



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT World Language

COURSE World Language Grades K-4

Curriculum Development Timeline

School: Ocean Township Elementary

Course: World Language Grades K-4

Department: World Language

Board Approval	Supervisor	Notes
July 2009	Loretta Kachmar-Will	Update Standards
September 2012	Loretta Kachmar-Will	Update Standards
August 2015	Loretta Kachmar-Will	Update Standards
December 2017	John Bosmans	Update Standards
March 2019	John Bosmans	Review
August 2025	Melissa Lopusznick	Revision

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Township of Ocean Pacing Guide			
Week	Kindergarten- Grade 4	Week	Marking Period 3
1	Greetings & Introductions	21	
2	Classroom	22	
3	Numbers & Colors	23	
4	Days & Months	24	
5	Weather and Seasons	25	
6	Clothing	26	
7	Parts of the Body	27	
8	Animals	28	
9	Food	29	
10	Holiday / Culture	30	
Week	Marking Period 2	Week	Marking Period 4
11		31	
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	

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NOTE: The following units contain lessons regarding Climate Change: 5 Weather and Seasons, 10 Holidays and Culture

The following units contain lessons regarding Persons with Disabilities: 3 Numbers & Colors

Core Instructional & Supplemental Materials, including various levels of Texts

- Teachers generate Spanish Instruction in their lessons.
- Flashcards, coloring sheets, Google Doc vocabulary list, and YouTube educational videos.
- Teachers create games, puppets, craft activities, puzzles, bingo cards, and play food.
- Teacherpayteachers.com. Cinco de Mayo, pbskids.com., Spanish is Fun book series, Early Spanish workbook, Quizizz, Kahoot, videos, songs, live camera.
- The following units contain lessons regarding Persons with Disabilities: 8 Colors.
- The following units contain lessons regarding LGBT & PwD, Diversity, Equity, and Inclusion: Greetings and Introductions.

Time Frame

26 Weeks

Topic

Elementary World Language - Kindergarten-Grade 4

Greetings and Introduction, Classroom, Numbers and Colors, Days and Months, Weather and Seasons, Clothing, Part of the Body, Animals, Food, Holidays and Culture.

Alignment to Standards

2020 NJSL <https://www.nj.gov/education/cccs/20202020%20NJSL-S-WL.pdf>

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and students' own cultures in highly contextualized oral texts.

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Learning Objectives and Activities

Greetings and Introduction

Learning Objectives:

- Students will recognize common greetings and introductions in oral and written form (e.g., *Hola*, *Bonjour*, *Me llamo*).
- Students will respond with appropriate gestures (e.g., wave, handshake) to culturally appropriate greetings.

Activities:

- **Video clip & picture matching:** Watch a short clip of greetings in the target language and match them to visuals.
- **Greeting gesture charades:** Act out cultural greetings using body language.
- **Name exchange game:** Students walk around the room greeting and introducing themselves.

Classroom

Learning Objectives:

- Identify classroom objects through visuals, labels, and commands.
- Respond physically to simple commands (e.g., *Abre el libro*, *Sientate*).

Activities:

- **Interactive slideshow** with pictures of classroom objects and the written word.
- **Simon Says** using classroom commands.
- **Scavenger Hunt:** Students find labeled items around the room.

Numbers and Colors

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Learning Objectives:

- Recognize numbers 1–20 and basic colors in oral, written, and visual contexts.
- Respond to color/number commands using gestures or manipulatives.

Activities:

- **Color-by-number activity** in the target language.
- **Bingo or Lotería** with colors and numbers.
- **Number jump:** Instructor says a number; students jump that many times or show it on their fingers.

Days and Months

Learning Objectives:

- Recognize days of the week and months of the year in songs, calendars, or written text.
- Respond to calendar-based questions using visual aids.

Activities:

- **Sing a days-of-the-week/months song** with gestures.
- **Weather/calendar board activity:** Daily question like *¿Qué día es hoy?*
- **Birthday chart:** Students place their name cards on a calendar in the correct month.

Weather and Seasons

Learning Objectives:

- Recognize weather-related vocabulary in context.
- Respond with gestures to weather descriptions.

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Activities:

- **Weather forecast video clips** in the target language with icons.
- **Dress the figure:** Students choose clothes for a paper doll based on the weather described orally.
- **Weather wheel:** Spin a wheel and act out the weather condition.

Clothing

Learning Objectives:

- Identify basic clothing items from images and descriptions.
- Respond to oral prompts by pointing to or miming the clothing item.

Activities:

- **Paper doll dress-up game** with clothing vocabulary.
- **“What am I wearing?”** game with a mystery student or teacher describing clothing.
- **Clothing sort:** Match images of clothing to the correct season.

Parts of the Body

Learning Objectives:

- Recognize basic body part names when heard or seen.
- Respond physically (pointing/touching) to oral directions.

Activities:

- **Sing “Head, Shoulders, Knees and Toes”** in the target language.
- **Teacher says** (variation of Simon Says).
- **Body labeling worksheet** with pictures.

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Animals

Learning Objectives:

- Recognize common animal names when heard or seen with images.
- Associate animal sounds and gestures with the target language.

Activities:

- **Animal sound game:** Match sounds to pictures and names.
- **"Guess the animal"** from oral clues and gestures.
- **Animal charades** using gestures only.

Assessments

Formative:

- Teachers Observation
- Daily Greetings
- Kahoot /Quizizz /Quizlet
- Counting orally to 10
- Following along in Simon says style TPR games
- Listening and comprehension exercises
- Class Participation

Summative:

- Oral/Writing Assessment in the target language

Benchmark:

- Skills Content/Cultural Reading Comprehension Response

Alternative:

- Role play, cultural celebrations





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Interdisciplinary Connections

- Health & PE- 2.1.2.A.2- Students will use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- Social Studies-6.1.2. Geo SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains);6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of the region.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.GCA:1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures or influences of individuals (e.g.,1.5.2.C.2a,7.1.NIPPERS.5,7.1NL.IPERS.6
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

Technology Integration

- 9.4.2.TL.1:Identify the basic features of a digital tool and explain the purpose of the tool.
- Additional resources and extension activities will be posted on Google Classroom or other collaboration platforms to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
- 9.4.2.TL.6: Illustrate ideas and communicate ideas and stories using multiple digital tools.
- Students will access and assess Google Classroom and digital content posted within that platform to further investigate lesson concepts.

Career Education

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

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ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before the lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner-level readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before the lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g., advance organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to texts beyond level texts.

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Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech/audio-recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high-frequency words and phonemic patterns

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