



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: World Languages

Course: Elementary Spanish

Grade Level: K-4

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Veronica Fiori, Program Supervisor: World Language, ESL & Bilingual

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
Elementary Spanish
K-4

Date of Board Adoption:
August 26, 2025

RAHWAY PUBLIC SCHOOLS CURRICULUM

World Language - Elementary Spanish - Grades K-4

PACING GUIDE

Unit	Title	Pacing
1	Greetings/Daily Routines - <i>Saludos/ Rutinas diarias</i>	4 weeks
2	The Calendar and Fall - <i>El calendario y otoño</i>	4 weeks
3	Spanish Around the World - <i>El Español alrededor del mundo</i>	5 weeks
4	Winter and Holidays - <i>Invierno y días festivos</i>	3 weeks
5	Feelings - <i>Sentimientos</i>	3 weeks
6	I am Timbo/ I am - <i>Soy Timbo/ser/estar</i>	4 weeks
7	Spring and Taking care of our planet Earth - <i>Primavera y el cuidado de nuestro planeta Tierra</i>	4 weeks
8	How to characters - <i>Cómo describir personajes</i>	4 weeks
9	¡Vamos! Exploring with Questions and Directions - <i>¡Vamos! Explorando con preguntas e indicaciones</i>	4 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: World Language

Unit Title: Greetings/Daily Routines - *Saludos/ Rutinas Diarias*

Target Course/Grade Level: Elementary Spanish - K-4

Unit Summary: In this unit, students will use the target language across the three modes of communication: interpretive, interpersonal, and presentational—to discuss topics related to greetings and daily life. Through reading, speaking, and writing activities, students will develop vocabulary to describe daily routines, introduce themselves, and express personal interests. They will make connections with themselves, their peers, their community, and the target culture and language. This unit encourages students to reflect on how their own experiences shape their daily routines while exploring similarities and differences across cultures.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

World Language:

All students will be able to use a world language in addition to English to engage in meaningful conversations, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

Content Standard Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.P.A.1** Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2** Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3** Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.D.1** Describe characteristics of oneself, one’s family, and others.
- 6.1.P.D.3** Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.

English Language Arts:

- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly

Math:

- K.OA.A.1.** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.5.** Fluently add and subtract within 5.

Comprehensive Health and Physical Education:

- 2.1.2.E.1** Identify basic social and emotional needs of all people.

Unit Understandings:

Students will understand that...

- Certain common greetings are for different times of the day, (morning, afternoon, evening, and at night).
- There are different daily routines done at various times throughout the day.
- Every family will do or have different routines based on their needs and lifestyle. (AAH, HG, LGBTQ, AAPI)
- Certain expressions of leave have different meanings and can be used during different occasions.

Unit Essential Questions:

- Why is it important to learn how different cultures express greetings and farewells both formally and informally, and how do these expressions change depending on the person being addressed?

- What greetings are appropriate to say during different times of the day?
- How do I introduce myself?
- What daily routines are done in school?
- What daily routines are done at home?
- What is that school object called?
- Why are daily routines important to me and my family? (AAH, HG, LGBTQ, AAPI)

Knowledge and Skills:

Students will know...

- Culturally appropriate expressions and gestures to greet and take leave (*adiós, hasta luego, nos vemos, chao, etc.*)
- Common greetings used at different times during the day (*Buenos días, Buenas noches, Buenas tardes, etc.*)
- Courtesy expressions (*por favor, gracias, de nada, perdón, disculpe, etc.*)
- Daily routine verbs (*cepilla el pelo, cepilla los dientes, bañarse, lavarse la cara, tomar desayuno, etc.*)
- Talking about schedules and routines they demonstrate throughout the day (*por la mañana, por la tarde, por la noche, etc.*)
- Personal pronouns when talking to others (*yo, tú, etc.*) (AAH, HG, LGBTQ, AAPI)
- School vocabulary (*la clase, el recreo, la mochila, el lápiz, el papel, etc.*)
- Daily routines done in school (*llegar a la escuela, guardar la mochila, ir al recreo, ir a casa*)

Students will be able to...

- Recognize and identify school routines (*cómo vas a la escuela?, saca un lápiz, vamos a leer, etc.*)
- Ask and respond to simple questions and phrases in the targeted language.
- Converse with others using basic introduction phrases (*¿Cómo te llamas?, ¿Cuántos años tienes? ¿De dónde eres?*)
- Compare and contrast their daily routine with other students in their classroom.
- Match pictures to vocabulary words representing daily routines.
- Match pictures to vocabulary words representing school supplies and locations.
- Match pictures to vocabulary words representing greetings.
- Respond to prompted questions about their daily routines (*¿Qué te gusta desayunar? ¿Qué te gusta comer? ¿A qué hora cenas? etc.*)
- Respond to prompted questions using greetings and time difference (*¿Es de día o es de noche? ¿Qué te gusta hacer en la tarde y en la noche?*)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative Assessments:
 - Video clip with attached questions at the end of each video session

- End of activity worksheet to cover each theme provided
- Summative Assessments:
 - Assessments are ongoing at the end of each theme utilizing the Rockalingua pacing guide

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading and viewing)
 - Sing along song geared towards each theme
 - Buenos días video clip
 - Buenos días video comic clip
 - Picture Dictionary - matching pictures with vocabulary terms
 - Using gestures to respond to prompts
 - TPRS
 - Matching pictures with appropriate captions
 - Participating in group activities that can reflect comprehension of a reading or listening passage through Rockalingua
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Work in pairs to create and/or practice simple conversations
 - Develop simple conversations based on provided visual cues
 - Play board games to enhance the targeted language (vocabulary and/or grammatical concepts)
 - Use flash cards or board activities to demonstrate comprehension (chalkboard drills, Q&A with flashcards, etc.)
 - Give and/or follow simple directions
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Sing-along video
 - Describe a picture, person, and/or object
 - Give short presentations on the topics discussed in Rockalingua
 - Compare and contrast pictures by speaking in the targeted language
 - Compare and contrast pictures by writing in the targeted language
 - Create a poster to describe pictures by providing captions/phrases in the targeted language
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Picture dictionary
 - Sing-along songs
 - Songs presented in each section
 - Play games in the targeted language that incorporate cultural topics
 - Create a short comic strip using basic introductions/greetings with illustrations
 - Create a poster with images on daily routines done in school
 - Create a poster with images on daily routines done at home
 - Creating a visual representation on cultural routines in the targeted language

RESOURCES

Teacher Resources:

- Rockalingua - Internet Resource
- Authentic Resources/materials
- Clever login to access Rockalingua

Equipment Needed:

- Computer with internet access & speakers
- Chromebooks with headsets provided for students
- Projector to display video clips
- Classroom essential materials

UNIT OVERVIEW

Content Area: World Language

Unit Title: The Calendar and Fall - *El calendario y otoño*

Target Course/Grade Level: Elementary Spanish - K-4

Unit Summary: In this unit, students will use the target language across the three modes of communication: interpretive, interpersonal, and presentational to explore foundational topics such as numbers, colors, days of the week, months of the year, and the fall season. Through reading, speaking, and writing activities, students will build vocabulary and develop confidence in using these concepts in context. They will make meaningful connections with themselves, their peers, their community, and the target language and culture. This unit emphasizes real-life application of the content, helping students understand how to use the language meaningfully in everyday classroom experiences.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

All students will be able to use a world language in addition to English to engage in meaningful conversations, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

Content Strand Interpretive: (One-way receptive communication: listening, reading, and viewing)

- 7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

- 7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

- 7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Career Readiness, Life Literacies, and Key Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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

Interdisciplinary Connections and Standards:

Social Studies:

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).

6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

English Language Arts:

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

Math:

K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.A.5. Fluently add and subtract within 5.

Comprehensive Health and Physical Education:

2.1.2.E.1 Identify basic social and emotional needs of all people.

Unit Understandings:

Students will understand that...

- Visual representations and everyday objects are associated with the Spanish vocabulary (*uno, dos, tres, rojo, azul, amarillo, etc.*)
- Responding or asking questions related to colors will allow them to identify specific colors.
- Responding or asking questions related to numbers will allow them to identify specific numbers upon counting.
- Numbers are used in everyday activities, counting and recognizing numbers are important.
- Days of the week and months of the year are used everyday when speaking about the calendar.

Unit Essential Questions:

- What are the days of the week?
- What are the months of the year?
- What are the colors in the rainbow?
- What is my favorite and least favorite color?
- What activities are done in the fall?
- What number is represented?

Knowledge and Skills:

Students will know...

- How to express what their favorite color and number is in the targeted language (*Mi color favorito es.... Mi número favorito es...*)
- How to identify in the targeted language what a certain color is by viewing images and representation of the color (*¿Qué color es? Es el color*)
- The months of the year and days of the week in the targeted language (*lunes, martes, miércoles, et. enero, febrero, marzo, etc.*)
- Characteristics of the fall season and activities used in school and outside of school (*calabazas, hojas cambiando de color, manzanas, clima más fresco, etc.*)
- How to count objects in the targeted language and respond to the prompted question (*hay cinco fresas, hay tres personas*)

Students will be able to...

- Recognize and identify the days of the week and months of the year (*¿Qué día es hoy? ¿Qué mes es?*)
- Ask and respond to simple questions and phrases in the targeted language
- Converse with others using vocabulary related to colors and numbers (*¿Qué color es? Es el color ... ¿Qué color te gusta? ¿Qué número es?*)
- Compare and contrast their favorite and least favorite colors and numbers
- Match pictures to vocabulary words representing colors
- Match pictures to vocabulary words representing numbers
- Match pictures to vocabulary words representing the season of fall
- Respond to prompted questions about the fall season in the targeted language (*¿Qué te gusta hacer en otoño?*)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative Assessments:

- Video clip with attached questions at the end of each video session
- End of activity worksheet to cover each theme provided
- Summative Assessments:
 - Assessments are ongoing at the end of each theme utilizing the Rockalingua pacing guide

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading and viewing)
 - Sing along song geared towards each theme
 - Colores y números videoclip
 - Colorín Colorado videoclip
 - Picture Dictionary - matching pictures with vocabulary terms
 - Using gestures to respond to prompts
 - TPRS
 - Matching pictures with appropriate captions
 - Participating in group activities that can reflect comprehension of a reading or listening passage through Rockalingua
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Work in pairs to create and/or practice simple conversations
 - Develop simple conversations based on provided visual cues
 - Play board games to enhance the targeted language (vocabulary and/or grammatical concepts)
 - Use flash cards or board activities to demonstrate comprehension (chalkboard drills, Q&A with flashcards, etc.)
 - Give and/or follow simple directions
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Sing-along video
 - Describe a picture, person, and/or object
 - Give short presentations on the topics discussed in Rockalingua
 - Compare and contrast pictures by speaking in the targeted language
 - Compare and contrast pictures by writing in the targeted language
 - Create a poster to describe pictures by providing captions/phrases in the targeted language
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Picture dictionary
 - Sing-along songs
 - Songs presented in each section
 - Play games in the targeted language that incorporate cultural topics
 - Create a short comic strip using colors and numbers with illustrations
 - Create a poster with images on the days of the week
 - Create a poster with images on the months of the week
 - Create a poster with images on the season Fall and its' characteristics
 - Creating a visual representation of a favorite season and what activities they like to do during that time

RESOURCES

Teacher Resources:

- Rockalingua - Internet Resource
- Authentic Resources/materials
- Clever login to access Rockalingua

Equipment Needed:

- Computer with internet access & speakers
- Chromebooks with headsets provided for students
- Projector to display video clips
- Classroom essential materials

UNIT OVERVIEW

Content Area: World Language

Unit Title: Spanish Around the World - *El Español alrededor del mundo*

Target Course/Grade Level: Elementary Spanish - K-4

Unit Summary: In this unit, students will use the target language across the three modes of communication: interpretive, interpersonal, and presentational to explore topics related to their daily lives and greetings. They will develop vocabulary through reading, speaking, and writing activities focused on Spanish-speaking countries, cultural practices, seasonal changes, and how to express likes and dislikes. Students will make personal, cultural, and community connections as they learn how daily experiences shape culture. This unit encourages students to compare their own lives with those of others around the world, deepening their understanding of cultural diversity while building foundational language skills.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

World Language:

All students will be able to use a world language in addition to English to engage in meaningful conversations, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

Content Standard Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.P.A.1** Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2** Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3** Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.D.1** Describe characteristics of oneself, one’s family, and others.
- 6.1.P.D.3** Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.

English Language Arts:

- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly

Math:

- K.OA.A.1.** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.5.** Fluently add and subtract within 5.

Comprehensive Health and Physical Education:

- 2.1.2.E.1** Identify basic social and emotional needs of all people.

Unit Understandings:

Students will understand that...

- There are four seasons that change every quarter in a year (*Winter, spring, summer, and fall*).
- Every Spanish speaking country has their own culture, own flag, and territory. (**AAH, HG, LGBTQ, AAPI**)
- Dia de los Muertos is celebrated during a certain time of the year.
- Honoring traditions and remembering family are essential values in many cultures and play an important role in shaping identity and community.. (**AAH, HG, LGBTQ, AAPI**)

Unit Essential Questions:

- Do you know any Spanish speaking countries?
- Do you or your family come from a Spanish speaking country?

- How is Día de los Muertos celebrated?
- What seasons do we experience throughout the year?
- What do you like?
- What do you dislike?

Knowledge and Skills:

Students will know...

- An overview of Spanish-speaking countries around the world and their capitals (*Bogotá, Colombia, México, Madrid, Spain, Santiago, Chile, Lima, Perú, etc.*)
- Basic geography where Spanish-speaking countries are located such as continents and fronteras
- Traditions, vocabulary, and cultural background of Día de los Muertos (*ofrenda, calaveras, cempasúchil, etc.*)
- The four seasons in a year that we experience and its' characteristics (*verano, otoño, invierno y primavera*)
- How to express likes and dislikes (*me gusta, no me gusta, te gusta, etc.*) (AAH, HG, LGBTQ, AAPI)

Students will be able to...

- Match pictures to vocabulary words representing the 4 different types of seasons
- Match pictures to vocabulary words representing Día de los Muertos
- Respond to prompted questions about things they like and dislike (*¿Qué te gusta? ¿Qué no te gusta?*)
- Ask and respond to simple questions and phrases in the targeted language
- Recognize and identify the different types of seasons in a year (*¿En qué estación estamos?*)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative Assessments:
 - Video clip with attached questions at the end of each video session
 - End of activity worksheet to cover each theme provided
- Summative Assessments:
 - Assessments are ongoing at the end of each theme utilizing the Rockalingua pacing guide

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading and viewing)
 - Sing along song geared towards each theme
 - Las estaciones videoclip

- Países de habla hispana videoclip
- Picture Dictionary - matching pictures with vocabulary terms
- Using gestures to respond to prompts
- TPRS
- Matching pictures with appropriate captions
- Participating in group activities that can reflect comprehension of a reading or listening passage through Rockalingua
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Work in pairs to create and/or practice simple conversations
 - Develop simple conversations based on provided visual cues
 - Play board games to enhance the targeted language (vocabulary and/or grammatical concepts)
 - Use flash cards or board activities to demonstrate comprehension (chalkboard drills, Q&A with flashcards, etc.)
 - Give and/or follow simple directions
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Sing-along video
 - Describe a picture, person, and/or object
 - Give short presentations on the topics discussed in Rockalingua
 - Compare and contrast pictures by speaking in the targeted language
 - Compare and contrast pictures by writing in the targeted language
 - Create a poster to describe pictures by providing captions/phrases in the targeted language
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Picture dictionary
 - Sing-along songs
 - Songs presented in each section
 - Play games in the targeted language that incorporate cultural topics
 - Create a short comic strip using basic introductions/greetings with illustrations
 - Create a poster with images on things they like and dislike on various topics, food, activities, etc.
 - Create a poster with images on cultural highlights and flags of Spanish-speaking countries
 - Creating a visual representation on the cultural background of Día de los Muertos

RESOURCES

Teacher Resources:

- Rockalingua - Internet Resource
- Authentic Resources/materials
- Clever login to access Rockalingua

Equipment Needed:

- Computer with internet access & speakers
- Chromebooks with headsets provided for students
- Projector to display video clips
- Classroom essential materials

UNIT OVERVIEW

Content Area: World Language

Unit Title: Winter and Holidays - *Invierno y días festivos*

Target Course/Grade Level: Elementary Spanish K-4

Unit Summary: In this unit, students will use the target language across the three modes of communication: interpretive, interpersonal, and presentational to explore topics related to the winter season and holidays celebrated in Spanish-speaking countries. Through reading, speaking, and writing activities, students will build vocabulary related to winter and holiday traditions. They will engage in meaningful discussions, make personal and cultural connections, and develop a deeper understanding of how winter holidays are celebrated in various Spanish-speaking communities. This unit fosters cultural awareness and language development while encouraging students to reflect on their own traditions in comparison to those of others.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

All students will be able to use a world language in addition to English to engage in meaningful conversations, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

Content Standard Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.P.A.1** Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2** Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3** Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.D.1** Describe characteristics of oneself, one’s family, and others.
- 6.1.P.D.3** Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.

English Language Arts:

- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly

Math:

- K.OA.A.1.** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.5.** Fluently add and subtract within 5.

Comprehensive Health and Physical Education:

- 2.1.2.E.1** Identify basic social and emotional needs of all people.

Unit Understandings:

Students will understand that...

- Every Spanish-speaking country may have different Christmas-related traditions.
- Every person has a different way of expressing their holiday wishes. (AAH, HG, LGBTQ, AAPI)
- One can enjoy the season of winter in various ways by doing different activities.
- There are different winter themes with the character in the unit, Timbo.

Unit Essential Questions:

- What Christmas-related traditions are celebrated in Spanish speaking countries?
- What are family traditions you celebrate with your family? (AAH, HG, LGBTQ, AAPI)
- What activities do you do in the winter?

- What are winter weather expressions you can use in conversation?

Knowledge and Skills:

Students will know...

- How to express winter weather verbally in the targeted language (*Hace much frío*)
- Winter clothing vocabulary (*abrigo, bufanda, guantes, etc.*)
- Winter activities done in the season (*patinar, esquiar, jugar en la nieve, etc.*)
- Traditions celebrated in Spanish-speaking countries around the world
- Christmas-related vocabulary terms in the targeted language (*árbol, de Navidad, regalos, villancicos*)

Students will be able to...

- Match pictures to vocabulary words representing Christmas-related vocabulary (*árbol, de Navidad, regalos, villancicos*)
- Match pictures to vocabulary words representing winter vocabulary and traditions
- Respond to prompted questions about activities done in the winter (*¿Qué te gusta hacer en el invierno?*)
- Ask and respond to simple questions and phrases in the targeted language
- Recognize and identify the different traditions and celebrations celebrated in Spanish-speaking countries
- Recognize and respond using “*tener frío vs. hacer frío*”

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative Assessments:
 - Video clip with attached questions at the end of each video session
 - End of activity worksheet to cover each theme provided
- Summative Assessments:
 - Assessments are ongoing at the end of each theme utilizing the Rockalingua pacing guide

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading and viewing)
 - Sing along song geared towards each theme
 - El invierno (Timbo) video clip
 - El invierno (Timbo y amigos) video comic clip
 - Picture Dictionary - matching pictures with vocabulary terms
 - Using gestures to respond to prompts

- TPRS
- Matching pictures with appropriate captions
- Participating in group activities that can reflect comprehension of a reading or listening passage through Rockalingua
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Work in pairs to create and/or practice simple conversations
 - Develop simple conversations based on provided visual cues
 - Play board games to enhance the targeted language (vocabulary and/or grammatical concepts)
 - Use flash cards or board activities to demonstrate comprehension (chalkboard drills, Q&A with flashcards, etc.)
 - Give and/or follow simple directions
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Sing-along video
 - Describe a picture, person, and/or object
 - Give short presentations on the topics discussed in Rockalingua
 - Compare and contrast pictures by speaking in the targeted language
 - Compare and contrast pictures by writing in the targeted language
 - Create a poster to describe pictures by providing captions/phrases in the targeted language
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Picture dictionary
 - Sing-along songs
 - Songs presented in each section
 - Play games in the targeted language that incorporate cultural topics
 - Create a short comic strip using winter vocabulary and traditions
 - Create a poster with winter activities
 - Create a poster with images on Christmas-related traditions
 - Create a poster with images on traditions celebrated in Spanish-speaking countries
 - Creating a visual representation on winter clothing used in the season of Winter

RESOURCES

Teacher Resources:

- Rockalingua - Internet Resource
- Authentic Resources/materials
- Clever login to access Rockalingua

Equipment Needed:

- Computer with internet access & speakers
- Chromebooks with headsets provided for students

- Projector to display video clips
- Classroom essential materials

UNIT OVERVIEW

Content Area: World Language

Unit Title: Feelings - *Sentimientos*

Target Course/Grade Level: Elementary Spanish K-4

Unit Summary: In this unit, students will use the target language across the three modes of communication: interpretive, interpersonal, and presentational to explore topics related to feelings and emotions. Through reading, speaking, and writing activities, students will build vocabulary to express their own emotions and describe the feelings of others. They will make meaningful connections with themselves, their peers, their community, and the target culture and language. This unit helps students understand that personal experiences influence emotions and provides them with the tools to communicate those feelings effectively in Spanish.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

All students will be able to use a world language in addition to English to engage in meaningful conversations, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

Content Standard Interpretive: (One-way receptive communication: listening, reading, and viewing)

- 7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

- 7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

- 7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Career Readiness, Life Literacies, and Key Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

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

Interdisciplinary Connections and Standards:

Social Studies:

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).

6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

English Language Arts:

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly

Math:

K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.A.5. Fluently add and subtract within 5.

Comprehensive Health and Physical Education:

2.1.2.E.1 Identify basic social and emotional needs of all people.

Unit Understandings:

Students will understand that...

- Every student expressing themselves gives them an opportunity to enhance their language skills. (AAH, HG, LGBTQ, AAPI)
- Every person has a different way of expressing their feelings and emotions.
- They could ask someone else how they are feeling in an appropriate manner.
- The content taught encourages students to speak up to understand one another.

Unit Essential Questions:

- How are you feeling?
- What emotions are you feeling?

- Can you describe how you are feeling today?
- How can your feelings affect others? (AAH, HG, LGBTQ, AAPI)

Knowledge and Skills:

Students will know...

- How to express basic feelings in the targeted languages using phrases such as (*Estoy contento, tengo frío, etc.*)
- Emotions and feelings vocabulary terms (*enojada/o, triste, emocionada/o, contento/a, etc.*)
- How to ask their peers questions in the targeted language regarding their feelings/emotions (*¿cómo te sientes?*)
- How to describe the emotions of others in related tasks (*Ellos/as están felices, ellos/as están triste, etc.*)

Students will be able to...

- Match pictures to vocabulary words representing feelings and emotions related to the unit in the targeted language (*triste, contento, feliz, calor, hambre, sed, etc.*)
- Respond to prompt questions about one's feelings and emotions (*¿Cómo estás?, ¿Estás contento o estás triste?*)
- Ask and respond to simple questions and phrases in the targeted language
- Recognize and identify the different emotions and sayings used in the targeted language in other Spanish-speaking countries
- Recognize and respond using “*Estoy bien y tengo miedo.*”

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative Assessments:
 - Video clip with attached questions at the end of each video session
 - End of activity worksheet to cover each theme provided
- Summative Assessments:
 - Assessments are ongoing at the end of each theme utilizing the Rockalingua pacing guide

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading and viewing)
 - Sing along song geared towards each theme
 - Estoy contento videoclip
 - ¿Cómo estás? videoclip

- Picture Dictionary - matching pictures with vocabulary terms
- Using gestures to respond to prompts
- TPRS
- Matching pictures with appropriate captions
- Participating in group activities that can reflect comprehension of a reading or listening passage through Rockalingua
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Work in pairs to create and/or practice simple conversations
 - Develop simple conversations based on provided visual cues
 - Play board games to enhance the targeted language (vocabulary and/or grammatical concepts)
 - Use flash cards or board activities to demonstrate comprehension (chalkboard drills, Q&A with flashcards, etc.)
 - Give and/or follow simple directions
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Sing-along video
 - Describe a picture, person, and/or object
 - Give short presentations on the topics discussed in Rockalingua
 - Compare and contrast pictures by speaking in the targeted language
 - Compare and contrast pictures by writing in the targeted language
 - Create a poster to describe pictures by providing captions/phrases in the targeted language
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Picture dictionary
 - Sing-along songs
 - Songs presented in each section
 - Play games in the targeted language that incorporate cultural topics
 - Create a short comic strip using winter vocabulary and traditions
 - Create a poster with ones' feelings
 - Create a poster with images on different emotions and feelings one can experience
 - Creating a visual representation how students are feeling the day of

RESOURCES

Teacher Resources:

- Rockalingua - Internet Resource
- Authentic Resources/materials
- Clever login to access Rockalingua

Equipment Needed:

- Computer with internet access & speakers

- Chromebooks with headsets provided for students
- Projector to display video clips
- Classroom essential materials

UNIT OVERVIEW

Content Area: World Language

Unit Title: I am Timbo/To Be - *Soy Timbo/ ser/estar*

Target Course/Grade Level: Elementary Spanish K-4

Unit Summary: In this unit, students will use the target language across the three modes of communication: interpretive, interpersonal, and presentational to explore the verbs “ser” and “estar” in context. Through reading, speaking, and writing activities, students will build vocabulary to express likes and describe characteristics, using the character Timbo as a central focus. They will learn how to distinguish between “ser” and “estar” to communicate identity, emotions, and conditions accurately. Students will make connections with themselves, others, their community, and the target culture and language, developing a deeper understanding of how language reflects who we are and how we feel.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

All students will be able to use a world language in addition to English to engage in meaningful conversations, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

Content Standard Interpretive: (One-way receptive communication: listening, reading, and viewing)

- 7.1.NM.A.1.** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.3.** Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4.** Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

- 7.1.NM.B.1.** Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.3.** Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4.** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

- 7.1.NM.C.1.** Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2.** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.P.A.1** Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2** Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3** Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.D.1** Describe characteristics of oneself, one’s family, and others.
- 6.1.P.D.3** Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.

English Language Arts:

- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly

Math:

- K.OA.A.1.** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.5.** Fluently add and subtract within 5.

Comprehensive Health and Physical Education:

- 2.1.2.E.1** Identify basic social and emotional needs of all people.

Unit Understandings:

Students will understand that...

- How to properly use the verb to be in the targeted language when describing themselves and others. (AAH, HG, LGBTQ, AAPI)
- The verbs *ser* and *estar* are used differently in various situations.
- Utilizing the correct verb “to be” in the targeted language will help students communicate with one another.
- The content taught encourages students to speak up to understand one another.

Unit Essential Questions:

- What does *ser* mean?

- What does *estar* mean?
- How can you describe Timbo?
- What kind of questions can we make using *ser and estar*?
- What descriptive language can I use to describe others? (AAH, HG, LGBTQ, AAPI)

Knowledge and Skills:

Students will know...

- How to respond to *ser* and *estar* questions by reading and recognizing the correct verb to be in the targeted language.
- How to describe animals and objects based on the image provided and responding to the question prompt (*¿Soy grande o soy pequeña?*)
- How to use descriptive language to describe others such as (*alto/a, bajo/a, peligroso/a etc.*)
- Which sentence best describes the images provided through a read-along activity and video clip
- How to describe themselves and others using the appropriate verb to be (*Yo soy bajo, yo soy alto, Ayla es verde, Ayla no es morada, etc.*)

Students will be able to...

- Match response phrases to *ser and estar* questions in the targeted language (*¿Cómo es la jirafa? Es alta, etc.*)
- Respond to prompted questions between both verbs to be (*ser y estar*)
- Ask and respond to simple questions and phrases in the targeted language
- Match sentences to the correct images provided shown throughout a video clip
- Listen to a video clip using high-frequency phrases that represent their meanings

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative Assessments:
 - Video clip with attached questions at the end of each video session
 - End of activity worksheet to cover each theme provided
- Summative Assessments:
 - Assessments are ongoing at the end of each theme utilizing the Rockalingua pacing guide

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading and viewing)
 - Sing along song geared towards each theme
 - Soy Timbo videoclip
 - Estar videoclip

- Ser videoclip
- Picture Dictionary - matching pictures with vocabulary terms
- Using gestures to respond to prompts
- TPRS
- Matching pictures with appropriate captions
- Participating in group activities that can reflect comprehension of a reading or listening passage through Rockalingua
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Work in pairs to create and/or practice simple conversations
 - Develop simple conversations based on provided visual cues
 - Play board games to enhance the targeted language (vocabulary and/or grammatical concepts)
 - Use flash cards or board activities to demonstrate comprehension (chalkboard drills, Q&A with flashcards, etc.)
 - Give and/or follow simple directions
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Sing-along video
 - Describe a picture, person, and/or object
 - Give short presentations on the topics discussed in Rockalingua
 - Compare and contrast pictures by speaking in the targeted language
 - Compare and contrast pictures by writing in the targeted language
 - Create a poster to describe pictures by providing captions/phrases in the targeted language
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Picture dictionary
 - Sing-along songs
 - Songs presented in each section
 - Play games in the targeted language that incorporate cultural topics
 - Create a short comic strip using winter vocabulary and traditions
 - Create a poster with verb to be activities
 - Create a poster with images describing oneself or others
 - Creating a visual representation on the characters of the Unit, Timbo

RESOURCES

Teacher Resources:

- Rockalingua - Internet Resource
- Authentic Resources/materials
- Clever login to access Rockalingua

Equipment Needed:

- Computer with internet access & speakers
- Chromebooks with headsets provided for students
- Projector to display video clips

UNIT OVERVIEW

Content Area: World Language

Unit Title: Spring and Taking Care of our Planet Earth - *Primavera y el cuidado de nuestro planeta Tierra*

Target Course/Grade Level: Elementary Spanish K-4

Unit Summary: In this unit, students will use the target language across the three modes of communication: interpretive, interpersonal, and presentational to explore topics related to planet Earth and the spring season. Through reading, speaking, and writing activities, students will build vocabulary around environmental concepts such as recycling, pollution, and reusing materials, as well as spring-related themes. Students will make meaningful connections with themselves, others, their community, and the target culture and language. This unit will help students express what they observe and experience during the spring season while fostering environmental awareness through the lens of the Spanish language and culture.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

All students will be able to use a world language in addition to English to engage in meaningful conversations, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

Content Standard Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.P.A.1** Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2** Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3** Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.D.1** Describe characteristics of oneself, one's family, and others.
- 6.1.P.D.3** Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.

English Language Arts:

- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly

Math:

- K.OA.A.1.** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.5.** Fluently add and subtract within 5.

Comprehensive Health and Physical Education:

- 2.1.2.E.1** Identify basic social and emotional needs of all people.

Unit Understandings:

Students will understand that...

- There are different ways to take care of the planet Earth by reusing, recycling, not polluting, etc.
- Earth Day is an opportunity to learn how to protect the planet we live on.
- During spring time, many things grow and change in nature.
- Spring is one of the four seasons of the year.

Unit Essential Questions:

- How can we improve and help our planet Earth?
- How are we harming our planet Earth?

- What does our planet Earth/nature give us?
- What do you like to do in the Spring?
- What do you see during the season of Spring?
- How do you feel during Spring?

Knowledge and Skills:

Students will know...

- The characteristics of Spring such as the weather, plant growth, and animal behavior during the season
- How they can take care of planet Earth by reusing, recycling, not polluting in the targeted language (*reciclar, reduciendo, reutilizar, no contaminar, etc.*)
- The vocabulary around nature during the season of Spring in the targeted language (*abejas, flores, clima cálido, sol, naturaleza, etc.*)
- What planet Earth provides us such as: giving us life, sunlight, landscapes and geographical landmarks, animals, nature, etc. (AAH, HG, LGBTQ, AAPI)

Students will be able to...

- Match images to spring-related vocabulary terms utilizing visual aids, sing along songs, and video clips
- Respond to prompted questions about planet Earth, recycling, reusing, contaminating, polluting, etc.
- Ask and respond to simple questions and phrases in the targeted language
- Match sentences to the correct images provided shown throughout a video clip
- Listen to a video clip using high-frequency phrases that represent their meanings

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative Assessments:
 - Video clip with attached questions at the end of each video session
 - End of activity worksheet to cover each theme provided
- Summative Assessments:
 - Assessments are ongoing at the end of each theme utilizing the Rockalingua pacing guide

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading and viewing)
 - Sing along song geared towards each theme

- La Tierra videoclip
- La primavera videoclip
- La Tierra/La primavera sing along song
- Picture Dictionary - matching pictures with vocabulary terms
- Using gestures to respond to prompts
- TPRS
- Matching pictures with appropriate captions
- Participating in group activities that can reflect comprehension of a reading or listening passage through Rockalingua
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Work in pairs to create and/or practice simple conversations
 - Develop simple conversations based on provided visual cues
 - Play board games to enhance the targeted language (vocabulary and/or grammatical concepts)
 - Use flash cards or board activities to demonstrate comprehension (chalkboard drills, Q&A with flashcards, etc.)
 - Give and/or follow simple directions
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Sing-along video
 - Describe a picture, person, and/or object
 - Give short presentations on the topics discussed in Rockalingua
 - Compare and contrast pictures by speaking in the targeted language
 - Compare and contrast pictures by writing in the targeted language
 - Create a poster to describe pictures by providing captions/phrases in the targeted language
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Picture dictionary
 - Sing-along songs
 - Songs presented in each section
 - Play games in the targeted language that incorporate cultural topics
 - Create a short comic strip using Spring vocabulary and traditions
 - Create a poster with spring activities
 - Create a poster with images on the planet Earth
 - Create a poster with images on traditions celebrated during the season of spring
 - Creating a visual representation on how to help planet Earth

RESOURCES

Teacher Resources:

- Rockalingua - Internet Resource
- Authentic Resources/materials
- Clever login to access Rockalingua

Equipment Needed:

- Computer with internet access & speakers
- Chromebooks with headsets provided for students
- Projector to display video clips
- Classroom essential materials

UNIT OVERVIEW

Content Area: World Language

Unit Title: How to describe characters - *Cómo describir personajes*

Target Course/Grade Level: Elementary Spanish K-4

Unit Summary: In this unit, students will use the target language across the three modes of communication: interpretive, interpersonal, and presentational to describe characters in stories using descriptive vocabulary. Through reading, speaking, and writing activities, students will be introduced to words and phrases related to physical and personality traits, such as tall, short, big, and more. They will make connections with themselves, others, their community, and the target culture and language. This unit will help students understand how their own experiences and observations can be used to describe characters in stories as well as people in real-life situations.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

All students will be able to use a world language in addition to English to engage in meaningful conversations, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspective of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

Content Standard Interpretive: (One-way receptive communication: listening, reading, and viewing)

- 7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

- 7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

- 7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Career Readiness, Life Literacies, and Key Skills:

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.P.A.1** Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2** Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3** Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.D.1** Describe characteristics of oneself, one’s family, and others.
- 6.1.P.D.3** Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.

English Language Arts:

- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly

Math:

- K.OA.A.1.** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.5.** Fluently add and subtract within 5.

Comprehensive Health and Physical Education:

- 2.1.2.E.1** Identify basic social and emotional needs of all people.

Unit Understandings:

Students will understand that...

- There are different ways to describe people utilizing characteristics and descriptive details.
- There are cultural differences in describing people including family roles. (AAH, HG, LGBTQ, AAPI)
- Utilizing descriptions to communicate effectively about themselves and others will enhance their social interaction and storytelling in the targeted language .
- Certain adjectives when describing people must choose a gender (masculine/feminine) (LGBTQ/D)

Unit Essential Questions:

- What are action verbs?
- How can we describe the characters in the story?
- What characteristics help describe a person?
- What are adjectives we can use to be descriptive?
- How do I know when an adjective is feminine or masculine? (LGBTQ)

Knowledge and Skills:

Students will know...

- How to describe physical characteristics such as height, eye color, hair color, etc. in the targeted in language
- Basic vocabulary in the targeted language when describing physical traits (*alto, bajo, ojos azules, etc.*)
- Basic vocabulary in the targeted language when describing personality traits (*serio, trabajador, buen estudiante, amable, etc.*)
- Cultural norms about personal descriptions and family structures in the targeted language (AAH, HG, LGBTQ, AAPI)
- How to utilize action verbs when describing a persons’ or characters’ action in the targeted language (*correr rapido, saltar alto, caminando lento, etc.*)

Students will be able to...

- Describe people using appropriate vocabulary and grammar based on the sing along songs and video clips presented in the unit.
- Ask and answer questions about physical and personality traits.
- Apply cultural knowledge when describing family and people in the targeted language. (AAH, HG, LGBTQ, AAPI)
- Match images to descriptive details presented throughout the unit.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative Assessments:
 - Video clip with attached questions at the end of each video session
 - End of activity worksheet to cover each theme provided
- Summative Assessments:
 - Assessments are ongoing at the end of each theme utilizing the Rockalingua pacing guide

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading and viewing)
 - Sing along song geared towards each theme
 - La señorita Amarilla sing along song
 - La señorita Amarilla videoclip
 - Amigos sing along song
 - Amigos videoclip
 - Corre que te pilla sing a long song
 - Corre que te pilla video clip
 - Picture Dictionary - matching pictures with vocabulary terms
 - Using gestures to respond to prompts
 - TPRS
 - Matching pictures with appropriate captions
 - Participating in group activities that can reflect comprehension of a reading or listening passage through Rockalingua
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Work in pairs to create and/or practice simple conversations
 - Develop simple conversations based on provided visual cues
 - Play board games to enhance the targeted language (vocabulary and/or grammatical concepts)
 - Use flash cards or board activities to demonstrate comprehension (chalkboard drills, Q&A with flashcards, etc.)
 - Give and/or follow simple directions
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Sing-along video
 - Describe a picture, person, and/or object
 - Give short presentations on the topics discussed in Rockalingua
 - Compare and contrast pictures by speaking in the targeted language
 - Compare and contrast pictures by writing in the targeted language
 - Create a poster to describe pictures by providing captions/phrases in the targeted language
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Picture dictionary
 - Sing-along songs
 - Songs presented in each section
 - Play games in the targeted language that incorporate cultural topics
 - Create a short comic strip about the characters in the unit
 - Create a poster with family members whom they could describe using physical and personality traits
 - Create a poster with images on objects/people they could describe

RESOURCES

Teacher Resources:

- Rockalingua - Internet Resource
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Equipment Needed:

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- Classroom essential materials

UNIT OVERVIEW

Content Area: World Language

Unit Title: ¡Vamos! Exploring with Questions and Directions - *¡Vamos! Explorando con preguntas e indicaciones*

Target Course/Grade Level: Elementary Spanish K-4

Unit Summary: In this unit, students will use the target language across the three modes of communication: interpretive, interpersonal, and presentational to explore topics related to giving directions and asking questions. Through reading, speaking, and writing activities, students will develop vocabulary related to compass directions and practice forming both formal and informal questions. They will make meaningful connections with themselves, others, their community, and the target culture and language. This unit will help students understand how to ask for and give information in real-life situations, enhancing their ability to navigate conversations and physical spaces in the target language.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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- 7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

- 7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
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Career Readiness, Life Literacies, and Key Skills:

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- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.

English Language Arts:

- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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Math:

- K.OA.A.1.** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.5.** Fluently add and subtract within 5.

Comprehensive Health and Physical Education:

- 2.1.2.E.1** Identify basic social and emotional needs of all people.

Unit Understandings:

Students will understand that...

- Asking and answering questions helps students find the correct places and give directions to others in the targeted language.
- There are specific words used when asking for and giving directions to others.
- Being polite and clear is important when asking for help and/or giving directions.
- Using the Spanish language is resourceful when exploring and describing location in surrounding areas.
- Giving someone instructions will need to have the appropriate sequence of events

Unit Essential Questions:

- Asking questions - “Where is”

- Asking questions - “How do I get to?”
- How can I give someone directions clearly in Spanish?
- How are questions being asked in other Spanish speaking countries?
- What does first, next, then, and last mean in the targeted language?

Knowledge and Skills:

Students will know...

- How to utilize key vocabulary for places in their community by using the targeted language (*la escuela, el parque, la biblioteca, la tienda, etc.*)
- How to utilize directions words when explaining where a specific place or object is located (*a la derecha, a la izquierda, cerca, lejos, etc.*)
- How to make questions in the targeted language using question words (*¿Dónde?, ¿Cómo?, ¿Qué?*)
- Sentence starters when asking questions or telling directions in the targeted language (*¿Dónde está? Está al lado de, etc.*)
- How to use direction words related to a compass (*norte, sur, este, oeste*)

Students will be able to...

- Recognize and use direction-related words in simple spoken and written in the Spanish language
- Demonstrate understanding by responding appropriately to simple questions in the targeted language
- Identify a school map or classroom to follow and give directions
- Match vocabulary direction words with images to show understanding
- Using basic directions when speaking with others in the targeted language

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Formative Assessments:
 - Video clip with attached questions at the end of each video session
 - End of activity worksheet to cover each theme provided
- Summative Assessments:
 - Assessments are ongoing at the end of each theme utilizing the Rockalingua pacing guide

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpretive Mode: (One-way receptive communication: listening, reading and viewing)
 - Sing along song geared towards each theme

- Los piratas sing along song
- Los piratas videoclip
- Dime ¿Por qué? sing a long song
- Dime ¿Por qué? videoclip
- Picture Dictionary - matching pictures with vocabulary terms
- Using gestures to respond to prompts
- TPRS
- Matching pictures with appropriate captions
- Participating in group activities that can reflect comprehension of a reading or listening passage through Rockalingua
- Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Work in pairs to create and/or practice simple conversations
 - Develop simple conversations based on provided visual cues
 - Play board games to enhance the targeted language (vocabulary and/or grammatical concepts)
 - Use flash cards or board activities to demonstrate comprehension (chalkboard drills, Q&A with flashcards, etc.)
 - Give and/or follow simple directions
- Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)
 - Worksheet given through Rockalingua
 - Sing-along video
 - Describe a picture, person, and/or object
 - Give short presentations on the topics discussed in Rockalingua
 - Compare and contrast pictures by speaking in the targeted language
 - Compare and contrast pictures by writing in the targeted language
 - Create a poster to describe pictures by providing captions/phrases in the targeted language
- Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparison of Language and Culture
 - Picture dictionary
 - Sing-along songs
 - Songs presented in each section
 - Play games in the targeted language that incorporate cultural topics
 - Create a short comic strip about places in the community using direction words
 - Create a poster of helpful basic Spanish questions to ask others at school and outside of school
 - Create a poster with images on landmarks in their community they could find

RESOURCES

Teacher Resources:

- Rockalingua - Internet Resource
- Authentic Resources/materials
- Clever login to access Rockalingua

Equipment Needed:

- Computer with internet access & speakers
- Chromebooks with headsets provided for students
- Projector to display video clips
- Classroom essential materials

Unit: 1 Greetings/Daily Routines - Saludos/ Rutinas Diarias

Weeks	Essential Question	Standards	Skills	Strategy Tool Box	Mentor Texts	Resources
1	<ul style="list-style-type: none"> How can I greet and say goodbye to others appropriately in the target language depending on the time of day and situation? How can I use personal pronouns in the target language to talk about myself and others? How can I describe my daily routines and personal activities in the target language using common verbs? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Use common greetings and farewells in the target language appropriate to different times of the day and social contexts. (<i>Buenos días, Buenas noches, Buenas tardes, etc.</i>) Recognize and use personal pronouns in the target language when referring to oneself and others in conversation. (<i>yo, tú, etc.</i>) Identify and use common verbs in the target language to describe daily routines and personal activities. (<i>cepillarse el pelo, cepillarse los dientes, bañarse, lavarse la cara, etc.</i>) 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to and sing along with a song in Spanish Watch a video clip Watch the video with comprehension questions 	<p>¿Cómo te llamas? - Task 1 Beginner Grades K-2 (9 min.)</p> <p>¿Cómo te llamas? - Task 1 Emerging Grades 3-4 (9 min.)</p> <p>Buenos días! - Task 1 Beginner (11 min.)</p> <p>Buenos días! - Task 1 Emerging (11 min.)</p>	<p>https://rockalingua.com/</p>
2	<ul style="list-style-type: none"> How can I use school-related vocabulary in the target language to talk about objects, places, and daily routines at school? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Identify and use school-related vocabulary in the target language to name classroom objects, places, and routines. (<i>la clase, el recreo, la mochila, el lápiz, el papel. etc.</i>) 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to the song Watch a video clip Memory game Drag and match game Concept Game Complete story with questions 	<p>Un día de escuela/rutinas - Task 1 Beginner (10 min.)</p> <p>De regreso a la escuela - Task 1 Emerging (18 min.)</p>	<p>https://rockalingua.com/</p>
3	<ul style="list-style-type: none"> What are some daily routines we follow at school, and how can we describe them in the target language? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p>	<ul style="list-style-type: none"> Speak about daily routines using verbs that relate to those activities (<i>llegar a la escuela, guardar la mochila, ir al recreo, ir a casa</i>) Talk about schedules and routines students perform throughout the day (<i>por la mañana, por la tarde, por la noche, etc.</i>) 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to song Watch video clip Drag and match game Concept Game 	<p>Un día de escuela/rutinas - Task 2 Beginner (13 min.)</p> <p>Un día de escuela/rutinas - Task 1 Emerging (16 min.)</p>	<p>https://rockalingua.com/</p>



		Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.		<ul style="list-style-type: none"> Complete story with questions 		
4	<ul style="list-style-type: none"> How can I describe my daily routine and school schedule in the target language using time expressions? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Describe their school schedule and daily activities using appropriate time-expressions in Spanish. (<i>e.g., por la mañana, por la tarde, por la noche</i>). 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to and sing along with a song in Spanish Watch a video clip Watch the video and answer comprehension questions Complete story with questions Listen to the comic 	<p>Rutina para el inicio de clases - Task 1 Beginner (6 min.)</p> <p>Rutina para el inicio de Clases- Task 2 Beginner (11 min.)</p> <p>Rutina para el inicio de clases - Task 1 Emerging (11 min.)</p> <p>Rutina para el inicio de clases- Task 2 Emerging (25 min.)</p>	https://rockalingua.com/

Unit: 2 The Calendar and Fall/ *El Calendario y Otoño*

Weeks	Essential Question	Standards	Skills	Strategy Tool Box	Mentor Texts	Resources
1	<ul style="list-style-type: none"> How can I count and describe the number of objects I see using the target language? How can I name and describe colors in the target language by looking at objects and images? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Count objects in the targeted language and respond to the prompted question (<i>hay cinco fresas, hay tres personas</i>) Identify and name colors in the target language by interpreting visual cues such as images and real-world objects. (<i>¿Qué color es? Es el color ...</i>) 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to a song Watch a video clip Memory Game Drag and match game Concept game 	<p>Colores y números - Beginner, Task 1 (8 min.) & Task 2 (11 min.)</p> <p>Colores y números - Emerging, Task 1 (11 min.) & Task 2 (19 min.)</p>	https://rockalingua.com/
2	<ul style="list-style-type: none"> How can I use the days of the week and months of the year in the target language to talk about time and dates? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Recognize and use the months of the year and days of the week in the target language through listening, speaking, reading, and writing activities. (<i>lunes, martes, miércoles, et. enero, febrero, marzo, etc.</i>) 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to a song Watch a video clip Memory Game Drag and match game Concept Game Complete story with questions 	<p>Los días de la semana - Beginner, Task 1 (8 min.) & Task 2 (11 min.)</p> <p>Los días de la semana - Emerging Task 1 (11 min.) & Task 2 (23 min.)</p>	https://rockalingua.com/



3	<ul style="list-style-type: none"> What are the months of the year? What activities are commonly done during the fall season, and how can we describe them in the target language? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Recognize and use the months of the year and days of the week in the target language through listening, speaking, reading, and writing activities. (<i>lunes, martes, miércoles, et. enero, febrero, marzo, etc.</i>) Describe characteristics of the fall season in the target language, including weather, clothing, activities, and changes observed in and outside of school. (<i>calabazas, hojas cambiando de color, manzanas, clima más fresco, etc.</i>) 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to a song Watch a video clip Drag and match game Memory game Concept game Complete story with questions 	<p>Los meses del año - Beginner Task 1 (5 min.)</p> <p>Los meses del año - Emerging Task 1 (8 min.)</p> <p>El otoño - Beginner Task 1 (7 min) & Task 2 (11 min.)</p> <p>El otoño - Emerging Task 1 (13 min.)</p>	<p>https://rockalingua.com/</p>
4	<ul style="list-style-type: none"> What activities are commonly done during the fall season, and how can we describe them in the target language? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Describe characteristics of the fall season in the target language, including weather, clothing, activities, and changes observed in and outside of school. (<i>calabazas, hojas cambiando de color, manzanas, clima más fresco, etc.</i>) 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to a song Watch a video clip Watch the video with questions Memory game Drag and match game 	<p>El otoño - Beginner Task 3 (22 min.)</p> <p>El otoño - Emerging Task 2 (22 min.)</p>	<p>https://rockalingua.com/</p>

Unit: 3 Spanish Around the World - *El español alrededor del mundo*

Weeks	Essential Question	Standards	Skills	Strategy Tool Box	Mentor Texts	Resources
1	<ul style="list-style-type: none"> How is Día de los Muertos celebrated? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Explore the traditions, vocabulary, and cultural significance of Día de los Muertos in the target language, making connections to cultural practices and perspectives. (<i>ofrenda, calaveras, cempasúchil, etc.</i>) 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to the song Watch a video clip Watch the video with questions Drag and match game Memory game 	<p>Día de los Muertos - Beginner Task 1 (10 min.) & Task 2 (18 min.)</p> <p>Día de los Muertos - Emerging Task 1 (27 min.)</p>	<p>https://rockalingua.com/</p>
2	<ul style="list-style-type: none"> What seasons do we experience throughout the year? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p>	<ul style="list-style-type: none"> Identify the four seasons in the target language and describe their key characteristics, such as weather, clothing, and typical activities. (<i>verano, otoño, invierno y primavera</i>) 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to a song Watch a video clip Watch the video with questions Memory game Drag and match game 	<p>Las estaciones del año- Beginner Task 1 (14 min.) & Task 2 (17 min.)</p> <p>Las estaciones del año- Emerging -Task 1 (17 min.)</p>	<p>https://rockalingua.com/</p>

		Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.		<ul style="list-style-type: none"> Complete story with questions 		
3	<ul style="list-style-type: none"> Where are Spanish-speaking countries located in the world, and how can I identify them using maps and geography terms? (Grades 3-4) What seasons do we experience throughout the year? (K-2) 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Identify where Spanish-speaking countries are located by recognizing their placement on world maps, including continents, borders, and major geographical features. (Grades 3-4) Name the four seasons in the target language and describe their typical weather, clothing, and seasonal activities. (<i>verano, otoño, invierno y primavera</i>) (K-2) 	<p>Grades 3-4:</p> <ul style="list-style-type: none"> Listen to the song Watch video Read comic 	<p>Las estaciones del año- Beginner Task 3 (31 min.)</p> <p>Países de habla hispana - Emerging Task 1 (6 min.) & Task 2 (14 min.)</p>	https://rockalingua.com/
4	<ul style="list-style-type: none"> How can I express my likes and dislikes in the target language when talking about my personal preferences?? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Express likes and dislikes in the target language using appropriate vocabulary and sentence structures related to personal preferences. (<i>me gusta, no me gusta, te gusta, etc.</i>) 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Watch video Watch the video with questions Drag and match game Memory game Word race game 	<p>Gustar - Beginner Task 1 (20 min.)</p> <p>Gustar - Emerging Task 1 (20 min.)</p>	https://rockalingua.com/
5	<ul style="list-style-type: none"> How can I express my likes and dislikes in the target language when talking about my personal preferences?? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Express likes and dislikes in the target language using appropriate vocabulary and sentence structures related to personal preferences. (<i>me encanta, no me interesa etc.</i>) 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Watch video Watch the video with questions Drag and match game Memory game Word race game 	<p>Aficiones - Emerging - Task 1 (28 min.)</p>	https://rockalingua.com/

Weeks	Essential Question	Standards	Skills	Strategy Tool Box	Mentor Texts	Resources
1	<ul style="list-style-type: none"> What winter activities can I describe in the target language using appropriate vocabulary and expressions? 	Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4. Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4 Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.	<ul style="list-style-type: none"> Describe common winter activities in the target language using relevant vocabulary and expressions. (<i>patinar, esquiar, jugar en la nieve, etc.</i>) 	Grades K-4: <ul style="list-style-type: none"> Listen to the song Watch video Watch the video with questions Memory game Concept game Drag and match game 	El invierno (Timbo) - Beginner Task 1 (14 min.) El invierno (Timbo) - Emerging Task 1 (19 min.)	https://rockalingua.com/
2	<ul style="list-style-type: none"> How can I describe winter weather using vocabulary and phrases in the target language? 	Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4. Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4 Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.	<ul style="list-style-type: none"> Use appropriate vocabulary and phrases in the target language to describe winter weather conditions verbally. (<i>Hace mucho frío</i>) 	Grades K-4: <ul style="list-style-type: none"> Listen to the song Watch video Watch the video with questions Drag and match game Memory game Concept game 	El invierno (Timbo) - Beginner Task 2 (19 min.) El invierno - Emerging Task 2 (27 min.)	https://rockalingua.com/
3	<ul style="list-style-type: none"> What Christmas-related traditions are celebrated in Spanish-speaking countries? 	Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4. Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4 Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.	<ul style="list-style-type: none"> Recognize and use Christmas-related vocabulary in the target language to describe traditions, symbols, and celebrations. (<i>árbol, de Navidad, regalos, villancicos</i>) 	Grades K-4: <ul style="list-style-type: none"> Listen to the song Watch video Watch the video with questions Drag and match game Memory game 	Navidad - Año Nuevo - Beginner Task 1 (15 min.) Navidad - Año Nuevo - Emerging Task 1 (18 min.)	https://rockalingua.com/

Unit: 5 Feelings - Sentimientos

Weeks	Essential Question	Standards	Skills	Strategy Tool Box	Mentor Texts	Resources
1	<ul style="list-style-type: none"> How can I express my feelings in the target language using common phrases? 	Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4. Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4 Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.	<ul style="list-style-type: none"> Express basic feelings and physical states in the target language using common phrases such as 'Estoy contento' and 'Tengo frío' 	Grades K-4: <ul style="list-style-type: none"> Listen to the song Watch video Watch the video with questions Memory game Concept game Drag and match game 	Sentimientos 1 - Beginner - Task 1 (8 min.) Sentimientos 1 - Emerging - Task 1 (20 min.)	https://rockalingua.com/

2	<ul style="list-style-type: none"> How can I describe how others feel in the target language using appropriate vocabulary and context clues? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Describe the emotions of others in the target language using appropriate vocabulary and context clues in related tasks. (<i>Ellos/as estan felices, ellos/as estan triste, etc.</i>) 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to the song Watch video Watch the video with questions Drag and match game Memory game Concept game 	<p>Sentimientos 1 - Beginner - Task 2 (11 min.)</p> <p>Sentimientos 2 - Emerging - Task 1 (16 min.)</p>	<p>https://rockalingua.com/</p>
3	<ul style="list-style-type: none"> How can I ask others about their feelings and emotions in the target language? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Ask peers questions in the target language about their feelings and emotions using phrases such as '¿Cómo te sientes?' 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to the song Watch video Watch the video with questions Drag and match game Memory game 	<p>Sentimientos 1 - Beginner - Task 3 (20 min.)</p> <p>Sentimientos 2 - Emerging - Task 2 (28 min.)</p>	<p>https://rockalingua.com/</p>

Unit: 6 I am Timbo/ I am - Soy Timbo/Ser/Estar

Weeks	Essential Question	Standards	Skills	Strategy Tool Box	Mentor Texts	Resources
1	<ul style="list-style-type: none"> How can I understand when to use <i>ser</i> and <i>estar</i> correctly in the target language based on the context of a question? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Recognize and respond appropriately to questions using <i>ser</i> and <i>estar</i> in the target language by identifying the correct form of the verb based on context. 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to the song Watch a video clip Watch the video with questions Drag and match game Memory game 	<p>Ser/Estar - Beginner - Task 1 (10 min.)</p> <p>Ser/Estar - Emerging - Task 1 (10 min.)</p>	<p>https://rockalingua.com/</p>
2	<ul style="list-style-type: none"> What descriptive language can I use to describe others? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Use descriptive language in the target language to describe others' physical and personality traits using adjectives such as <i>alto/a, bajo/a, peligroso/a</i>, etc. 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to a song Watch a video clip Watch the video with questions Memory game Drag and match game Complete story with questions 	<p>Se busca. - Emerging - Task 1 (17 min.)</p>	<p>https://rockalingua.com/</p>

3	<ul style="list-style-type: none"> What kind of questions can we make using <i>ser</i> and <i>estar</i>? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Describe themselves and others in the target language using the appropriate form of the verb <i>ser</i> with descriptive adjectives (e.g., <i>Yo soy bajo, Esto es verde, Esto no es morado</i>). 	<p>Grades 3-4:</p> <ul style="list-style-type: none"> Listen to the song Watch video Read comic Watch the video with questions Memory game Drag and match game 	¿Adónde vas? - Emerging - Task 1 (17 min.)	https://rockalingua.com/
4	<ul style="list-style-type: none"> How can I describe Timbo? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Describe animals and objects in the target language based on visual prompts and respond to questions such as '¿Soy grande o soy pequeña?' 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Watch video Watch the video with questions Drag and match game Memory game Word race game 	Soy Timbo - Beginner -Task 2 (34 min.) Soy Timbo - Emerging - Task 1 (29 min.)	https://rockalingua.com/

Unit: 7 Spring and Taking care of our planet Earth - Primavera y el cuidado de nuestro planeta Tierra

Weeks	Essential Question	Standards	Skills	Strategy Tool Box	Mentor Texts	Resources
1	<ul style="list-style-type: none"> How can I describe nature and the environment in spring using vocabulary in the target language? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Identify and use vocabulary related to nature during the spring season in the target language, including words like <i>abejas, flores, clima cálido, sol,</i> and <i>naturaleza</i>. 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to the song Watch a video clip Watch the video with questions Drag and match game Memory game 	La primavera - Emerging - Task 1 (25 min.)	https://rockalingua.com/
2	<ul style="list-style-type: none"> How can I describe what happens during the spring season using the target language? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Describe the characteristics of spring in the target language, including weather patterns, plant growth, and animal behavior during the season. 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to a song Watch a video clip Watch the video with questions Memory game Drag and match game Complete story with questions 	La primavera - Emerging - Task 2 (28 min.)	https://rockalingua.com/

3	<ul style="list-style-type: none"> How can I use the target language to explain ways we can take care of planet Earth? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Explain ways to take care of planet Earth in the target language using vocabulary such as <i>reciclar</i>, <i>reducir</i>, <i>reutilizar</i>, and <i>no contaminar</i>. 	<p>Grades 3-4:</p> <ul style="list-style-type: none"> Listen to a song Watch a video clip Watch the video with questions Drag and Match game Memory game 	<p>Mira por la ventana (El tiempo) - Beginner - Task 1 (7 min.)</p> <p>La Tierra - Emerging - Task 1 (25 min.)</p>	<p>https://rockalingua.com/</p>
4	<ul style="list-style-type: none"> How can I describe what planet Earth gives us using the target language? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Describe what planet Earth provides us in the target language, including life, sunlight, landscapes, geographical landmarks, animals, and nature. 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Watch video Watch the video with questions Drag and match game Memory game Word race game 	<p>Mira por la ventana (El tiempo) Beginner - Task 2 (32 min.)</p> <p>La Tierra - Emerging - Task 2 (26 min.)</p>	<p>https://rockalingua.com/</p>

Unit: 8 How to describe characters - *Cómo describir personajes*

Weeks	Essential Question	Standards	Skills	Strategy Tool Box	Mentor Texts	Resources
1	<ul style="list-style-type: none"> How can I describe myself and others using physical traits in the target language? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Use basic vocabulary in the target language to describe physical traits such as height, hair, and eye color (e.g., <i>alto</i>, <i>bajo</i>, <i>ojos azules</i>). 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to the song Watch a video clip Watch the video with questions Drag and match game Memory game 	<p>Señorita Amarilla - Emerging - Task 1 (29 min.)</p>	<p>https://rockalingua.com/</p>
2	<ul style="list-style-type: none"> How can I describe the characters in the story? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Use basic vocabulary in the target language to describe personality traits such as <i>serio</i>, <i>trabajador</i>, <i>buen estudiante</i>, and <i>amable</i>. 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to a song Watch a video clip Watch the video with questions Memory game Drag and match game Complete story with questions 	<p>Amigos - Emerging - Task 1 (25 min.)</p>	<p>https://rockalingua.com/</p>

3	<ul style="list-style-type: none"> How can I describe myself and others using physical traits in the target language? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Describe physical characteristics in the target language, including height, eye color, hair color, and other distinguishing features. 	<p>Grades 3-4:</p> <ul style="list-style-type: none"> Listen to a song Watch a video clip Watch the video with questions Drag and Match game Memory game 	Corre que te pilla - Emerging - Task 1 (32 min.)	https://rockalingua.com/
4	<ul style="list-style-type: none"> How can I describe what a person or character is doing using action verbs in the target language? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Use action verbs in the target language to describe a person's or character's actions, such as <i>correr rápido</i>, <i>saltar alto</i>, and <i>caminar lento</i>. 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Watch video Watch the video with questions Drag and match game Memory game Word race game 	Corre que te pilla - Emerging - Task 2 (47 min.)	https://rockalingua.com/

Unit: 9 ¡Vamos! Exploring with Questions and Directions - ¡Vamos! Explorando con preguntas e indicaciones

Weeks	Essential Question	Standards	Skills	Strategy Tool Box	Mentor Texts	Resources
1	<ul style="list-style-type: none"> Asking questions - "Where is" 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Use directional words in the target language to explain the location of places or objects, including terms like <i>a la derecha</i>, <i>a la izquierda</i>, <i>cerca</i>, and <i>lejos</i>. 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to the song Watch a video clip Watch the video with questions Drag and match game Memory game 	Los piratas - Emerging - Task 1 (23 min.)	https://rockalingua.com/
2	<ul style="list-style-type: none"> Asking questions - "How do I get to?" 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Use sentence starters in the target language to ask questions and give directions, such as <i>¿Dónde está...?</i>, <i>Está al lado de...</i>, and similar phrases. 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Listen to a song Watch a video clip Watch the video with questions Memory game Drag and match game Complete story with questions 	Los piratas - Emerging - Task 2 (29 min.)	https://rockalingua.com/

3	<ul style="list-style-type: none"> How can I use question words in the target language to ask for information and communicate with others? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Form questions in the target language using common question words such as <i>¿Dónde?</i>, <i>¿Cómo?</i>, and <i>¿Qué?</i>" 	<p>Grades 3-4:</p> <ul style="list-style-type: none"> Listen to a song Watch a video clip Watch the video with questions Drag and Match game Memory game 	<p><u>Dime ¿por qué? - Emerging - Task 1 (19 min.)</u></p>	<p><u>https://rockalingua.com/</u></p>
4	<ul style="list-style-type: none"> How can I describe where places are located? 	<p>Interpretive: 7.1.NM.A.1., 7.1.NM.A.3., 7.1.NM.A.4.</p> <p>Interpersonal: 7.1.NM.B.1., 7.1.NM.B.3., 7.1.NM.B.4</p> <p>Presentational: 7.1.NM.C.1., 7.1.NM.C.2, 7.1.NM.C.4.</p>	<ul style="list-style-type: none"> Use directional words related to a compass in the target language to identify and describe location, including <i>norte</i>, <i>sur</i>, <i>este</i>, and <i>oeste</i>. 	<p>Grades K-4:</p> <ul style="list-style-type: none"> Watch video Watch the video with questions Drag and match game Memory game Word race game 	<p><u>Dime ¿por qué? - Emerging - Task 2 (36 min.)</u></p>	<p><u>https://rockalingua.com/</u></p>