

## Deal School Curriculum

### Grades K – 8 World Languages Curriculum

#### Novice - Low

##### Desired Outcomes

**7.1.NL.IPRET.1:** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

- **7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

- **7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).

- **7.1.NL.IPRET.4:** Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

**7.1.NL.IPERS.1:** Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

- **7.1.NL.IPERS.2:** With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

- **7.1.NL.IPERS.3:** Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

- **7.1.NL.IPERS.4:** React to a few procedural instructions, directions, and commands in classroom situations.

- **7.1.NL.IPERS.5:** Enact a few culturally authentic gestures when greeting others and during leave takings.

- **7.1.NL.IPERS.6:** Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**7.1.NL.PRSNT.1:** Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

- **7.1.NL.PRSNT.2:** Express a few basic preferences and/or feelings using memorized

words and phrases that are supported by gestures or visuals.

- **7.1.NL.PRSNT.3:** Imitate a few culturally authentic gestures when greeting others and during leave takings.

- **7.1.NL.PRSNT.4:** State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>1. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	<ul style="list-style-type: none"> <li>● Why learn another language?</li> <li>● How will learning a language enhance my life?</li> <li>● How might learning a language open “doors of opportunity”?</li> <li>● What strategies can I use to communicate more effectively?</li> <li>● What is culture?</li> <li>● Why study another culture?</li> <li>● How does where I live shape who I am?</li> <li>● How does your language “define” you?</li> <li>● How can learning and using a language help me assimilate into a new culture?</li> <li>● How can cultural awareness enhance my language learning and vice versa?</li> </ul>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</li> <li>● Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</li> <li>● Healthy eating habits and fitness practices may vary across cultures.</li> <li>● Many products and practices related to home and community are shared across cultures; others are culture-specific.</li> <li>● What is perceived as “basic needs” varies among and within cultures.</li> <li>● Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>● Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>● Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>● Identify familiar people, places, and objects based on simple oral and/or written descriptions.</li> <li>● Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics</li> </ul>

make complex concepts more accessible to second-language learners who have limited proficiency in the language.

- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.

### Assessment Evidence

#### Formative

- Exit Slips
- Think Pair Share
- Self Assessment
- Dry Erase Board Assessments
- Class Participation Checklist
- Kahoot

#### Summative

- Unit Tests
- Lesson Quizzes
- Kahoot

#### Alternative

- Project Specific Rubrics

### Suggested Learning Plan

All World Language lessons will be taught in a 44-minute period, twice a week per grade.

One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.

TPR = Total Physical Response

Day One: Introduce new vocabulary– usually three words TPR practice new vocabulary •Use a variety of TPR practice techniques. Hands-on activity, time permitting

Day Two: Review vocabulary from the previous day. More TPR practice • songs,

games and activities to practice new vocabulary Introduce a mini-story (time permitting).

Day Three: Review the vocabulary. Introduce and/or practice the mini-story (stories). • Use illustrations. • Tell story with puppets. • Have students act out story in their seats (simultaneously) as you narrate. • Have partners act out the story as you narrate. • Have volunteers come up front to act out the story as you narrate. • Ask either/or questions about the mini-story. • Have students fill in blanks about mini-story. • Make mistakes and have students correct you. Student Activity: make copies of the mini-story (stories) and have students color the illustrations. Use students' illustrations to retell the story. Mini-story revisions • teacher-generated revisions • student-driven revisions

Day Four: Communicative activity or game centered on the mini-story (stories) • Play any of the games from the Games Section. • Do one of the communicative activities, such as Directed Draw, Illustration Communication, etc. Introduce new vocabulary. TPR practice new vocabulary.

Day Five: Review unit's vocabulary. TPR practice all new vocabulary. • songs, games and activities to practice all new vocabulary Use all vocabulary in personalized mini-situations. Introduce mini-story, time permitting.

### **Suggested Learning Resources**

Hola Ninos by Fluency Matters  
Cuentame by Fluency Matters  
Cuentame Mas by Fluency Matters  
Various read-aloud books  
Teacher's Discovery Student Spanish/English Dictionaries  
Spanish Basics Bingo  
Colors/Shapes Bingo  
Numbers Bingo  
Viva El Espanol System A and B Flashcards, Workbooks  
Viva El Espanol Hola Workbooks  
Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)  
Youtube.com  
Spanishplayground.net  
<http://www.santillanausa.com/spanish-classroom.html>  
[www.pinterest.com](http://www.pinterest.com)  
[www.teacherspayteachers.com](http://www.teacherspayteachers.com)  
Smart Notebook  
Smart Response  
Maracas Spanish Program for Young Learners Las Ciencias  
[duolingo.com](http://duolingo.com)

### **LGBTQ+ and Disabilities**

Just Ask! Be Different, Be Brave, Be You by Sonja Sotomayor

Frida Kahlo and her Animalitos

Max Loves Munecas

They Call Me Mix

Julian is a Mermaid

### **Sample Lesson**

**Latin American Culture Choice Board** includes LGBTQ+ authors, biographies, etc  
[glsen.org](http://glsen.org)

[gardenstateequality.org](http://gardenstateequality.org)

**Woke Wall in Spanish (vocabulary cards to use in anti-bias units)**

## Career Ready Practices and 21st Century Skills

### **Career Ready Practices**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

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

### **9.2 Career Awareness, Exploration, and Preparation**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## Accommodations and Modifications

### **Gifted and Talented**

- Provide appropriate challenges for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

### **English Language Learners**

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

### **Students with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu

tasks to connect to the information.

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

#### **At-Risk Learners**

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.

### **Interdisciplinary Connections/Cross Curricular Opportunities**

#### **ELA**

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### **Engineering**

**8.2.2.E.1** List and demonstrate the steps to an everyday task.

#### **Math**

**K.CC.A.1** Count to 100 by ones and by tens

**K.CC.A.2** Count forward beginning from a given number within the known sequence.

**K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.

**K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

**K.CC.B.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

**K.CC.C.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1

**K.CC.C.7** Compare two numbers between 1 and 10 presented as written numerals.

**K.OA.A.1** Represent addition and subtraction up to 10 with objects, fingers, mental

images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**K.G.A.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**K.G.A.2** Correctly name shapes regardless of their orientations or overall size.

**1.OA.C.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

## Science

**2-ESS2-3.** Obtain information to identify where water is found on Earth and that it can be solid or liquid.

## Integration of Technology

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

## Pacing Guide

[Deal World Language Pacing Guide](#)

## Deal School Curriculum

### Grades K – 8 World Languages Curriculum

#### Novice - Mid

##### Desired Outcomes

**7.1.NM.IPRET.1:** Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

**7.1.NM.IPRET.2:** Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

**7.1.NM.IPRET.3:** Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

**7.1.NM.IPRET.4:** Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

**7.1.NM.IPRET.5:** Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

**7.1.NM.IPERS.1:** Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

**7.1.NM.IPERS.2:** Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

**7.1.NM.IPERS.3:** Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

**7.1.NM.IPERS.4:** Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

**7.1.NM.IPERS.5:** Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

**7.1.NM.IPERS.6:** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

**7.1.NM.PRSNT.1:** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

**7.1.NM.PRSNT.2:** State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

**7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.

**7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate



change in the target language regions of the world.	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>1. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	<ul style="list-style-type: none"> <li>● Why learn another language?</li> <li>● How will learning a language enhance my life?</li> <li>● How might learning a language open “doors of opportunity”?</li> <li>● What strategies can I use to communicate more effectively?</li> <li>● What is culture?</li> <li>● Why study another culture?</li> <li>● How does where I live shape who I am?</li> <li>● How does your language “define” you?</li> <li>● How can learning and using a language help me assimilate into a new culture?</li> <li>● How can cultural awareness enhance my language learning and vice versa?</li> </ul>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</li> <li>● Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</li> <li>● Healthy eating habits and fitness practices may vary across cultures.</li> <li>● Many products and practices related to home and community are shared across cultures; others are culture-specific.</li> <li>● What is perceived as “basic needs” varies among and within cultures.</li> <li>● Maps, graphs, and other graphic organizers facilitate understanding of information on</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</li> <li>● Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>● Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>● Identify familiar people, places, and objects based on simple oral and/or written descriptions.</li> <li>● Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on</li> </ul>

<p>a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.</p> <ul style="list-style-type: none"> <li>● Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</li> </ul>	<p>familiar topics</p>
---	------------------------

**Assessment Evidence**

<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Think Pair Share</li> <li>● Self Assessment</li> <li>● Dry Erase Board Assessments</li> <li>● Class Participation Checklist</li> <li>● Kahoot</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● Lesson Quizzes</li> <li>● Kahoot</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Project Specific Rubrics</li> </ul>
---

**Suggested Learning Plan**

All World Language lessons will be taught in a 44-minute period, twice a week per grade.

One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.

TPR = Total Physical Response

Day One: Introduce new vocabulary- usually three words TPR practice new vocabulary •Use a variety of TPR practice techniques. Hands-on activity, time permitting

Day Two: Review vocabulary from previous day. More TPR practice • songs, games and activities to practice new vocabulary Introduce a mini-story (time permitting).

Day Three: Review the vocabulary. Introduce and/or practice the mini-story (stories). • Use illustrations from overhead. • Tell story with puppets. • Have students act out story in their seats (simultaneously) as you narrate. • Have partners act out the story as you narrate. • Have volunteers come up front to act out the story as you narrate. • Ask either/or questions about the mini-story. • Have students fill in blanks about mini-story. • Make mistakes and have students correct you. Student Activity: make copies of the mini-story (stories) and have students color the illustrations. Use students' illustrations to retell the story. Mini-story revisions • teacher-generated revisions • student-driven revisions

Day Four: Communicative activity or game centered on the mini-story (stories) • Play any of the games from the Games Section. • Do one of the communicative activities, such as Directed Draw, Illustration Communication, etc. Introduce new vocabulary. TPR practice new vocabulary.

Day Five: Review week's vocabulary. TPR practice all new vocabulary. • songs, games and activities to practice all new vocabulary Use all vocabulary in personalized mini-situations. Introduce mini-story, time permitting.

### **Suggested Learning Resources**

Hola Ninos by Fluency Matters  
Cuentame by Fluency Matters  
Cuentame Mas by Fluency Matters  
Various read-aloud books  
Teacher's Discovery Student Spanish/English Dictionaries  
Spanish Basics Bingo  
Colors/Shapes Bingo  
Numbers Bingo  
Viva El Espanol System A and B Flashcards, Workbooks  
Viva El Espanol Hola Workbooks  
Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)  
Youtube.com  
Spanishplayground.net  
<http://www.santillanausa.com/spanish-classroom.html>  
[www.pinterest.com](http://www.pinterest.com)  
[www.teacherspayteachers.com](http://www.teacherspayteachers.com)  
Smart Notebook  
Smart Response  
Maracas Spanish Program for Young Learners Las Ciencias

duolingo.com

### **LGBTQ+ and Disabilities**

Just Ask! Be Different, Be Brave, Be You by Sonja Sotomayor

Frida Kahlo and her Animalitos

Max Loves Munecas

They Call Me Mix

Julian is a Mermaid

### **Sample Lesson**

**Latin American Culture Choice Board** includes LGBTQ+ authors, biographies, etc  
[glsen.org](http://glsen.org)

[gardenstateequality.org](http://gardenstateequality.org)

**Woke Wall in Spanish (vocabulary cards to use in anti-bias units)**

## Career Ready Practices and 21st Century Skills

### **Career Ready Practices**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

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

### **9.2 Career Awareness, Exploration, and Preparation**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## Accommodations and Modifications

### **Gifted and Talented**

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

### **English Language Learners**

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

### **Students with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu

tasks to connect to the information.

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

#### **At-Risk Learners**

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.

### **Interdisciplinary Connections/Cross Curricular Opportunities**

#### **ELA**

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

#### **Engineering**

**8.2.2.E.1** List and demonstrate the steps to an everyday task.

#### **Math**

**K.CC.A.1** Count to 100 by ones and by tens

**K.CC.A.2** Count forward beginning from a given number within the known sequence.

**K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.

**K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

**K.CC.B.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

**K.CC.C.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1

**K.CC.C.7** Compare two numbers between 1 and 10 presented as written numerals.

**K.OA.A.1** Represent addition and subtraction up to 10 with objects, fingers, mental

images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**K.G.A.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**K.G.A.2** Correctly name shapes regardless of their orientations or overall size.

**1.OA.C.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

## Science

**2-ESS2-3.** Obtain information to identify where water is found on Earth and that it can be solid or liquid.

## Integration of Technology

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

## Pacing Guide

[Deal World Language Pacing Guide](#)

## Deal School Curriculum

### Grades K – 8 World Languages Curriculum

#### Novice - High

##### Desired Outcomes

- 7.1.NH.IPRET.1:** Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2:** Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3:** Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4:** Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5:** Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6:** Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7:** Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8:** Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.1:** Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2:** Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3:** Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5:** Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6:** Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.1:** Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2:** Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3:** Describe orally and in writing people and things from the home

and school environment.

**7.1.NH.PRSNT.4:** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

**7.1.NH.PRSNT.5:** When speaking and writing, use simple sentences and try to connect them with a few transition words.

**7.1.NH.PRSNT.6:** Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>1. Through language study, all students will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	<ul style="list-style-type: none"> <li>● Why learn another language?</li> <li>● How will learning a language enhance my life?</li> <li>● How might learning a language open “doors of opportunity”?</li> <li>● What strategies can I use to communicate more effectively?</li> <li>● What is culture?</li> <li>● Why study another culture?</li> <li>● How does where I live shape who I am?</li> <li>● How does your language “define” you?</li> <li>● How can learning and using a language help me assimilate into a new culture?</li> <li>● How can cultural awareness enhance my language learning and vice versa?</li> </ul>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Immigration changes both the community of origin and the new community.</li> <li>● The study of another language and culture deepens understanding of where and how people live and why events occur.</li> <li>● Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives.</li> <li>● Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</li> <li>● Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</li> <li>● Describe in writing people and things from the home and school environment.</li> <li>● Tell or retell stories from age- and</li> </ul>



<ul style="list-style-type: none"> <li>● Personal preferences and skills are key factors to consider when making decisions about postsecondary plans.</li> <li>● The amount of leisure time available and how it is spent varies among cultures.</li> <li>● Wellness practices may vary across cultures.</li> <li>● Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues.</li> <li>● Current trends and issues influence popular culture.</li> </ul>	<p>level-appropriate, culturally authentic materials orally or in writing.</p> <ul style="list-style-type: none"> <li>● Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</li> </ul>
--	---

### Assessment Evidence

#### Formative

- Exit Slips
- Think Pair Share
- Self Assessment
- Dry Erase Board Assessments
- Class Participation Checklist
- Kahoot

#### Summative

- Unit Tests
- Lesson Quizzes
- Kahoot

#### Alternative

- Project Specific Rubrics

### Suggested Learning Plan

All World Language lessons will be taught in a 44-minute period, twice a week per grade.

One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.

TPR = Total Physical Response

Day 1 Vocab Group A - TPR Practice

Mini - Lectura 1:A1 - Present and Practice

Mini - Lectura 1:A2

Mini - Lecture 1:A3

Read Lectura - Episodio 1: Mini-lectura A

Day 2 Warm-up with Vocab Group #1 - TPR Practice

Review Mini-Lectura A

Revise Mini-Story A - Creative Recombinations of Vocabulary

Vocab Group B - TPR Practice

Mini - Lectura 1:B1 - Present and Practice

Mini - Lectura 1:B2

Read Lectura - Episodio 1: Mini-lectura B

Day 3 Review Mini-Story B

Revise Mini-Story B - Creative Recombinations of Vocabulary

Vocab Group C - TPR Practice

Mini - Lectura 1:C1 - Present and Practice

Mini - Lectura 1:C2

Read Lectura - Episodio 1: Mini-lectura C

Day 4 Warm-up with Vocab Group A, B, and C

Episode 1 Main Story

Show the corresponding picture

Ask lots of questions

Have students do gestures for each structure

Compare Gabi to some of your students

Add actors and repeat the story

Add more details to the story

Day 5 Warm-up with Vocab Group A, B, and C

Episode 1 Main Story

Read "Episodio 1" in the student reader

Exercise #2 - Listening Comprehension Cues

Exercise #6 - Listening Comprehension Cues

Day 6 Quiz

Optional:

Student Enrichment Activities

Add Thematic Vocabulary Building Unit

Add Cultural Unit

## Suggested Learning Resources

Hola Ninos by Fluency Matters  
Cuentame by Fluency Matters  
Cuentame Mas by Fluency Matters  
Various read-aloud books  
Teacher's Discovery Student Spanish/English Dictionaries  
Spanish Basics Bingo  
Colors/Shapes Bingo  
Numbers Bingo  
Viva El Espanol System A and B Flashcards, Workbooks  
Viva El Espanol Hola Workbooks  
Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)  
Youtube.com  
Spanishplayground.net  
<http://www.santillanausa.com/spanish-classroom.html>  
[www.pinterest.com](http://www.pinterest.com)  
[www.teacherspayteachers.com](http://www.teacherspayteachers.com)  
Smart Notebook  
Smart Response  
Maracas Spanish Program for Young Learners Las Ciencias  
[duolingo.com](http://duolingo.com)

### **LGBTQ+ and Disabilities**

Just Ask! Be Different, Be Brave, Be You by Sonja Sotomayor  
Frida Kahlo and her Animalitos  
Max Loves Munecas  
They Call Me Mix  
Julian is a Mermaid

[Latin American Culture Choice Board](#) includes LGBTQ+ authors, biographies, etc  
[glsen.org](http://glsen.org)

[gardenstateequality.org](http://gardenstateequality.org)

[Woke Wall in Spanish \(vocabulary cards to use in anti-bias units\)](#)

## Career Ready Practices and 21st Century Skills

### **Career Ready Practices**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

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

### **9.2 Career Awareness, Exploration, and Preparation**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## Accommodations and Modifications

### Gifted and Talented

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

### English Language Learners

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

### Students with IEPs/504s

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.
- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

### At-Risk Learners

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.

## Interdisciplinary Connections/Cross Curricular Opportunities

### ELA

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Engineering**

**8.2.5.C.4** Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

**Integration of Technology**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**Pacing Guide**

[Deal World Language Pacing Guide](#)

## Deal School Curriculum

### Grades K – 8 World Languages Curriculum **Intermediate - Low**

#### **Desired Outcomes**

**7.1.IL.IPRET.1:** Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

**7.1.IL.IPRET.2:** React to a series of oral and written instructions connected to daily life.

**7.1.IL.IPRET.3:** Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

**7.1.IL.IPRET.4:** Infer the meaning of some unfamiliar words and ideas in some new contexts.

**7.1.IL.IPRET.5:** Compare and contrast some unique linguistic elements in English and the target language.

**7.1.IL.IPRET.6:** Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

**7.1.IL.IPERS.1:** Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

**7.1.IL.IPERS.2:** Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

**7.1.IL.IPERS.3:** Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

**7.1.IL.IPERS.4:** Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

**7.1.IL.IPERS.5:** Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**7.1.IL.IPERS.6:** Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

**7.1.IL.PRSNT.1:** Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

**7.1.IL.PRSNT.2:** Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

**7.1.IL.PRSNT.3:** Use language creatively to respond in writing to a variety of oral or visual prompts.

**7.1.IL.PRSNT.4:** Compare and contrast age- and level-appropriate culturally

<p>authentic resources orally and in writing.</p> <p><b>7.1.IL.PRSNT.5:</b> Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p>	
<p><b>Enduring Understandings</b></p>	<p><b>Essential Questions</b></p>
<p>1. Through language study, all students will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	<ul style="list-style-type: none"> <li>● Why learn another language?</li> <li>● How will learning a language enhance my life?</li> <li>● How might learning a language open “doors of opportunity”?</li> <li>● What strategies can I use to communicate more effectively?</li> <li>● What is culture?</li> <li>● Why study another culture?</li> <li>● How does where I live shape who I am?</li> <li>● How does your language “define” you?</li> <li>● How can learning and using a language help me assimilate into a new culture?</li> <li>● How can cultural awareness enhance my language learning and vice versa?</li> </ul> <p>1.</p>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Immigration changes both the community of origin and the new community.</li> <li>● The study of another language and culture deepens understanding of where and how people live and why events occur.</li> <li>● Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives.</li> <li>● Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.</li> <li>● Personal preferences and skills are key factors to consider when making decisions about postsecondary plans.</li> </ul>	<ul style="list-style-type: none"> <li>● Use digital tools to participate in short conversations and to exchange information related to targeted themes.</li> <li>● Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</li> <li>● Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</li> <li>● Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</li> <li>● Engage in short conversations</li> </ul>

<ul style="list-style-type: none"> <li>● The amount of leisure time available and how it is spent varies among cultures.</li> <li>● Wellness practices may vary across cultures.</li> <li>● Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues.</li> <li>● Current trends and issues influence popular culture.</li> </ul>	<p>about personal experiences or events and/or topics studied in other content areas.</p>
--	---

### Assessment Evidence

#### Formative

- Exit Slips
- Think Pair Share
- Self Assessment
- Dry Erase Board Assessments
- Class Participation Checklist
- Kahoot

#### Summative

- Unit Tests
- Lesson Quizzes
- Kahoot

#### Alternative

- Project Specific Rubrics

### Suggested Learning Plan

All World Language lessons will be taught in a 44-minute period, twice a week per grade.

One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.

TPR = Total Physical Response

S&P = Study and Practice

Day 1 Vocab Group #1 - TPR Practice

Mini - Story #1 - Present and Practice

Homework - S & P (Study & Practice) Log #1 - #2



Day 2 Warm-up with Vocab Group #1 - TPR Practice

Review Mini-Story #1

Revise Mini-Story #1 - Creative Recombinations of Vocabulary

Vocab Group #2 - TPR Practice

Mini-Story #2 - Present and Practice

Homework - S & P Log #3 - #6

Day 3 Review Mini-Story #2

Revise Mini-Story #2 - Creative Recombinations of Vocabulary

No new material today - work with materials from Day 1 and Day 2

Homework - S & P Log #7

Day 4 Warm-up with Vocab Group 1 and 2

Vocab Group #3 - TPR Practice

Mini - Story #3 - Present and Practice

Homework - S & P Log #8 - #12

Day 5 Warm-up with Vocab Group #3 - TPR Practice

Review Mini-Story #3

Revise Mini-Story #3 - Creative Recombinations of Vocabulary

Vocab Group #4 - TPR Practice

Mini-Story #4 - Present and Practice

Homework - S & P Log #13 - #16

Day 6 Review Mini-Story #4

Revise Mini-Story #4 - Creative Recombinations of Vocabulary

No new material today - work with materials from Day 4 and 5

Homework - S & P Log #17 - #20

Day 7 Main Story - Present and Practice

Text Exercises #1 - #3

Homework - S & P Log #21 - #22

Day 8 Imagine - Creative Extension of the Main Story

Text Exercises #4 - #6

Homework - S & P Log #23

Day 9 Revisions of the Main Story (Text Exercises #7 & #8)

Homework - S & P Log #24 - #26

Day 10 Creative Work

Text Exercises #9 - #10

Homework - S & P Log #27 - #28

Day 11 Creative Work

Text Exercises #11 - #12

Homework - S & P Log #29

Day 12 Reading Exercises (Text Exercise #13)

Homework - S & P Log #30

Day 13 Extra Day for Creative Activities, Games or Chapter Review

Homework - S & P Log #31

Prepare for Test

Day 14 CHAPTER TEST

### **Suggested Learning Resources**

Hola Ninos by Fluency Matters

Cuentame by Fluency Matters

Cuentame Mas by Fluency Matters

Various read-aloud books

Teacher's Discovery Student Spanish/English Dictionaries

Spanish Basics Bingo

Colors/Shapes Bingo

Numbers Bingo

Viva El Espanol System A and B Flashcards, Workbooks

Viva El Espanol Hola Workbooks

Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)

Youtube.com

Spanishplayground.net  
http://www.santillanausa.com/spanish-classroom.html  
www.pinterest.com  
www.teacherspayteachers.com  
Smart Notebook  
Smart Response  
Maracas Spanish Program for Young Learners Las Ciencias  
duolingo.com

### **LGBTQ+ and Disabilities**

Just Ask! Be Different, Be Brave, Be You by Sonja Sotomayor

Frida Kahlo and her Animalitos

Max Loves Munecas

They Call Me Mix

Julian is a Mermaid

[Latin American Culture Choice Board](#) includes LGBTQ+ authors, biographies, etc  
[glsen.org](#)

[gardenstateequality.org](#)

[Woke Wall in Spanish \(vocabulary cards to use in anti-bias units\)](#)

## Career Ready Practices and 21st Century Skills

### **Career Ready Practices**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

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

### **9.2 Career Awareness, Exploration, and Preparation**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## Accommodations and Modifications

### **Gifted and Talented**

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

### **English Language Learners**

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

### **Students with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments

as per IEP/504.

- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.
- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

### **At-Risk Learners**

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.

## **Interdisciplinary Connections/Cross Curricular Opportunities**

### **ELA**

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### **Engineering**

**8.2.8.D.1** Design and create a product that addresses a real world problem using a design process under specific constraints.

## **Integration of Technology**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats

such as online collaborative tools, and social media.

## Pacing Guide

[Deal World Language Pacing Guide](#)

## Deal School Curriculum

### Grades K – 8 World Languages Curriculum

### Intermediate - High

#### Desired Outcomes

**7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. •**

**7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. •**

**7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. •**

**7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. •**

**7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. •**

**7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. •**

**7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. •**

**7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. •**

**7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.**

**7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. •**

**7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. •**

**7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. •**

**7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. •**

**7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. •**

**7.1.IM.IPERS.6: Exchange information from a variety of resources with**

classmates about global issues, including climate change.

**7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. •**

**7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. •**

**7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. •**

**7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. •**

**7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. •**

**7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. •**

**7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.**

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>1. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	<ul style="list-style-type: none"> <li>● Why learn another language?</li> <li>● How will learning a language enhance my life?</li> <li>● How might learning a language open “doors of opportunity”?</li> <li>● What strategies can I use to communicate more effectively?</li> <li>● What is culture?</li> <li>● Why study another culture?</li> <li>● How does where I live shape who I am?</li> <li>● How does your language “define” you?</li> <li>● How can learning and using a language help me assimilate into a new culture?</li> <li>● How can cultural awareness enhance my language learning and vice versa?</li> </ul>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Collecting, sharing, and analyzing data related to global issues,</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze and critique information contained in culturally authentic</li> </ul>

<p>problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed.</p> <ul style="list-style-type: none"> <li>● Being able to view one’s own culture through the lens of others assists in understanding global issues.</li> <li>● Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience.</li> <li>● Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential.</li> <li>● Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers.</li> <li>● Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current socio political landscape.</li> </ul>	<p>materials using electronic information sources related to a variety of familiar and some unfamiliar topics.</p> <ul style="list-style-type: none"> <li>● Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</li> <li>● Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.</li> <li>● Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</li> <li>● Synthesize information from oral and written discourse dealing with a variety of topics.</li> <li>● Analyze and critique readings from culturally authentic materials.</li> <li>● Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</li> <li>● Analyze structures of the target language and comparable linguistic structures in English.</li> </ul>
--	--

**Assessment Evidence**

<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Think Pair Share</li> <li>● Self Assessment</li> <li>● Dry Erase Board Assessments</li> <li>● Class Participation Checklist</li> <li>● Kahoot</li> </ul> <p><b>Summative</b></p>
---



- Unit Tests
- Lesson Quizzes
- Kahoot

**Alternative**

- Project Specific Rubrics

**Suggested Learning Plan**

All World Language lessons will be taught in a 44-minute period, twice a week per grade.

One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.

TPR = Total Physical Response

S&P = Study and Practice

Day 1 Vocab Group #1 - TPR Practice

Mini - Story #1 - Present and Practice

Homework - S & P (Study & Practice) Log #1 - #2

Day 2 Warm-up with Vocab Group #1 - TPR Practice

Review Mini-Story #1

Revise Mini-Story #1 - Creative Recombinations of Vocabulary

Vocab Group #2 - TPR Practice

Mini-Story #2 - Present and Practice

Homework - S & P Log #3 - #6

Day 3 Review Mini-Story #2

Revise Mini-Story #2 - Creative Recombinations of Vocabulary

No new material today - work with materials from Day 1 and Day 2

Homework - S & P Log #7

Day 4 Warm-up with Vocab Group 1 and 2

Vocab Group #3 - TPR Practice

Mini - Story #3 - Present and Practice

Homework - S & P Log #8 - #12

Day 5 Warm-up with Vocab Group #3 - TPR Practice

Review Mini-Story #3  
Revise Mini-Story #3 - Creative Recombinations of Vocabulary  
Vocab Group #4 - TPR Practice  
Mini-Story #4 - Present and Practice

Homework - S & P Log #13 - #16

Day 6 Review Mini-Story #4  
Revise Mini-Story #4 - Creative Recombinations of Vocabulary  
No new material today - work with materials from Day 4 and 5

Homework - S & P Log #17 - #20

Day 7 Main Story - Present and Practice  
Text Exercises #1 - #3

Homework - S & P Log #21 - #22

Day 8 Imagine - Creative Extension of the Main Story  
Text Exercises #4 - #6

Homework - S & P Log #23

Day 9 Revisions of the Main Story (Text Exercises #7 & #8)

Homework - S & P Log #24 - #26

Day 10 Creative Work  
Text Exercises #9 - #10

Homework - S & P Log #27 - #28

Day 11 Creative Work  
Text Exercises #11 - #12

Homework - S & P Log #29

Day 12 Reading Exercises (Text Exercise #13)

Homework - S & P Log #30

Day 13 Extra Day for Creative Activities, Games or Chapter Review

Homework - S & P Log #31  
Prepare for Test

Day 14 CHAPTER TEST

### Suggested Learning Resources

Hola Ninos by Fluency Matters  
Cuentame by Fluency Matters  
Cuentame Mas by Fluency Matters  
Various read-aloud books  
Teacher's Discovery Student Spanish/English Dictionaries  
Spanish Basics Bingo  
Colors/Shapes Bingo  
Numbers Bingo  
Viva El Espanol System A and B Flashcards, Workbooks  
Viva El Espanol Hola Workbooks  
Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)  
Youtube.com  
Spanishplayground.net  
<http://www.santillanausa.com/spanish-classroom.html>  
[www.pinterest.com](http://www.pinterest.com)  
[www.teacherspayteachers.com](http://www.teacherspayteachers.com)  
Smart Notebook  
Smart Response  
Maracas Spanish Program for Young Learners Las Ciencias  
[duolingo.com](http://duolingo.com)

#### **LGBTQ+ and Disabilities**

Just Ask! Be Different, Be Brave, Be You by Sonja Sotomayor  
Frida Kahlo and her Animalitos  
Max Loves Munecas  
They Call Me Mix  
Julian is a Mermaid

[Latin American Culture Choice Board](http://www.glsen.org) includes LGBTQ+ authors, biographies, etc  
[glsen.org](http://www.glsen.org)

[gardenstateequality.org](http://www.gardenstateequality.org)

[Woke Wall in Spanish \(vocabulary cards to use in anti-bias units\)](#)

### Career Ready Practices and 21st Century Skills

#### **Career Ready Practices**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

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

## **9.2 Career Awareness, Exploration, and Preparation**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **Accommodations and Modifications**

#### **Gifted and Talented**

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

#### **English Language Learners**

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

#### **Students with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.
- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

#### **At-Risk Learners**

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.

### **Interdisciplinary Connections/Cross Curricular Opportunities**

**ELA**

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### **Engineering**

**8.2.8.D.1** Design and create a product that addresses a real world problem using a design process under specific constraints.

## **Integration of Technology**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

## **Pacing Guide**

[Deal World Language Pacing Guide](#)

## Deal School Curriculum

### Grades K – 8 World Languages Curriculum **Intermediate - High**

#### **Desired Outcomes**

**7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. •**

**7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. •**

**7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. •**

**7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. •**

**7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. •**

**7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). •**

**7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. •**

**7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.**

**7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. •**

**7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. •**

**7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. •**

**7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) •**

**7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. •**

**7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with**

**emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.**

**7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. •**

**7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. •**

**7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. •**

**7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. •**

**7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. •**

**7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.**

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>1. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	<ul style="list-style-type: none"> <li>● Why learn another language?</li> <li>● How will learning a language enhance my life?</li> <li>● How might learning a language open “doors of opportunity”?</li> <li>● What strategies can I use to communicate more effectively?</li> <li>● What is culture?</li> <li>● Why study another culture?</li> <li>● How does where I live shape who I am?</li> <li>● How does your language “define” you?</li> <li>● How can learning and using a language help me assimilate into a new culture?</li> <li>● How can cultural awareness enhance my language learning and vice versa?</li> </ul>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some</li> </ul>

<p>these issues are perceived and how they are addressed.</p> <ul style="list-style-type: none"> <li>● Being able to view one’s own culture through the lens of others assists in understanding global issues.</li> <li>● Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience.</li> <li>● Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential.</li> <li>● Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers.</li> <li>● Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current socio political landscape.</li> </ul>	<p>unfamiliar topics.</p> <ul style="list-style-type: none"> <li>● Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</li> <li>● Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.</li> <li>● Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</li> <li>● Synthesize information from oral and written discourse dealing with a variety of topics.</li> <li>● Analyze and critique readings from culturally authentic materials.</li> <li>● Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</li> <li>● Analyze structures of the target language and comparable linguistic structures in English.</li> </ul>
--	---

**Assessment Evidence**

**Formative**

- Exit Slips
- Think Pair Share
- Self Assessment
- Dry Erase Board Assessments
- Class Participation Checklist
- Kahoot

**Summative**

- Unit Tests
- Lesson Quizzes
- Kahoot



## **Alternative**

- Project Specific Rubrics

### **Suggested Learning Plan**

All World Language lessons will be taught in a 44-minute period, twice a week per grade.

One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.

TPR = Total Physical Response

S&P = Study and Practice

Day 1 Vocab Group #1 - TPR Practice

Mini - Story #1 - Present and Practice

Homework - S & P (Study & Practice) Log #1 - #2

Day 2 Warm-up with Vocab Group #1 - TPR Practice

Review Mini-Story #1

Revise Mini-Story #1 - Creative Recombinations of Vocabulary

Vocab Group #2 - TPR Practice

Mini-Story #2 - Present and Practice

Homework - S & P Log #3 - #6

Day 3 Review Mini-Story #2

Revise Mini-Story #2 - Creative Recombinations of Vocabulary

No new material today - work with materials from Day 1 and Day 2

Homework - S & P Log #7

Day 4 Warm-up with Vocab Group 1 and 2

Vocab Group #3 - TPR Practice

Mini - Story #3 - Present and Practice

Homework - S & P Log #8 - #12

Day 5 Warm-up with Vocab Group #3 - TPR Practice

Review Mini-Story #3

Revise Mini-Story #3 - Creative Recombinations of Vocabulary

Vocab Group #4 - TPR Practice

Mini-Story #4 - Present and Practice

Homework - S & P Log #13 - #16

Day 6 Review Mini-Story #4

Revise Mini-Story #4 - Creative Recombinations of Vocabulary

No new material today - work with materials from Day 4 and 5

Homework - S & P Log #17 - #20

Day 7 Main Story - Present and Practice

Text Exercises #1 - #3

Homework - S & P Log #21 - #22

Day 8 Imagine - Creative Extension of the Main Story

Text Exercises #4 - #6

Homework - S & P Log #23

Day 9 Revisions of the Main Story (Text Exercises #7 & #8)

Homework - S & P Log #24 - #26

Day 10 Creative Work

Text Exercises #9 - #10

Homework - S & P Log #27 - #28

Day 11 Creative Work

Text Exercises #11 - #12

Homework - S & P Log #29

Day 12 Reading Exercises (Text Exercise #13)

Homework - S & P Log #30

Day 13 Extra Day for Creative Activities, Games or Chapter Review

Homework - S & P Log #31

Prepare for Test

Day 14 CHAPTER TEST

### Suggested Learning Resources

Hola Ninos by Fluency Matters  
Cuentame by Fluency Matters  
Cuentame Mas by Fluency Matters  
Various read-aloud books  
Teacher's Discovery Student Spanish/English Dictionaries  
Spanish Basics Bingo  
Colors/Shapes Bingo  
Numbers Bingo  
Viva El Espanol System A and B Flashcards, Workbooks  
Viva El Espanol Hola Workbooks  
Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)  
Youtube.com  
Spanishplayground.net  
<http://www.santillanausa.com/spanish-classroom.html>  
[www.pinterest.com](http://www.pinterest.com)  
[www.teacherspayteachers.com](http://www.teacherspayteachers.com)  
Smart Notebook  
Smart Response  
Maracas Spanish Program for Young Learners Las Ciencias  
[duolingo.com](http://duolingo.com)

### LGBTQ+ and Disabilities

Just Ask! Be Different, Be Brave, Be You by Sonja Sotomayor  
Frida Kahlo and her Animalitos  
Max Loves Munecas  
They Call Me Mix  
Julian is a Mermaid

[Latin American Culture Choice Board](http://www.glsen.org) includes LGBTQ+ authors, biographies, etc  
[glsen.org](http://www.glsen.org)

[gardenstateequality.org](http://www.gardenstateequality.org)

[Woke Wall in Spanish \(vocabulary cards to use in anti-bias units\)](#)

### Career Ready Practices and 21st Century Skills

#### Career Ready Practices

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

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

## **9.2 Career Awareness, Exploration, and Preparation**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **Accommodations and Modifications**

#### **Gifted and Talented**

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

#### **English Language Learners**

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

#### **Students with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.
- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

#### **At-Risk Learners**

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.

### **Interdisciplinary Connections/Cross Curricular Opportunities**

#### **ELA**

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.SL1** Prepare for and participate effectively in a range of conversations and

collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### **Engineering**

**8.2.8.D.1** Design and create a product that addresses a real world problem using a design process under specific constraints.

## Integration of Technology

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

## Pacing Guide

[Deal World Language Pacing Guide](#)

## Deal School Curriculum

### Grades K – 8 World Languages Curriculum Advanced - Low

#### Desired Outcomes

- 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts. •
- 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings. •
- 7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. •
- 7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines. •
- 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences. •
- 7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences. •
- 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. •
- 7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English. •
- 7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings. •
- 7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.
  
- 7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames. •
- 7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames. •
- 7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames. •
- 7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. •
- 7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies. •

**7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.**

**7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs. •**

**7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. •**

**7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information. •**

**7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description. •**

**7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. •**

**7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one’s own culture.**

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Through language study, students make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</li> </ul>	<ul style="list-style-type: none"> <li>● Why learn another language?</li> <li>● How will learning a language enhance my life?</li> <li>● How might learning a language open “doors of opportunity”?</li> <li>● What strategies can I use to communicate more effectively?</li> <li>● What is culture?</li> <li>● Why study another culture?</li> <li>● How does where I live shape who I am?</li> <li>● How does your language “define” you?</li> <li>● How can learning and using a language help me assimilate into a new culture?</li> <li>● How can cultural awareness enhance my language learning and vice versa?</li> </ul>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.</li> </ul>

<p>these issues are perceived and how they are addressed.</p> <ul style="list-style-type: none"> <li>● Being able to view one’s own culture through the lens of others assists in understanding global issues.</li> <li>● Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience.</li> <li>● Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential.</li> <li>● Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers.</li> <li>● Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current socio political landscape.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</li> <li>● Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.</li> <li>● Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</li> <li>● Evaluate information from oral and written discourse dealing with a variety of topics.</li> <li>● Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.</li> <li>● Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</li> <li>● Analyze elements of the target language that do not have a comparable linguistic element in English.</li> </ul>
--	---

**Assessment Evidence**

**Formative**

- Exit Slips
- Think Pair Share
- Self Assessment
- Dry Erase Board Assessments
- Class Participation Checklist
- Kahoot

**Summative**



- Unit Tests
- Lesson Quizzes
- Kahoot

**Alternative**

- Project Specific Rubrics

**Suggested Learning Plan**

All World Language lessons will be taught in a 44-minute period, twice a week per grade.

One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.

TPR = Total Physical Response

S&P = Study and Practice

Day 1 Vocab Group #1 - TPR Practice

Mini - Story #1 - Present and Practice

Homework - S & P (Study & Practice) Log #1 - #2

Day 2 Warm-up with Vocab Group #1 - TPR Practice

Review Mini-Story #1

Revise Mini-Story #1 - Creative Recombinations of Vocabulary

Vocab Group #2 - TPR Practice

Mini-Story #2 - Present and Practice

Homework - S & P Log #3 - #6

Day 3 Review Mini-Story #2

Revise Mini-Story #2 - Creative Recombinations of Vocabulary

No new material today - work with materials from Day 1 and Day 2

Homework - S & P Log #7

Day 4 Warm-up with Vocab Group 1 and 2

Vocab Group #3 - TPR Practice

Mini - Story #3 - Present and Practice

Homework - S & P Log #8 - #12

Day 5 Warm-up with Vocab Group #3 - TPR Practice

Review Mini-Story #3  
Revise Mini-Story #3 - Creative Recombinations of Vocabulary  
Vocab Group #4 - TPR Practice  
Mini-Story #4 - Present and Practice

Homework - S & P Log #13 - #16

Day 6 Review Mini-Story #4  
Revise Mini-Story #4 - Creative Recombinations of Vocabulary  
No new material today - work with materials from Day 4 and 5

Homework - S & P Log #17 - #20

Day 7 Main Story - Present and Practice  
Text Exercises #1 - #3

Homework - S & P Log #21 - #22

Day 8 Imagine - Creative Extension of the Main Story  
Text Exercises #4 - #6

Homework - S & P Log #23

Day 9 Revisions of the Main Story (Text Exercises #7 & #8)

Homework - S & P Log #24 - #26

Day 10 Creative Work  
Text Exercises #9 - #10

Homework - S & P Log #27 - #28

Day 11 Creative Work  
Text Exercises #11 - #12

Homework - S & P Log #29

Day 12 Reading Exercises (Text Exercise #13)

Homework - S & P Log #30

Day 13 Extra Day for Creative Activities, Games or Chapter Review

Homework - S & P Log #31  
Prepare for Test

Day 14 CHAPTER TEST

### Suggested Learning Resources

Hola Ninos by Fluency Matters  
Cuentame by Fluency Matters  
Cuentame Mas by Fluency Matters  
Various read-aloud books  
Teacher's Discovery Student Spanish/English Dictionaries  
Spanish Basics Bingo  
Colors/Shapes Bingo  
Numbers Bingo  
Viva El Espanol System A and B Flashcards, Workbooks  
Viva El Espanol Hola Workbooks  
Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)  
Youtube.com  
Spanishplayground.net  
<http://www.santillanausa.com/spanish-classroom.html>  
[www.pinterest.com](http://www.pinterest.com)  
[www.teacherspayteachers.com](http://www.teacherspayteachers.com)  
Smart Notebook  
Smart Response  
Maracas Spanish Program for Young Learners Las Ciencias  
[duolingo.com](http://duolingo.com)

#### **LGBTQ+ and Disabilities**

Just Ask! Be Different, Be Brave, Be You by Sonja Sotomayor  
Frida Kahlo and her Animalitos  
Max Loves Munecas  
They Call Me Mix  
Julian is a Mermaid

[Latin American Culture Choice Board](http://www.glsen.org) includes LGBTQ+ authors, biographies, etc  
[glsen.org](http://www.glsen.org)

[gardenstateequality.org](http://www.gardenstateequality.org)

[Woke Wall in Spanish \(vocabulary cards to use in anti-bias units\)](#)

### Career Ready Practices and 21st Century Skills

#### **Career Ready Practices**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

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

## **9.2 Career Awareness, Exploration, and Preparation**

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **Accommodations and Modifications**

#### **Gifted and Talented**

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

#### **English Language Learners**

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

#### **Students with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.
- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

#### **At-Risk Learners**

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.

### **Interdisciplinary Connections/Cross Curricular Opportunities**

**ELA**

**NJSLSA.R2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

**NJSLSA.L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### **Engineering**

**8.2.8.D.1** Design and create a product that addresses a real world problem using a design process under specific constraints.

### **Integration of Technology**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

### **Pacing Guide**

[Deal World Language Pacing Guide](#)

*Spanish - 2 (S)*  
**Latinx Heritage Month, LHM Choice Board**  
 Scheduled to be taught on 02/08 02/09 02/10 02/11  
 Created by Marmion, Kristin

<b>21st Century Themes</b>
*Global Awareness
<b>21st Century Skills</b>
*Information Literacy *Media Literacy
<b>Interdisciplinary Connections</b>
ELA, Social Studies, Art, Music
<b>Goals and Objectives</b>
Students will understand what Hispanic Heritage is, what Hispanic and Latinx identity is, and where the idea comes from. They should understand that it does not just mean Mexican - there are many Spanish-speaking countries. Students will be able to explore various aspects of the Latinx culture including biographies, books, art, stories, and traditions. Students will be able to reflect on the article or video that they consumed in a Google Form.
<b>Learning Activities or Instructional Strategies</b>
1. Discussion on the words Hispanic and Latinx. What the words mean. Why some would prefer one over the other. Gender and non-binary inclusivity as well as cultural inclusivity. 2. Students are assigned the choice board. They can pick any topic under any of the 5 categories. 3. After reading the article or watching the video, students will click on the Google Form and answer the questions found there: "Below, provide a written reflection on what you learned or explored today. Give me a brief summary of what you explored and discuss what stood out to you as surprising, interesting, or opened your mind to something brand new about Latin culture. If you watched a book trailer, discuss whether or not the book seems like something you'd like to add to your "to read" book shelf." 4. Next week the students will begin class by sharing what they explored the week before, whether they recommend that topic to their classmates, without giving too much away. 5. Next week the students will get to choose a new topic and will be encouraged to explore a new category. 6. Students may choose more than one topic in one week if they would like, but it is not required.
<b>Differentiation</b>
The choice board itself lends to differentiation. There are articles of varying difficulty as well as videos. There are no specific requirements when it comes to responses. Students may use video, audio, or pictorial responses as well.
<b>Resources Provided</b>
<a href="https://docs.google.com/presentation/d/e/2PACX-1vSXdt6PleiQXZhjO-Y0zlrDVxqJUdq4TK_Fiu5ldxOU5EtNKwozB5SvSmV1osyHSGwEiXacSeT77ocZ/pub?start=false&amp;loop=false&amp;delayms=3000&amp;slide=id.p">https://docs.google.com/presentation/d/e/2PACX-1vSXdt6PleiQXZhjO-Y0zlrDVxqJUdq4TK_Fiu5ldxOU5EtNKwozB5SvSmV1osyHSGwEiXacSeT77ocZ/pub?start=false&amp;loop=false&amp;delayms=3000&amp;slide=id.p</a> <a href="https://docs.google.com/forms/d/e/1FAIpQLScgK4kgQusl-wQWoecHqc5AA6stBZgq43QEedhak8w_piOnZ_A/viewform">https://docs.google.com/forms/d/e/1FAIpQLScgK4kgQusl-wQWoecHqc5AA6stBZgq43QEedhak8w_piOnZ_A/viewform</a>
<b>Assessments</b>
Assessment will be informal during conversations. The responses from the Google Form can be used to spark discussions and evaluate students understanding of the culture.
<b>Standards</b>
1. <b>7.6C Grade 9 CPI 4</b> Present information from age-and level-appropriate, culturally authentic materials orally or in writing. 2. <b>7.6C Grade 9 CPI 5</b> Name and label tangible cultural products and imitate cultural practices from the target culture(s).
<b>Lesson Documents</b>
No documents have been uploaded to this lesson