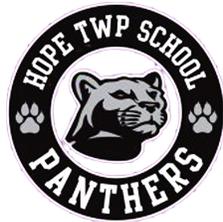


Belvidere Clusterwide Curriculum



World Languages

Grade 1

Updated Summer, 2024

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

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Timm Gast

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UNITS	Duration	Essential Questions:
Unit 1: Greetings and Introductions	4 class sessions	How do I greet people from Spanish-Speaking countries and introducing myself?
Unit 2: Dia de los Muertos	2 class sessions	Is the concept of death viewed the same in all cultures?
Unit 3: Numbers, Colors, Animals	6 class sessions	How do I talk about my favorite animals?
Unit 4: Navidad and Three Kings Day	3 class sessions	How is the Christmas celebration in Spanish-Speaking countries the same or different from my celebration?
Unit 5: Classroom Objects	3 class sessions	How can I name classroom objects around me?
Unit 6: The Family	4 class sessions	Who are the people in my family?
Unit 7: Favorite Foods	3 class sessions	How do I name my favorite foods?
Unit 8: Clothing	3 class sessions	How do I name the clothing I wear?
Unit 9: Cinco de Mayo	3 class sessions	What is Cinco de Mayo?
Unit 10: Places in the Community	2 class sessions	What are some places in my community?
Unit 11: The Face	2 class sessions	What is on your face?

Student Learning

Career Education (NJDOE CTE Clusters)

21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.WITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
-

Reading and Writing Companion Standards:

Language Domain

-

Reading Domain:

-

Speaking and Listening Domain:

-

Modifications and Accommodations:

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **ELL**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

- **At Risk**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides

- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

- **Gifted and Talented**
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products_____
-
- **504**
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments

- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Greetings and Introductions

Unit 1 Summary: Greetings and Introductions

Essential Questions: How do I greet people from Spanish-Speaking countries and introduce myself?

Knowledge: Hola, Adiós, ¿Cómo te llamas?, ¿Cómo estás?, bien, mal, más o menos, ¿Cuántos años tienes?
Por favor, Gracias.

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 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.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

Interdisciplinary Connections:

- Social Studies: Cultural norms when addressing people in different countries.

Performance Expectations

- Students can respond to basic greetings and introductions.

Unit 1 Student Learning Objectives

- Understand and respond to basic greetings and leave-takings.
- Understand and respond to the questions ¿Cómo te llamas? and ¿Cómo estás?¿Cuántos años tienes?
- Recognize other languages are different from English.

Unit 1 Assessments

Formative Assessments

- Student response to questions
- Teacher observations

Summative Assessments

- Completion of curriculum worksheets from Teach the Spanish! K

Performance Tasks/Use of Technology:

- Students individually introduce themselves in Spanish within an activity format.

Sample Instructional Activities

Hola Songs with TPR

Ask/Answer questions activities with circle/ball toss/etc

Papa Caliente

Supplemental Materials/References/Links

Youtube videos (Greetings in Spanish with Johanna) <https://www.youtube.com/watch?v=IzkLSDs2DGw>

Rockalingua

Buenas Noches, Gorila (book)

Buenas Noches Luna (book)

Unit 2 Overview: Día de los Muertos

Unit 2 Summary: Día de los Muertos

Essential Questions: Is the concept of death viewed the same in all cultures?

Knowledge: Altar, vela, foto, muertos, flores, calavera, pan, ¿Qué hay en un altar?

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

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

Interdisciplinary Connections:

- Social Studies: Geographical location of celebrations.
- Art: Illustration of holiday symbols

Performance Expectations

- Students can participate in cultural experiences specific to Day of the Dead practices to help them understand the significance of the Dia de los Muertos holiday.

Unit 2 Student Learning Objectives

1. Students will be able to identify and name basic vocabulary associated with Day of the Dead celebrations.
2. Students will be able to understand the significance of an altar.

Unit 2 Assessments

Formative Assessments

- Checklist for identification of symbols associated with the holiday.
- Identify the location of Mexico on a world map either by pointing or coloring it.

Summative Assessments

- Make a symbol/ altar associated with the Dia de los Muertos celebration.

Performance Tasks/Use of Technology:

- Students make an altar and name holiday symbols.

Supplemental Materials/References/Links

Youtube video: [Dia de Muertos](#)

Movie: Coco (20 min segment)

Songs

Make calavera masks

Unit 3 Overview: Numbers, Colors and Animals

Unit 3 Summary: Numbers, Colors and Animals

Essential Questions: How do I talk about my favorite animals?

Knowledge:

los animales: el perro, el gato, el oso, el pez, el pato, la rana, el caballo, la oveja, el pájaro, la vaca, ¿Es un pez o es un perro?

los colores: rojo, anaranjado, amarillo, verde, azul, morado, rosado, gris, blanco, negro, café,

los números: 1-20

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 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.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- Mathematics- graphing animals
- Art- illustrate the animals
- Music- songs with oso pardo, animal/color songs

Performance Expectations

- Students can accurately recite numbers, colors, and animal vocabulary in the context of either Oso Pardo or Salí de Paseo.

Unit 3 Student Learning Objectives

1. The students will be able to count and identify numbers to 20.
2. The students will be able to identify familiar colors in Spanish.
3. The students will be able to name common animals in Spanish.

Unit 3 Assessments

Formative Assessments

- Daily routine of counting on calendar and asking for date with numbers
- Teacher observation
- Student response to teacher questions

Summative Assessments

- Oso Pardo worksheet or mini-book

Alternative Assessment:

- Either/or questions and identifying names of animals, colors, numbers to 10

Performance Tasks/Use of Technology:

- Chorally recite Oso Pardo or Salí de Paseo

Sample Instructional Activities

Read stories Oso Pardo or Salí de Paseo

Song La granja (by Calico Spanish)

Color Songs - ¡Colores, colores! (by Calico Spanish)

Song - Uno, dos, tres amigos while holding up fingers

Sign language for numbers and animals

Count using calendar

TPR (Total Physical Response) - Toca _____, Muestra _____, Pon _____, etc.

Draw using the color I sing (Red es rojo, red es rojo, rojo red, rojo red, rojo rojo rojo)

Passing a ball/stuffed animal while seated in a circle while reciting the numbers

Play Papa Caliente (Hot Potato)

Play Four Corners Game

Supplemental Materials/References/Links

Oso Pardo, Oso pardo book (Bill Martin, Jr.)

Salí de Paseo (Sue Williams)

Spanish calendar

[Song: La granja](#)

[Song: ¡Colores, colores!](#)

Bingo: [Farm animals](#)

Unit 4 Overview: Navidad and Three Kings Day

Unit 4 Summary: Navidad and Three Kings Day

Essential Questions: How is the Christmas celebration in Spanish-Speaking countries the same or different from my celebration?

Knowledge: Posadas, reyes magos, adorno, corona, regalos, árbol navideño, ¿Qué es? Villancicos

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

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

Interdisciplinary Connections:

- Music: holiday music
- Art: Illustration of holiday symbols

Performance Expectations

- The students can name symbols associated with the Christmas holiday in Spanish speaking countries.
- The students can sing short Christmas carols.

Unit 4 Student Learning Objectives

- Introduce and sing Feliz Navidad, and play other Spanish carols while students complete other activities.
- Students create an authentic product associated with Las Posadas/Three Kings Day such as a poinsettia or an illustration of the Three Kings.

Unit 4 Assessments

Formative Assessments

- Teacher observation.
- Comprehension of literature and vocabulary through oral response.

- Student participation.

Summative Assessments

- Listening and singing simple carols: Feliz Navidad.

Alternative Assessment:

- Make Christmas postcards.

Performance Tasks/Use of Technology:

- Sing simple christmas carols and identify basic christmas objects.

Sample Instructional Activities

- Read stories Navidad en casa
- Song: Dulce Navidad, Feliz Navidad.
- Play Papa Caliente (Hot Potato)

Supplemental Materials/References/Links

- Song: [Feliz Navidad sing and dance](#)
- Villancico: [Dulce Navidad](#)

Unit 5 Overview: Classroom Objects

Unit 5 Summary: Classroom Objects

Essential Questions: How can I name classroom objects around me?

Knowledge: la silla, el libro, la mesa el lápiz, las tijeras, el borrador, cuaderno, puerta ¿Es una silla o un libro?

New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

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- 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.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- ELA- reading, writing, listening, speaking activities
- Music- songs about classroom objects
- Physical Education- movement activities

Performance Expectations

- I can identify classroom objects when prompted by a teacher..

Unit 5 Student Learning Objectives

- Students will be able to identify commonly used classroom objects.
- Students will be able to name classroom objects.

Unit 5 Assessments

Formative Assessments

- Teacher observation
- Student response to teacher questions/commands

Summative Assessments

- Teach Them Spanish worksheet
- Make mini-book

Alternative Assessment:

- Yes/No (Sí/No) questions
- Either/Or questions

Performance Tasks/Use of Technology:

- Take out and use the correct classroom object that the teacher instructs you to use.

Sample Instructional Activities

Youtube Song about Classroom Objects - Pollito Chicken Gallina Hen

TPR (Total Physical Response) - Toca ____, Muestra ____, Pon ____, Busca ____, etc.

Passing a ball/classroom objects while seated in a circle while reciting the numbers

Play Papa Caliente (Hot Potato)

Play Four Corners Game

Supplemental Materials/References/Links

Internet access & Interactive Whiteboard

[Pollito Chicken Song](#)

Real classroom objects

Ball

Poster Paper

Unit 6 Overview: The Family

Unit 6 Summary: The Family

Essential Questions: Who are the people in my family?

Knowledge: mamá, papá, hermano, hermana, abuelo, abuela, bebé, yo, ¿Es tu mamá/papá, etc.?

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

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

Interdisciplinary Connections:

- Social Studies (families)

Performance Expectations

- I can talk about my family members.

Unit 6 Student Learning Objectives

1. The students will be able to recite family member vocabulary using chants and songs.
2. The students will be able to identify family members in Spanish by answering either/or questions, or giving 1 word identification answers.
3. The students will recognize that family vocabulary words are almost identical except for their o/a endings for gender.

Unit 6 Assessments

Formative Assessments

- Student response to teacher questions identifying family members

Summative Assessments

- Family worksheets from Teach the Spanish! K

Alternative Assessment:

- Either/or questions related to who each family member is

Performance Tasks/Use of Technology:

- On a printed out family picture, students listen to their teacher ask them to identify their mom, dad, etc.

Sample Instructional Activities

Youtube video: [La familia dedo](#)

Youtube video : [La familia](#)

Youtube video: [Nuestra familia](#)

Finger puppet activity

Have students send a family picture in and ask yes/no questions about members of the family

Supplemental Materials/References/Links

Youtube song videos

Family cut-out pictures

Encanto

Rubia y los Tres Osos

La Caperucita Roja

Unit 7 Overview: Favorite Foods

Unit 7 Summary: Favorite Foods

Essential Questions: How do I name my favorite foods?

Knowledge: Queso, leche, papa, jugo, pan, pollo, ensalada, sopa, agua Me gusta/No me gusta...

New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 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.
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- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- Health: Healthy food choices.
- Social Studies: World cultures and foods

Performance Expectations

- I can name my favorite foods.

Unit 7 Student Learning Objectives

- Identify basic food vocabulary.
- Identify and label food illustrations.
- Identify food vocabulary using realia, flashcard.

Unit 7 Assessments

Formative Assessments

- Teacher observation during asking/answering of questions and discussions related to foods.

- Checklist of recognition of basic vocabulary associated with food.
- Student participation.

Summative Assessments

- Work on pages 34, 36 from *Teach Them Spanish!*
- Present about your favorite food.

Alternative Assessment:

- Poster, project, skit.

Performance Tasks/Use of Technology:

- On flashcards, students listen to their teacher ask them to identify food.
- Present about their favorite food.

Sample Instructional Activities

- Tengo hambre song on Youtube.
- Games with food toys.
- Song: [La comida Calico](#)

Supplemental Materials/References/Links

- Make paper tacos.
- Video La Comida: [Food in Spanish](#)
- Read the book The Hungry Caterpillar
- Loteria y Actividades <https://spanishmama.com/teaching-food-in-spanish-for-kids/>

Unit 8 Overview: Clothing

Unit 8 Summary: Clothing

Essential Questions: How do I name the clothing I wear?

Knowledge: la camisa, los pantalones, el vestido, los calcetines, los zapatos, el gorro, ¿Qué ropa llevas? Los pantalones, el gorro, el abrigo, la falda, las botas.

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 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.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- Science/Health: Identification of body parts.
- Art: Illustrations of self.

Performance Expectations

- I can describe what I am wearing.
- I can identify some clothes I and others around me are wearing.

Unit 8 Student Learning Objectives

The students will:

- Describe clothing using color vocabulary.
- Create and present an illustration of their favorite outfit.
- Memorize and recite songs/chants related to parts of the body and clothing.
- Identify basic parts of the body through the use of TPR.

Unit 8 Assessments

Formative Assessments

- Teacher observation of appropriate student response during TPR activities.
- Comprehension of vocabulary through oral response.
- Teacher observation during asking/answering of questions and discussions related to clothing.
- Summative Assessments
- Teacher created a matching worksheet and activities.
- Checklist of recognition of basic vocabulary associated with clothing.
- Oral presentation of fashion parade.

Alternative Assessment:

- Poster, project, skit.

Performance Tasks/Use of Technology:

- Tell what you are wearing today.

Sample Instructional Activities

- Clothing realia Teacher-created matching and labeling worksheets and activities.
- Song: ¿Qué ropas llevas? <https://youtu.be/HGmKFhXxXOc?t=12>
- Identify articles of clothing through TPR, flashcards, bingo, etc.
- Whole class game of Simon Dice.
- Bring in articles of clothing and have students identify, locate, and put on the clothing based on oral directions

Supplemental Materials/References/Links

- Google images flashcards of clothing.
- Smartboard matching activity and games .
- Clothing songs.

Unit 9 Overview: Cinco de Mayo

Unit 8 Summary: Cinco de Mayo

Essential Questions: What is Cinco de Mayo?

Knowledge: 5 de mayo, Puebla, Mexico, Bandera, Francia, Sombrero, Mariachis.

New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

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

Interdisciplinary Connections:

- Social Studies: History of Cinco de Mayo and Mexican-American relations, Geography and location of Mexico on a world map, Location of France on a world map, Political and cultural difference.

Performance Expectations

- I can talk about Cinco de Mayo and Mexican culture.
- I can detail a few facts about Cinco de Mayo.

Unit 9 Student Learning Objectives

The students will:

- Identify Mexico and the town of Puebla on a world map.
- Distinguish between Cinco de Mayo and Mexican Independence Day.
- Recognize some Mexican symbols associated with Cinco de Mayo.

Unit 9 Assessments

Formative Assessments

- Teacher observation of appropriate student response during TPR activities and question answer

activities.

- Accuracy of student writing, illustrations and matching sheets/games.
- Comprehension of literature and vocabulary through oral response.

Summative Assessments

- Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists.
- Correctly identify the location of Mexico and the town of Puebla on a world map.
- Oral presentation of Mexican flag, telling the colors.

Alternative Assessment:

- Poster, project, skit.
- Rubric evaluation of student created cultural products.

Performance Tasks/Use of Technology:

- The students point out the correct picture to answer questions from a PP.

Sample Instructional Activities

- Powerpoint presentation 5 de Mayo
https://docs.google.com/presentation/d/130Dz5UPK2h7d2HK_jFeXYGDtHseDI4lvkN5M4M6ILG4/edit#slide=id.p11
- Children's literature: Cinco de Mayo.
- Teacher introduces the location of Mexico and the town of Puebla on a world map and students identify and color Mexico on individual maps.

Supplemental Materials/References/Links

- Video explained by teacher <https://youtu.be/vENpzDPmgBM>
- Digital Download of Mariachi music Google images of traditional clothing and celebrations of Cinco de Mayo.

Unit 10 Overview: Places in the Community

Unit 10 Summary: Places in the Community

Essential Questions: What are some places in my community?

Knowledge: la escuela, el museo, la casa, la tienda, la biblioteca, el parque, ¿Dónde está...? ¿Qué es esto?

New Jersey Student Learning Standards (Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 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.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections:

- Social Studies: Map skills/locational descriptions
- Art: Draw/illustrate a city design

Performance Expectations

- I can talk about places in my town/community.

Unit 10 Student Learning Objectives

- Students will be able to identify places in their community.
- Students will be able to identify places based on what people do there.

Unit 10 Assessments

Formative Assessments

- Either/Or Questions
- Recite a song/skit/poem about transportation.

Summative Assessments

- Identify places in a student's own town/community using a real photo/map of their town.
- Answer with the places based on the description.

Alternative Assessment:

- Worksheet from Teach The Spanish! Kindergarten curriculum workbook

Performance Tasks/Use of Technology:

- Locate places in the student's own town/community.

Sample Instructional Activities

- Examine maps of students' towns while discussing them in Spanish.
- Read books about places in a community.
- Play Six Corners - label six places in the classroom with a picture of a vocabulary word, one student counts to 10 while classmates go stand by a place, then call out one place, students standing there are out, continue until one student remains.

Supplemental Materials/References/Links

- Watch the video <https://www.youtube.com/watch?v=8hkXxmtvcdw>
- Los Lugares song <https://www.youtube.com/watch?v=9xAgo7AvJ1Y>
- Color pictures of places to display for the game.
- Printable places to color and cut out for a map-making activity.

Unit 11 Overview: La cara

Unit 11 Summary: La cara

Essential Questions: What is on your face?

Knowledge: ojos, cara, dientes, nariz, orejas, boca, pelo.

New Jersey Student Learning Standards
(Please Bold all Climate related standards met throughout all Units)

New Jersey Student Learning Standards: World Languages

- 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.

Interdisciplinary Connections:

- Health- healthy living
- Science- parts of the body

Performance Expectations

- I can point out the face parts.

Unit 11 Student Learning Objectives

The students will:

- Identify basic parts of the face through the use of TPR.
- Identify basic vocabulary through the use of TPR.
- Ask and answer questions related to parts of the face.

Unit 11 Assessments

Formative Assessments

- Teacher's observation.
- Oral questions to identify the parts of the face.

Summative Assessments

- Identify parts of the face.

Alternative Assessment:

- Oral presentation in front of the class.

Performance Tasks/Use of Technology:

- Point out his/her face parts show as it is announced

Sample Instructional Activities

- Song face parts in Spanish <https://www.youtube.com/watch?v=1oT-DV2tnfE>
- Worksheet Teach them Spanish (32-34)
- Sr. Papa

Supplemental Materials/References/Links

- Simon dice
- Bingo
- Book *Froggy juega futbol*
- Game *Sr. Cuerpo*