

To view the complete 2020 New Jersey Student Learning Standards for World Languages please visit: [World Languages](#)

Unit: Greetings	
<p>NJCCCS: 7.1 World Languages - All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. 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. 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p>NJSLS: • 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.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Language is a product of culture. • Communication is the exchange of information and is used to create access to mutual understanding. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will learning about global communities and cultures help students make connections and draw comparisons? • • Can students greet each other in Spanish? 	<p>Enduring Understandings: Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.</p>
<p>Knowledge, Skills, and Instructional Objectives: SWBAT comprehend and use Spanish greetings</p>	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • Teacher-generated materials • Art supplies • CD's 	<p>Suggested Vocabulary: Hola, buenos días, buenas tardes, buenas noches, adiós Bien, mal, muy, así, así ¿Cómo te llamas? ¿Cómo estás?</p> <p>Technology:</p> <ul style="list-style-type: none"> • Various internet resources • Document camera • CD player <p>8.1.5.A.2; 8.1.5.A.4</p>
<p>Recommended Instructional Activities: <u>Whole Group</u></p> <ul style="list-style-type: none"> • Students model teacher pronunciation • Students respond to teacher's greetings and questions • Assign each student a Spanish name • Spell names aloud with the Spanish alphabet -Duolingo <p><u>Small Group</u></p>	

Students practice greetings	
Extension Strategies/Activities: <ul style="list-style-type: none"> • Songs • Draw a comic 	
Cross-curricular Connections/Standards: Language Arts: RI.3.4.; W.3.2.; NJLSA.SL1. 21st Century Skills: CRP1; CPR4; CRP6	
Suggested Assessments: <ul style="list-style-type: none"> • Class participation • Teacher observation • Completed product or project 	

Unit: Numbers	
NJCCCS: 7.1 World Languages - All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. 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. 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.	
NJSLS: <ul style="list-style-type: none"> • 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. 	
Big Ideas: <ul style="list-style-type: none"> • Language is a product of culture. • Communication is the exchange of information and is used to create access to mutual understanding. 	
Essential Questions: How will learning about global communities and cultures help students make connections and draw comparisons?	Enduring Understandings: Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.
Knowledge, Skills, and Instructional Objectives: SWBAT recognize and count numbers 0-20.	
Instructional Materials/Resources: <ul style="list-style-type: none"> • Teacher-generated materials • Art supplies • CD's 	Suggested Vocabulary: Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte
	Technology: <ul style="list-style-type: none"> • Various internet resources • Document camera • CD player • Computer lab 8.1.5.A.2; 8.1.5.A.4

Recommended Instructional Activities:

Whole Group

- Students model teacher pronunciation
- Students respond to teacher's questions
- Students complete vocabulary specific reproducibles
- Duolingo

Small Group

Students practice counting with a partner

Extension Strategies/Activities:

- Songs
- Fly game
- Flashcards
- Computer lab

Cross-curricular Connections/Standards:

Language Arts: RI.3.4.; W.3.2.; NJLSA.SL1.

21st Century Skills: CRP1; CPR4; CRP6.

Suggested Assessments:

- Class participation
- Teacher observation
- Completed product or project

Unit: Colors

NJCCCS:

7.1 World Languages - All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. 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.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

NJSLS:

• **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.

Big Ideas:

- Language is a product of culture.
- Communication is the exchange of information and is used to create access to mutual understanding.

<p>Essential Questions: How will learning about global communities and cultures help students make connections and draw comparisons?</p>	<p>Enduring Understandings: Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.</p>
<p>Knowledge, Skills, and Instructional Objectives: SWBAT identify eleven colors.</p>	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • Teacher-generated materials • Art supplies • CD's 	<p>Suggested Vocabulary: Blanco, rojo, amarillo, anaranjado, azul, verde, negro, morado, marrón, gris, rosado</p> <p>Technology:</p> <ul style="list-style-type: none"> • Various internet resources • Document camera • CD player • Computer lab <p>8.1.5.A.2; 8.1.5.A.4</p>
<p>Recommended Instructional Activities:</p> <p>Whole Group</p> <ul style="list-style-type: none"> • Students model teacher pronunciation • Students respond to teacher's questions • Students complete vocabulary specific reproducibles <p>Small Group</p> <p>Students practice color vocabulary with a partner</p>	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Songs • Fly game • Flashcards • Computer lab • Matching game 	
<p>Cross-curricular Connections/Standards: Language Arts: RI.3.4.; W.3.2.; NJLSA.SL1. 21st Century Skills: CRP1; CPR4; CRP6</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> • Class participation • Teacher observation • Completed product or project 	

Unit: Calendar

NJCCCS:

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7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

NJSLS:

• **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.**

Big Ideas:

- Language is a product of culture.
- Communication is the exchange of information and is used to create access to mutual understanding.

Essential Questions:

How will learning about global communities and cultures help students make connections and draw comparisons?

Enduring Understandings:

Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.

Knowledge, Skills, and Instructional Objectives:

SWBAT identify days of the week.

Instructional Materials/Resources:

- Teacher-generated materials
- Art supplies
- CD's

Suggested Vocabulary:

Lunes, martes, miércoles, jueves, viernes, sábado, domingo

Technology:

- Various internet resources
- Document camera
- CD player
- Computer lab

8.1.5.A.2; 8.1.5.A.4

Recommended Instructional Activities:**Whole Group**

- Students model teacher pronunciation
- Students respond to teacher's questions
- Students complete vocabulary specific reproducibles

Small Group

Students will play a matching game

Extension Strategies/Activities:

- Songs
- Fly game
- Flashcards
- Computer lab
- Matching/ordering game

Cross-curricular Connections/Standards:

Language Arts: RI.3.4.; W.3.2.; NJLSA.SL1.

21st Century Skills: CRP1; CPR4; CRP6

Suggested Assessments:

- Class participation
- Teacher observation
- Completed product or project

Unit: Animals**NJCCCS:**

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7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

NJSLS:

• **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

Big Ideas:

- Language is a product of culture.
- Communication is the exchange of information and is used to create access to mutual understanding.

Essential Questions:

How will learning about global communities and cultures help students make connections and draw comparisons?

Enduring Understandings:

Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.

Knowledge, Skills, and Instructional Objectives:

SWBAT identify animals.

Instructional Materials/Resources:

- Teacher-generated materials
- Art supplies
- CD's

Suggested Vocabulary:

El gato, el perro, la tortuga, el pez, el conejo, el pájaro, la vaca, el cerdo, el caballo, el ratón, la gallina, el pato

Technology:

- Various internet resources
- Document camera
- CD player
- Computer lab

8.1.5.A.2; 8.1.5.A.4

Recommended Instructional Activities:**Whole Group**

- Students model teacher pronunciation
- Students respond to teacher's questions
- Students complete vocabulary specific reproducibles

Small Group

Students practice vocabulary the game Pesca.

Extension Strategies/Activities:

- Songs
- Fly game
- Flashcards
- Computer lab
- Matching game

Cross-curricular Connections/Standards:

Language Arts: RI.3.4.; W.3.2.; NJLSA.SL1.

21st Century Skills: CRP1; CPR4; CRP6

Suggested Assessments:

- Class participation
- Teacher observation
- Completed product or project

Unit: Food

NJCCCS:

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7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

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NJSLS:

• **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.

Big Ideas:

- Language is a product of culture.
- Communication is the exchange of information and is used to create access to mutual understanding.

Essential Questions:

How will learning about global communities and cultures help students make connections and draw comparisons?

Enduring Understandings:

Learning about cultures leads to greater understanding of one's identity and awareness and appreciation of others.

Knowledge, Skills, and Instructional Objectives:

SWBAT identify some foods	
Instructional Materials/Resources: <ul style="list-style-type: none"> • Teacher-generated materials • Art supplies • CD's 	Suggested Vocabulary: El pan, la hamburguesa, el chocolate, la papa, el pastel, la leche, el agua, la ensalada el plátano, la fresa, la naranja, la manzana, el huevo, el helado
	Technology: <ul style="list-style-type: none"> • Various internet resources • Document camera • CD player • Computer lab 8.1.5.A.2; 8.1.5.A.4
Recommended Instructional Activities: Whole Group <ul style="list-style-type: none"> • Students model teacher pronunciation • Students respond to teacher's questions • Students complete vocabulary specific reproducibles Small Group Students practice vocabulary with a partner	
Extension Strategies/Activities: <ul style="list-style-type: none"> • Fly game • Flashcards • Computer lab • Matching game 	
Cross-curricular Connections/Standards: Language Arts: RI.3.4.; W.3.2.; NJLSA.SL1. 21st Century Skills: CRP1; CPR4; CRP6	
Suggested Assessments: <ul style="list-style-type: none"> • Class participation • Teacher observation • Completed product or project 	
Modifications for SpEd/ESL/students at Risk/Gifted Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following: Presentation accommodations: <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Learn content from audio books, movies, videos and digital media instead of reading print versions 	

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes

- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English • Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments