ un poco</li> <li>▪ ...ísimo/a</li> <li>▪ un poquito</li> <br/> <li>▪ Tengo frío</li> <li>▪ Tengo calor</li> <li>▪ Tengo hambre</li> <li>▪ Tengo sed</li> <li>▪ Tengo catarro</li> <li>▪ Tengo miedo</li> <li>▪ Tengo tos</li> <li>▪ mucho/muchísimo</li> <li>▪ un poco de</li> <br/> <li>▪ la pluma/ el bolígrafo</li> <li>▪ el borrador</li> <li>▪ el cuaderno</li> <li>▪ el lápiz</li> <li>▪ el libro</li> <li>▪ el papel</li> <li>▪ el sacapuntas</li> <li>▪ la carpeta/el folio</li> <li>▪ la goma/el pegante</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify and name specific school supplies</li> <li>▪ Identify and name classroom vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>▪ Culminating assessment: using the template provided, students will synthesize and apply phrases learned in “David va al colegio” to create a personalized pages from the book, including a “speech bubble” in the illustration using memorized phrases to tell how the student feels.</li> <br/> <li>▪ Games: <ul style="list-style-type: none"> <li>- Hangman</li> <li>-Bingo</li> <li>-Matamoscas</li> <li>-Adivina</li> <li>-Tic tac toe</li> <li>-Password</li> <li>-Hot and Cold Game</li> <li>-Concentration</li> <li>-Information Gap</li> <li>-Go Fish</li> <li>-Charades -whole group and small group</li> <li>-What’s missing?- Whole group, small group, and/or partners</li> <li>-Concentric circles</li> <li>-Pictionary</li> </ul> </li> </ul> <p>*For game descriptions, please see Introductory/Review Unit</p> |  |
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## Elementary Spanish

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|  | <ul style="list-style-type: none"> <li>▪ la mochila</li> <li>▪ la regla</li> <li>▪ los crayones</li> <li>▪ las tijeras</li> <li>▪ la ventana</li> <li>▪ la puerta</li> <li>▪ la pizarra</li> <li>▪ la bandera</li> <li>▪ la cinta pegante</li> <li>▪ el reloj</li> <br/> <li>▪ necesitar<br/>(Yo necesito/Tú necesitas)</li> <li>▪ tener<br/>(Yo tengo/Tú tienes)</li> </ul> |  |   |  |
| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Song lyrics: “Corre niño”, by José Luis</li> </ul> | <p><b>Instructional Adjustment:</b></p> <p>For students with difficulties:</p>   | <p>*Optional Extension Activity:</p> <ul style="list-style-type: none"> <li>▪ ¿Dé qué color eres tú?<br/>(ask a friend)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify 11 colors and match them</li> </ul> |  |

## Elementary Spanish

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| <p>Orosco (Fiesta CD - # 16)</p> <ul style="list-style-type: none"> <li>▪ “Mambrú”</li> <li>▪ “Si estás contento”</li> <li>▪ parts of the school name cards</li> <li>▪ parts of the school picture cards</li> <li>▪ En mi escuela... ¿Dónde están? activity</li> <li>▪ Behavior picture cards</li> <li>▪ Behavior name cards</li> <li>▪ Feelings/expression s picture cards</li> <li>▪ Label the room name cards</li> <li>▪ School supplies picture cards</li> <li>▪ School supplies name cards</li> <li>▪ Text “David va al colegio” by David Shannon</li> <li>▪ Promethean board</li> </ul> | <ul style="list-style-type: none"> <li>▪ Assign a partner for every activity</li> <li>▪ Provide a reduced word bank</li> <li>▪ Reduce amount of vocabulary</li> <li>▪ Provide multiple choice activities</li> </ul> <p>For advanced students:</p> <ul style="list-style-type: none"> <li>▪ Assign a student to mentor</li> <li>▪ Describe family members according to their character traits</li> <li>▪ Give reasons why he/she feels a certain way</li> </ul> | <ul style="list-style-type: none"> <li>▪ Magic box with colors</li> <li>▪ Match the color to a character trait</li> <li>▪ Choose 5 character traits that best describes you</li> <li>▪ Show and tell pre-cut paper hand</li> <li>▪ Think/Pair/Share</li> </ul> <p>Choose the character trait that best describes various community workers</p> | <p>with self-descriptive adjectives (character traits)</p> <ul style="list-style-type: none"> <li>▪ fuerte</li> <li>▪ atlético/a</li> <li>▪ honesto/a</li> <li>▪ positivo/a</li> <li>▪ inteligente</li> <li>▪ curioso/a</li> <li>▪ tímido/a</li> <li>▪ educado/a</li> <li>▪ responsable</li> <li>▪ creativo/a</li> <li>▪ guapo/a</li> </ul> <p>Describe self by showing 5 colors representing his/her character trait.</p> |
|---|--|--|--|

**Targeted Standards:**

ALL STUDENTS WILL BE ABLE TO USE A WORLD LANGUAGE IN ADDITION TO ENGLISH TO ENGAGE IN MEANINGFUL CONVERSATIONS, UNDERSTAND AND INTERPRET THE SPOKEN AND WRITTEN LANGUAGE, AND PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE GAINING AN UNDERSTANDING OF THE PERSPECTIVES OF OTHER CULTURES. THEY WILL MAKE CONNECTIONS WITH OTHER CONTENT AREAS, COMPARE THE LANGUAGE AND CULTURE STUDIED WITH THEIR OWN, AND PARTICIPATE IN HOME AND GLOBAL COMMUNITIES.

**Unit Objectives/Conceptual Understandings:**

- Students will recognize cultural products and practices associated with México.
- Students will demonstrate an understanding of the geography of México.
- Students will demonstrate comprehension of the story: “Estela la estrella del mar”

**Essential Questions:**

- What strategies do I need to communicate in linguistically and culturally appropriate ways? **In the target language, can I describe the location of México, and its cultural products and practices?**
- How does the content help me respond to important questions that extend my learning beyond the classroom? **Can I recognize similarities and differences between the culture of México and my own?**

**Unit Assessment:** (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) **Students will personalize and recreate their own version of the TPRS based on the book: “Estela la estrella del mar”**

|   | Core Content Objectives   |  | Instructional Actions   |  |
|---|---|--|---|--|
| Cumulative Progress Indicators  | Concepts<br><i>What students will know.</i>   | Skills<br><i>What students will be able to do.</i>   | SUGGESTED Activities/Strategies<br>Technology Implementation/<br>Interdisciplinary Connections  | SUGGESTED Assessment Check Points  |
| <b>7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions. | Montaña<br>Playa<br>Río Grande / Río Bravo<br>Desierto<br>Norte, sur, este, oeste<br>Frontera<br>México, D.F.<br>Puebla | <ul style="list-style-type: none"> <li>▪ Locate México on a map and describe its geographic location / characteristics (physical features)</li> <li>▪ Identify important cities and landmarks of México</li> </ul> | <ul style="list-style-type: none"> <li>▪ View DVD of México</li> <li>▪ Locate designated areas and identify boundaries on map</li> <li>▪ Compare / Contrast</li> <li>▪ Using large map or Promethean board, students will locate and identify cities and landmarks</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Response to yes/no, either/or questions</li> </ul> |

## Elementary Spanish

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| <p><b>7.1.NM.B.2</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p><b>7.1.NM.A.2</b> Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NM.C.2</b> Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> | <p>Acapulco<br/>Cancún<br/>Puerto Vallarta<br/>Mazatlán<br/>Sierra Madre<br/>Las pirámides<br/>Los volcanes<br/>El chocolate<br/>La artesanía<br/>La piñata<br/>Las ranjas: verde, blanca, roja<br/>El aguila y la serpiente</p> <p>Hace calor<br/>Hace viento<br/>Hace brisa<br/>Está lloviendo<br/>Está nublado<br/>Está parcialmente nublado<br/>Hay neblina</p> <p>Tomar el sol<br/>hacer castillos de arena<br/>jugar deportes (voleibol, fútbol, frisbi)<br/>nadar<br/>saltar<br/>correr<br/>comer<br/>bucear<br/>jugar<br/>pescar<br/>beber/tomar</p> | <ul style="list-style-type: none"> <li>▪ Identify / describe products / crafts of México</li> <li>▪ Compare / Contrast the flag of México and the flags of the USA and / or Puerto Rico</li> <li>▪ Practice weather related vocabulary as seen in the beach scenes of the book “Estela la estrella del mar”</li> <li>▪ Identify activities at the beach, express preferences</li> <li>▪ Identify and describe things and animals found at the beach</li> <li>▪ Identify prepositions of place</li> <li>▪ Express likes and dislikes</li> <li>▪ Participate in storytelling by retelling the story or part of the story “Estela la estrella del mar”</li> <li>▪ Tell time to the hour</li> <li>▪ recognize phrases from the book “Chumba la cachumba” create an ofrenda to a person they want to honor (that is alive!)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Internet Activity</li> <li>▪ Magic Box</li> <li>▪ Make “Ojo de Dios” or “Piñata”</li> <li>▪ Venn Diagram to compare / contrast</li> <li>▪ Research / describe symbolism of flag(s)</li> <li>▪ Color flag and paste in notebook</li> <li>▪ Using a mural and/or Promethean board have children identify, locate, and label symbols and expressions related to summer weather</li> <li>▪ Describe the weather as seen in the text</li> <li>▪ Using the mural and/or Promethean board have children place, name, and describe things and animals found at the beach</li> </ul> <p>*Optional Vocabulary<br/>la sombrilla<br/>las sandalias<br/>el traje de baño<br/>la toalla<br/>la arena<br/>el castillo</p> <ul style="list-style-type: none"> <li>▪ Role playing</li> <li>▪ TPR</li> <li>▪ Charades</li> <li>▪ Songs: "A la playa," "María Isabel"</li> <li>▪ Preferred / disliked beach activities</li> <li>▪ TPRS</li> </ul> | <ul style="list-style-type: none"> <li>▪ Locating / labeling</li> <li>▪ Participation in games/class activities</li> <li>▪ Venn Diagram</li> <li>▪ Descriptions</li> <li>▪ Daily observation</li> <li>▪ Yes / no, either / or questions</li> <li>▪ Correct weather related expressions</li> <li>▪ Teacher observation</li> <li>▪ Participation in games</li> <li>▪ Teacher made quiz</li> <li>▪ Oral responses to direct questioning</li> <li>▪ Think, pair and share</li> <li>▪ Participation in role plays</li> <li>▪ Participation in songs</li> <li>▪ Completion of written activity</li> <li>▪ Retelling of the TPRS</li> </ul> |
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## Elementary Spanish

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|  | <p>la concha<br/> el caracol<br/> el caballito de mar<br/> la estrella de mar<br/> el cangrejo<br/> la tortuga<br/> la langosta<br/> el pez<br/> la ballena<br/> el tiburón<br/> el delfín<br/> el pulpo<br/> el barco<br/> el pescador<br/> los niños<br/> duro / blando<br/> grande / pequeño<br/> es / está, cerca / lejos,<br/> arriba / abajo, encima /<br/> debajo, al lado de, a la<br/> derecha / izquierda<br/> (optional)<br/> Me gusta / no me gusta<br/> Me gusta mucho /<br/> muchísimo<br/> No me gusta para nada<br/> A mí también / a mí<br/> tampoco</p> <p>TPRS:<br/> Estela- ¡Vamos a la playa!<br/> ¡Me encanta el mar!<br/> Sam - No, tengo miedo, ¡es<br/> Muy grande!<br/> S – ¿Qué es esto?<br/> E - Es una estrella de mar. Se<br/> cayó del cielo.<br/> S - Y, ¿qué es esto?<br/> E - Es un ojo de tiburón</p> |  | <p>Games:<br/> - Hangman<br/> -Bingo<br/> -Matamoscas<br/> -Adivina<br/> -Tic tac toe<br/> -Password<br/> -Hot and Cold Game<br/> -Concentrate<br/> -Information Gap<br/> -Go Fish<br/> -Charades -whole group</p> <p>and<br/> small group<br/> -What's missing?- whole<br/> group, small group, and/or<br/> partners<br/> -Concentric circles<br/> -Pictionary</p> <p>*For game descriptions, please<br/> see Introductory/Review Unit</p> <ul style="list-style-type: none"> <li>▪ Show Día de los muertos<br/> DVD</li> <li>▪ Introduce phrases using<br/> pictures</li> <li>▪ Introduce telling time to the<br/> hour</li> <li>▪ Read the book “Chumba la<br/> cachumba”.</li> <li>▪ Create the ofrenda using<br/> flower (marigold) template<br/> and things cut from<br/> magazines, or self created<br/> drawings. Put in notebook.<br/> Color ofrendas coloring sheet<br/> and put in the notebook</li> </ul> |  |
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## Elementary Spanish

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|   | <p>S - Ay, no, ¿hay tiburones?<br/>¡Tengo mucho miedo!</p> <p>E - ¡Mira! Un caballito de mar</p> <p>S - ¿Un caballito? ¿Puedo montar?</p> <p>E - ¡Claro que sí!</p> <p>S - ¡Patos al agua!</p> |  |  |  |
| <p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <ul style="list-style-type: none"> <li>● Maps</li> <li>● Videos</li> <li>● Workbook</li> <li>● Pictures</li> <li>● Websites</li> <li>● Arts &amp; Crafts</li> <li>● Flags</li> <li>● Venn Diagrams</li> <li>● Books</li> <li>● Mural</li> <li>● Picture cards related to weather (sun, clouds, rain, wind)</li> <li>● Sentence strips with weather expressions</li> <li>● Pictures and/or actual objects of things and animals</li> <li>● Bingo cards and board</li> <li>● Matamoscas board</li> <li>● Flash cards with prepositions of place</li> <li>● Beach activities (verbs) cards</li> <li>● Song lyrics</li> <li>● Worksheet with pictures of beach activities</li> <li>● TPRS</li> <li>● TPRS transparencies</li> <li>● TPRS sentence strips</li> <li>● Promethean board</li> </ul> <p><b>El día de los muertos/Chumba la cachumba</b></p> |  | <p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>For students with difficulties:</p> <ul style="list-style-type: none"> <li>▪ Assign a partner for activities</li> <li>▪ Provide reduced word banks</li> <li>▪ Provide multiple choice activities</li> </ul> <p>For advanced students:</p> <ul style="list-style-type: none"> <li>▪ Assign a student to mentor</li> <li>▪ Change a part of the TPRS</li> <li>▪ salen de la tumba</li> <li>▪ cantan todos</li> <li>▪ mueven los pies</li> <li>▪ van al teatro</li> <li>▪ pegan un brinco</li> <li>▪ nombran al Rey</li> <li>▪ lanzan un cohete</li> <li>▪ comen bizcocho</li> <li>▪ ven como llueve</li> <li>▪ mueven los pies</li> <li>▪ tocan los bronces</li> <li>▪ juegan en la noche</li> </ul> |  |  |



## APPENDICES

### Elementary Spanish Curriculum Required Books / Videos By Grade

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|---|---|
| <p style="text-align: center;"><b>Grade 1</b></p> <ol style="list-style-type: none"><li>1. Cuenta con Clifford (Bridwell)</li><li>2. La oruga muy hambrienta (Carle)</li><li>3. Oso pardo, oso pardo, ¿qué ves ahí? (Carle)</li><li>4. Risas y Sonrisas Activity Book 1 (Spanish for kids 2009)</li></ol> |   |
| <p style="text-align: center;"><b>Grade 2</b></p> <ol style="list-style-type: none"><li>1. El mensaje secreto del cumpleaños (Carle)</li><li>2. A la cima (Lester)</li><li>3. Risas y Sonrisas Activity Book 1 (Spanish for kids 2009)</li></ol>  | <p style="text-align: center;"><b>Grade 3</b></p> <ol style="list-style-type: none"><li>1. David va al colegio (Shannon)</li><li>2. El almuerzo sorpresa (Maccarone)</li><li>3. Super Drago Student Book 1 (Schoenhof 2009)</li></ol>   |
| <p style="text-align: center;"><b>Grade 4</b></p> <ol style="list-style-type: none"><li>1. El día de Miranda para bailar (Schaefer)</li><li>2. Puerto Rico (DVD)</li><li>3. Vejigante enmascarado (Delacre)</li><li>4. Super Drago Student Book 1 (Schoenhof 2009)</li></ol>                              | <p style="text-align: center;"><b>Grade 5</b></p> <ol style="list-style-type: none"><li>1. Chumba la cachumba (Ediciones Ekare)</li><li>2. El día de los muertos (DVD)</li><li>3. Mexico (DVD)</li><li>4. Estela, la estrella del mar (Gay)</li><li>5. David va al colegio (Shannon)</li><li>6. Super Drago Student Book 1 (Schoenhof 2009)</li></ol> |

**Elementary Spanish Curriculum**  
**Suggested Songs, Poems, Plays, Gouin Series, and TPRS**  
**By Themes and Grade**

|   |  |
|---|--|
| <p style="text-align: center;">GRADE 1<br/><u>Songs</u></p> <ol style="list-style-type: none"> <li>1. Feliz cumpleaños – <b>birthday</b></li> <li>2. Buenos días – <b>greetings</b></li> <li>3. Adíos amiguitos (chao, chao) – <b>leave takings</b></li> <li>4. Días de semana song – <b>calendar</b></li> <li>5. Frutas song – <b>fruit</b></li> <li>6. Los pollitos – <b>animals</b></li> <li>7. La araña pequeñita – <b>animals</b></li> <li>8. La Macarena months – <b>calendar</b></li> <li>9. Uno, dos, tres, amigos – <b>numbers, nouns</b></li> <li>10. La granja – <b>farm</b></li> </ol>  | <p style="text-align: center;">GRADE 1<br/><u>Poems</u></p> <ol style="list-style-type: none"> <li>1. Manzanita del Perú – <b>greetings</b></li> <li>2. Mariposa – <b>animals</b></li> <li>3. Poema de los colores - <b>colors</b></li> </ol> <p style="text-align: center;"><u>TPRS</u></p> <ol style="list-style-type: none"> <li>1. ¡Qué sorpresa! - <b>birthday</b></li> </ol> |
| <p style="text-align: center;">GRADE 2<br/><u>Songs</u></p> <ol style="list-style-type: none"> <li>1. Uno, dos, tres, amigos – <b>numbers, nouns</b></li> <li>2. Buenos días – <b>greetings</b></li> <li>3. Adíos amiguitos (chao, chao) – <b>leave takings</b></li> <li>4. Feliz cumpleaños – <b>birthday</b></li> <li>5. Cara cabeza – <b>body parts</b></li> <li>6. Frutas, frutas a comer – <b>fruit</b></li> <li>7. Pingüino, Pingüino – <b>animals</b></li> <li>8. Días de semana song – <b>calendar</b></li> <li>9. Juanito – <b>body parts</b></li> <li>10. Mi carita rodondita – <b>body parts</b></li> <li>11. Qué llueva – <b>weather</b></li> <li>12. Uno, dos, tres, amigos – <b>numbers, nouns</b></li> <li>13. La Macarena months – <b>calendar</b></li> </ol> | <p style="text-align: center;">GRADE 2<br/><u>Poems</u></p> <ol style="list-style-type: none"> <li>1. Manzanita del Perú – <b>greetings</b></li> <li>2. Poema de los colores - <b>colors</b></li> </ol> <p style="text-align: center;"><u>TPRS</u></p> <ol style="list-style-type: none"> <li>1. A la cima - <b>penguins</b></li> </ol>  |
| <p style="text-align: center;">GRADE 3<br/><u>Songs</u></p> <ol style="list-style-type: none"> <li>1. Si te alegras y lo sabes – <b>emotions / body parts</b></li> <li>2. Comer, comer, me gusta comer – <b>foods</b></li> </ol>  | <p style="text-align: center;">GRADE 3<br/><u>Poems</u></p> <ol style="list-style-type: none"> <li>1. Olé, Coca Cola – <b>numbers by 10</b></li> <li>2. Tin Marín, etc. – <b>counting</b></li> </ol>   |

3. Mambrú se va a la escuela – **school**
4. Feliz cumpleaños – **birthday**
5. Buenos días – **Greetings**
6. Adíos amiguitos (chao, chao) – **leave takings**
7. Días de semana song – **calendar**
8. La Macarena months – **calendar**
9. Uno, dos, tres, amigos – **numbers, nouns**

Gouin Series

1. El sándwich – **foods**
2. El almuerzo sorpresa – **foods**

TPRS

1. Barriga llena, corazón contento – **foods**

**Elementary Spanish Curriculum  
Songs, Poems, Plays, Gouin Series, and TPRS  
By Themes and Grade**

|   |   |
|---|---|
| <p>GRADE 4<br/><u>Songs</u></p> <ol style="list-style-type: none"> <li>1. El coquí – <b>animals / rainforest</b></li> <li>2. Baile de la caña – <b>products</b></li> <li>3. Las frutas de Carmen Miranda – <b>fruit</b></li> <li>4. Frutas, frutas a comer – <b>fruit</b></li> <li>5. Feliz cumpleaños – <b>birthday</b></li> <li>6. Buenos días – <b>Greetings</b></li> <li>7. Adíos amiguitos (chao, chao) – <b>leave takings</b></li> <li>8. Días de semana song – <b>calendar</b></li> <li>9. La Macarena months – <b>calendar</b></li> <li>10. Uno, dos, tres, amigos – <b>numbers, nouns</b></li> </ol>   | <p>GRADE 4<br/><u>Poems</u></p> <ol style="list-style-type: none"> <li>1. El coquí – <b>animals</b></li> </ol>  |
| <p>GRADE 5<br/><u>Songs</u></p> <ol style="list-style-type: none"> <li>1. María Isabel – <b>beach</b></li> <li>2. A la playa – <b>beach</b></li> <li>3. De colores – <b>colors / Mexico</b></li> <li>4. Uno, dos, tres, chocolate – <b>products</b></li> <li>5. Cielito lindo – <b>Mexico</b></li> <li>6. La bamba – <b>music and art</b></li> <li>7. Feliz cumpleaños – <b>birthday</b></li> <li>8. Buenos días – <b>Greetings</b></li> <li>9. Adíos amiguitos (chao, chao) – <b>leave takings</b></li> <li>10. Días de semana song – <b>calendar</b></li> <li>11. La Macarena months – <b>calendar</b></li> <li>12. Uno, dos, tres, amigos – <b>numbers, nouns</b></li> <li>13. Mambrú se va a la escuela – <b>school</b></li> <li>14. Corre niño, corre – <b>school</b></li> </ol> | <p>GRADE 5<br/><u>Poems</u></p> <ol style="list-style-type: none"> <li>1. Bandera de colores – <b>colors, flag</b></li> <li>2. Chumba la cachumba – <b>numbers, time</b></li> </ol> <p style="text-align: center;"><u>TPRS</u></p> <ol style="list-style-type: none"> <li>1. Estela – <b>beach</b></li> </ol> |

## Public Schools of Edison Township

### Framework For Essential Instructional Behaviors, K-12 Common Threads

Edison's Framework for Essential Instructional Behaviors, K-12, represents a collaboratively developed statement of effective teaching. The lettered indicators are designed to explain each common thread, but do not denote order of importance. This concise statement of instructional expectation is intended as a framework; its use as an observation checklist would be inappropriate.

#### 1. Planning Which Sets The Stage For Learning

Does the instruction show evidence of:

- a. long-range and specific short-range planning which shows a direct relationship between student learning needs and the written curriculum.
- b. communicating a clearly defined, curriculum-based learning objective based on observation and diagnosis of student needs.
- c. setting high standards and expectations and deliberately selecting instructional strategies and materials to help students achieve them.
- d. sequencing lesson design.
- e. using thematic/interdisciplinary units of fundamental importance to connect science, social studies, language arts, and/or math, which result in integrated learning.
- f. integrating reading, writing, listening, speaking, viewing.
- g. using available materials, including technology and outside resources, effectively.
- h. demonstrating accurate knowledge of subject matter.
- i. planning to enable co-teaching in shared teaching situations.
- j. allocating nearly all of the available time to learning and activities to accomplish learning objective(s).
- k. improving teaching practice by frequent reflection, individually and with others, on past student learning and instructional experiences.
- l. designing lessons that gradually and deliberately model and give over time increasing student independence and responsibility for learning.

#### 2. Productive Learning Climate/Classroom Management

Does the instruction show evidence of:

- a. establishing an environment which is learner-centered (content rich and reflective of children's efforts).
- b. creating a climate of mutual respect, one that is considerate of and addresses differences in culture, race, gender.
- c. providing opportunities for student choice.
- d. using proactive rules, routines (which students have internalized) and reactive management strategies effectively.
- e. creating a safe, positive and open classroom environment in which children and teachers take risks, use trial and error.

#### 3. Teaching Which Meets The Needs of Individual Differences

Does the instruction show evidence of:

- a. demonstrating a belief that all children can learn and learn in different ways.
- b. deliberately selecting a variety of grouping strategies (individual conferences, whole class, flexible, small groups, partners, cooperative learning structures).
- c. addressing varied learning modalities (visual, auditory, kinesthetic/tactile).
- d. deliberately selecting and using graphic organizers, auditory tapes, and manipulatives.
- e. intentionally modifying content, strategies, materials and/or assessment during a lesson.

#### 4. Teaching Which Forges Meaningful Connections

Does the instruction show evidence of:

- a. helping students interact with concepts/skills/content knowledge through a variety of planned and, when appropriate, unplanned learning strategies.
- b. focusing on strategies for concept building rather than on isolated facts, information, and skills (teacher with students exploring/discovering, not teacher assigning)
- c. accessing prior knowledge to build background information (e.g., anticipatory set, K-W-L, I wonder list..)
- d. building in ample connections, including students' home cultures, to real life.
- e. providing students the opportunity to actively process the learning through closure.

**5. Teaching Which Promotes Focused Thinking**

Does the instruction show evidence of:

- a. using questioning strategies that promote discussion, problem solving, divergent thinking, multiple responses, and higher levels of thinking (analysis, evaluation, synthesis).
- b. integrating active student participation, individually and collaboratively.
- c. using varied writing activities (journals, learning logs, creative pieces, letters, charts, notes, reports) that connect to and extend learning **in all** subjects.

-Over-

**Division of Curriculum and Instruction**

|  |   |
|--|---|
| <p><b>6. Student Assessment Which Measures Learning</b></p>  |   |
| <p>Does the instruction show evidence of:</p>  |   |
| <ul style="list-style-type: none"> <li>a. using assessment to monitor and adjust instruction continually (e.g. researching when necessary).</li> <li>b. developing multiple means of assessments including performance (students participating in self assessment, projects, demonstrations)</li> <li>c. assessing student learning before, during, and after the lesson.</li> <li>d. using appropriate homework assignments that extend learning, coupled with efficient assessment of student performance.</li> </ul>  |   |
| <p><b>Subject-Specific Behaviors</b></p>   |   |
|  |   |
| <p><b>Language Arts</b></p>  | <p><b>Mathematics</b></p>   |
|  |   |
| <p>Does the lesson show evidence of:</p>   | <p>Does the lesson show evidence of:</p>  |
| <p>a. literature based reading experiences.</p>  | <p>a. use of manipulatives with all students at <b>ALL</b> levels K-5.</p>  |
| <p>b. auditorys, stimulus (teacher reading, tapes, paired reading, choral reading).</p>  | <p>b. concept building to start with concrete (where appropriate) and move through linking stage to symbolic.</p>   |
| <ul style="list-style-type: none"> <li>c. literacy rich environment including evidence of children's work and variety of writing materials.</li> <li>d. utilizing a variety of grouping strategies for instruction (whole class, flexible small groups, partners, cooperative learning teams).</li> <li>e. daily and varied writing experiences (structured writing and free writing).</li> <li>f. questions which build reading strategies (predicting inference, cause and effect, think alouds, summarizing, developing background knowledge).</li> <li>g. the teaching of skills (phonics/mechanics) not in isolation</li> </ul> | <ul style="list-style-type: none"> <li>c. use of <u>Every Day Counts</u> (grades 1-5).</li> <li>d. use of <u>Problem of the Day</u> to encourage divergent thinking, problem analysis, and interpretation.</li> <li>e. integration of calculators into the curriculum through problem solving, pattern identification, process reinforcement, etc.</li> <li>f. emphasis of the use of techniques for mental math and estimation.</li> <li>g. focus on problem solving strategies -encouraging open ended questions, acceptance of justifiable, reasonable responses.</li> </ul> |

|  |  |
|--|--|
| but in a meaningful context.   | h. appropriate time allotted for homework review (10 minutes).   |
| <b>Social Studies</b>  | <b>Science</b>   |
|  |  |
| <p>Does the lesson show evidence of:</p> <ul style="list-style-type: none"> <li>a. frequent and practical use of maps, globes, atlases (supporting literature and projects).</li> <li>b. multi-cultural references and use of "Cultural Diversity" curriculum (guest speaker, student sharing).</li> <li>c. evidence of historical perspective, i.e., the present based on past and will influence the future (use of timelines).</li> <li>d. classroom organization in democratic framework (rules, responsibilities, cooperation, tolerance, equality).</li> <li>e. adapting lesson plans to address up to the minute events in the news (significant world situations, "Oklahoma," elections).</li> </ul> | <p>Does the lesson show evidence of:</p> <ul style="list-style-type: none"> <li>a. hands-on activities.</li> <li>b. encouragement of scientific method (questioning, hypothesizing testing, observing, demonstrating, drawing conclusions, investigation).</li> <li>c. writing for scientific findings, e.g. note-taking, data collecting, journals.</li> <li>d. resources beyond the classroom.</li> <li>e. evidence of scientific awareness in classroom environment.</li> </ul> |

## PRINCIPLES OF EFFECTIVE ASSESSMENT OF EARLY FOREIGN LANGUAGE LEARNING

The following principles of assessment are based on the assumption that the purpose of language instruction is to prepare students to use language with cultural understanding and knowledge in real-life contexts. These principles, originally developed by attendees at the Foreign Language in the Elementary School Symposium, December 14-15, 1991, at the Center for Applied Linguistics, have been revised by the participants in the National K-12 Foreign Language Resource Center's Assessment Initiative to better reflect the national standards. The principles are designed to help teachers and administrators evaluate student progress and program effectiveness within the context of the K-12 standards.

1. The purposes for assessment should be clear. The purposes determine the frequency and types of assessment to be done.
2. Planning for assessment should be an integral part of program and instructional planning.
3. Educators should use assessment efficiently so that demands on instructional time are reasonable.
4. Assessment should be tied to curricular practices that are informed by second language theory and research.
5. Assessment should be tied to careful program description to ensure appropriate interpretation of conclusions.
6. Assessment should be developmentally appropriate.
7. Assessment should reflect the linguistic and cognitive complexity of instructional objectives.
8. Assessment should be both *formative* (to continually assess the degree to which short-term objectives have been met so that "fine tuning" can occur with instruction and learning) and *summative* (to assess the degree to which final objectives have been met).
9. Assessment should allow students to demonstrate their ability to function in a variety of cognitively engaging tasks that are practiced in the curriculum.
10. Assessment should employ a broad range of data-gathering methods over time.
11. Assessment should reflect what students do in classrooms on a regular basis.
12. Assessment activities should be contextualized and should include culturally appropriate situations.
13. Assessment should encourage students to reflect on their own progress.
14. Assessment results should be reported in a variety of ways based on the target audience.

15. A wide range of factors should be taken into account when assessing students' language, including their maturation level, learning styles, learning disabilities, physical disabilities, and other characteristics affecting their performance.

## USING CHILDREN'S LITERATURE TO TEACH LANGUAGES

Much of the information in this handout was summarized and extended by Mari Haas from *Literature-based Reading Activities* (Yopp & Yopp, 1996, Allyn and Bacon)

### Why use children's literature to teach languages?

- the joy of reading (personal value)
- the educational value - - there is a positive correlation between six to ten year olds exposure to language and their linguistic development (Chomsky, 1972)
- the best way to teach vocabulary (Krashen, 1989)
- a model of effective language that influences students' writing - - patterning writing after text helps students write more elaborate sentences
- can promote an "aesthetic stance" (reading for enjoyment) or an "efferent stance" (reading to retain information that the teacher might ask later) – need an aesthetic – efferent continuum that is appropriate at different times (Rosenblatt, 1991)
- an aesthetic stance lends itself to "recaptur[ing] the lived-through experience of the reading through drawing, dancing, talking, writing, or role-playing" p. 6

### What activities work well with children's literature?

- open-ended activities that encourage critical thinking and discussion, focus on ideas, allow for personal responses to literature
- activities that promote "grand conversations" where students are encouraged to think, feel, respond to ideas, issues, events and/or characters in the book instead of "gentle inquisitions" where the teacher asks questions and the students answer ("checking-up on the students)
- activities that develop or activate background knowledge or schema – " an effective teacher promotes comprehension in his or her students by providing experiences that encourage them to access relevant knowledge prior to encountering a text" p. 9
- Read the following sentence. Does it make sense to you?  
\*See the end of this handout for a clue!  
*The notes were sour because the seams split.*

- activities that provide opportunities for reading, writing, listening, and speaking (interrelated and mutually supportive skills)

**How do I plan for using children’s literature in the classroom?**

1. select a piece of children’s literature (story, poem ... )
  - rhyme, rhythm, repetition
  - beginning, middle, end
  - concrete / lends itself to using visual and realia
  - high interest, meaningful
  - age-level appropriate
  - incorporates culture from a target language country
2. read the selection several times
3. simplify the text if necessary
4. identify themes
5. identify language (vocabulary, structures, chunks)  
plan pre-, during-, and post-reading activities

**Purposes for activities:**

| <u>Pre-reading</u>   | <u>During-reading</u>  | <u>Post-reading</u>   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• build background knowledge</li> <li>• to activate background knowledge</li> <li>• to elicit feelings</li> <li>• to enhance identification with characters</li> <li>• to set purposes for reading</li> <li>• to arouse curiosity</li> <li>• to motivate</li> </ul> | <ul style="list-style-type: none"> <li>• to facilitate comprehension</li> <li>• to focus attention</li> <li>• to encourage reactions to ideas</li> <li>• to call attention to language</li> <li>• to allow for personal responses</li> </ul> | <ul style="list-style-type: none"> <li>• to encourage reflection</li> <li>• to facilitate analysis and synthesis</li> <li>• to promote personal responses and connections to ideas, themes, and issues encountered in the book</li> <li>• to extend comprehension and knowledge</li> <li>• to facilitate organization of information</li> </ul> |

**Activities:**

| <u>Pre-reading</u>  | <u>During-reading</u>   | <u>Post-reading</u>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• TPR or introduction of vocabulary</li> <li>• Anticipation Guides</li> <li>• Opinionnaires</li> </ul> | <ul style="list-style-type: none"> <li>• Literature Maps</li> <li>• Character Maps</li> <li>• Character Webs</li> <li>• Journals</li> </ul> | <ul style="list-style-type: none"> <li>• Polar Opposites</li> <li>• Literary Report Cards</li> <li>• Plot Organizers</li> <li>• World Wheels</li> </ul> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Contrast Charts</li> <li>• K/W/L Charts</li> </ul> | <ul style="list-style-type: none"> <li>• Feelings Charts</li> <li>• Contrast Charts</li> </ul> | <ul style="list-style-type: none"> <li>• Venn Diagrams</li> <li>• Book Charts</li> <li>• Table Talk</li> </ul> |
|---|--|--|

\* The notes were sour because the seams were split refers to bagpipes. For those of us who are not familiar with bagpipes the sentence didn't make sense at first.

New Jersey Core Curriculum Content Standards  
For World Languages

## New Jersey Core Curriculum Content Standard for World Languages

### INTRODUCTION

#### World Languages Education in the 21<sup>st</sup> Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

**Mission:** *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

**Vision:** An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students

have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected data from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering *a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year* produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

### **Language Proficiency Levels**

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001). The levels are fully defined in the World Languages Performance Level Descriptors Table and are summarily reflected in the following proficiency statements:

- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

- **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-High Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.
- **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

### ***Realistic Grade-Level Targets for Benchmarked Proficiency Levels***

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational). However, according to ACTFL, the proficiency levels generally align with grade-level achievement as follows:

- **Novice-Mid Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 2*.
- **Novice-High Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level *by the end of grade 5*.
- **Intermediate-Low Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level *by the end of grade 8*.
- **Intermediate-Mid Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-Mid level *by the end of grade 10*.
- **Intermediate-High Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-High level *by the end of grade 12*.

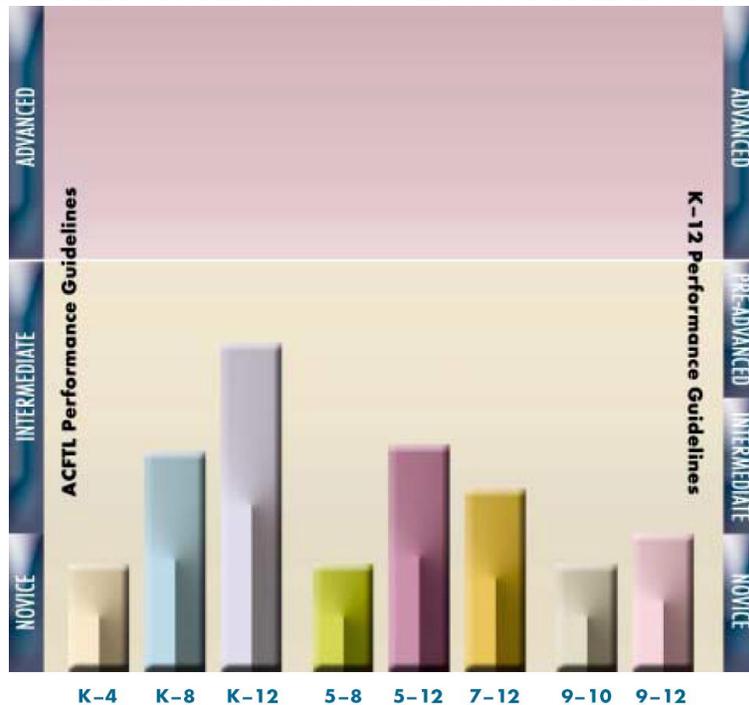
- **Advanced-Low Level:** Heritage students and students who have significant experiences with the language outside of the classroom should meet the cumulative progress indicators for the Advanced-Low level *by the end of grade 12*.

**A Note About Preschool Learners:** Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by second grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2. To learn more about language learning at the preschool level, see the Preschool Teaching & Learning Standards

**ACTFL Anticipated Performance Outcomes**

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

Visual Representation of Anticipated Performance Outcomes as described in the *ACTFL Performance Guidelines for K-12 Learners*



**Philosophy and Goals**

The New Jersey world languages standard and indicators reflect the philosophy and goals found in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006). They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.
- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.
- **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

## Revised Standard

The world languages standard lays the foundation for creating local curricula and related assessments. Changes that led to the revised 2009 standard are as follows:

- The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.

- World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.
- Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. (See the results of the Foreign Language Assistance Program Grant Project, which are contained in the report, Policy, Assessment, and Professional Development: Results from a Statewide Study.) For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.
- Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the *Partnership for 21<sup>st</sup> Century Skills Framework* are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

### ***One World Languages Standard***

The reorganization of the previous world languages standards into one revised standard reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.



The NAEP graphic illustrates that the overarching goal of language instruction is the development of students' communicative skills (the central "C" of five Cs in the graphic is for "communication"). Students should be provided ample opportunities to engage in

conversations, present information to a known audience, and interpret authentic materials in the language of study. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives.

View two videos (#12 and #30) that illustrate the integration of the five Cs.

### ***Three Strands***

The revised world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic, these are shown around the inner triangle).

**Strand A** reflects the **Interpretive Mode** of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).
- Click Wisconsin Project: Modes of Communication.

**Strand B** reflects the **Interpersonal Mode** of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpersonal mode (scroll down to video #2).
- Click Wisconsin Project: Modes of Communication.

**Strand C** reflects the **Presentational Mode** of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online

video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click Teaching Foreign Languages K-12 Workshop to view a video on the presentational mode (scroll down to video #3)
- Click Wisconsin Project: Modes of Communication.

### ***The Role of Grammar in the World Languages Class***

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised New Jersey World Languages standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; other tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

### **Education in World Languages: Advocacy and Resources**

- Information regarding federal grants for implementing standards-based world languages programs may be found on the Foreign Language Assistance Program (FLAP) or the Joint National Committee for Languages (JNCL) websites. JNCL also provides advocacy materials.
- The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.
- An Annotated Glossary With Resources, instructions for How To Select Culturally Authentic Materials Based On Proficiency Level, and a World Languages Performance-Level Descriptors Table were designed in connection with the World Languages standard to support implementation of world languages instruction.
- The most comprehensive report compiled on the status of world languages education in New Jersey's public schools (2005), *A Report on the State of World*

*Languages Implementation in New Jersey*, is available on the New Jersey Department of Education World Languages homepage.

- The state language organization—Foreign Language Educators of New Jersey (FLENJ)—offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

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## **WORLD LANGUAGES**

### PROGRAM OBJECTIVES

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

- **The Interpretive Mode:** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."
- **The Interpersonal Mode:** Students engage in direct oral and/or written communication. Examples involving "two-way", interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.
- **The Presentational Mode:** Students present, through oral and/or written communications, information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one-to-many" mode of communication are making a presentation to a group or writing an article for the school newspaper.

## **COURSE CONTENT OUTLINE**

### **Course Introduction**

WHY STUDY A FOREIGN LANGUAGE? The attitude of the students and the atmosphere for learning created by the teacher contribute to a successful and enjoyable experience in language learning. It is important for students to realize and appreciate the values of language study and their reasons for studying Italian.

A portion of the first class period would be well-spent in discussing the topic, “Why Study a Foreign Language?” The following objectives should be included in the discussion:

- To acquire the ability to communicate in another language
- To gain insight into the nature of the language and how it functions
- To understand and appreciate the cultural heritage and contemporary life/customs of the speakers of another language
- To overcome monolingual and monocultural provincialism
- To acquire skills applicable to future academic studies (to fulfill college entrance requirements, graduate work, etc.)

Students may also have personal reasons for studying a foreign language, e.g., a family member who speaks Italian.

Italian is a language of vital cultural, commercial and political importance. It is one of the top five economies in the world. Knowing the beautiful language of Italian opens doors to professions in the culinary, tourism and hospitality. Italy is a world leader in interior design, fashion, furniture production, and graphic design. Knowing Italian places you in a position to explore Italy's influential past and gain knowledge about its history and current events.

It is helpful to explain to students some of the special features of a beginning language course. Learning a new language is like learning a new sport or learning to play a musical instrument. The rules of the game or the musical notes are easy to comprehend, but considerable practice is required for mastery. A modern foreign language course is very different from any other subject in the school's curriculum.

Language is communication, but it also involves understanding of customs and life styles, interpersonal relationships, environmental factors and the influence of history and tradition. All of these elements are part of language study. It is advisable to explain how language is acquired and the time/effort learning a second language requires.

