

World Language

Spanish Curriculum

Montague Township School

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Projected 4 Year Unit Layout

Year 1: 2018-2019

Grades K/1: Basics/Intro to Spanish

- alphabet, calendar, colors, numbers 1-20, animals, body parts

Grades 2-5:

- NJDOE Model Curriculum 1A (All About Me)
- NJDOE Model Curriculum 1B (All About me)
- NJDOE Model Curriculum 2A (School Days)

Grade 6:

- Realidades 1 Chapters PE (Basics),
- 1A (What do you like to do?),
- 1B (What are you like?)

Grade 7:

- Realidades 1 Chapters 2A (Your day in school),
- 2B (Your classroom),
- 3A (Breakfast or Lunch)

Grade 8:

- Realidades 1 Chapters 3B (To maintain one's health),
- 4A (Where are you going?),
- 4B (Do you want to go with me?)

Year 2: 2019-2020

Grades K/1: Basics/Intro

- alphabet, calendar, colors, numbers 1-20, animals, body parts

Grade 2:

- NJDOE Unit 1A (All About Me)
- NJDOE Unit 1B (All About me)
- NJDOE Unit 2A (School Days)

Grades 3-5:

- NJDOE Unit 2B (School Days)
- NJDOE Unit 3A (Home, Sweet Home)
- NJDOE Unit 3B (Home, Sweet Home)

Grade 6:

- Realidades 1 Chapters PE (Basics),
- 1A (What do you like to do?),
- 1B (What are you like?)

Grade 7:

- Realidades 1 Chapters 2A (Your day in school),
- 2B (Your classroom),
- 3A (Breakfast or Lunch)

Grade 8:

- Realidades 1 Chapters 3B (To maintain one's health),
- 4A (Where are you going?),
- 4B (Do you want to go with me?)

Year 3: 2020-2021

Grades K/1: Basics/Intro to Spanish

- Alphabet, calendar, colors, numbers 1-20, animals, body parts

Grade 2:

- NJDOE Model Curriculum 1A (All About Me)
- NJDOE Model Curriculum 1B (All About me)
- NJDOE Model Curriculum 2A (School Days)

Grade 3:

- NJDOE Unit 2B (School Days)
- NJDOE Unit 3A (Home, Sweet Home)
- NJDOE Unit 3B (Home, Sweet Home)

Grades 4-5:

- NJDOE Unit 4A (Food, Glorious Food)
- NJDOE Unit 4B (Food, Glorious Food)
- NJDOE Unit 5A (Celebrations)

Grade 6:

- Realidades 1 Chapters PE (Basics),
- 1A (What do you like to do?),
- 1B (What are you like?)

Grade 7:

- Realidades 1 Chapters 2A (Your day in school),
- 2B (Your classroom),
- 3A (Breakfast or Lunch)

Grade 8:

- Realidades 1 Chapters 3B (To maintain one's health),
- 4A (Where are you going?),
- 4B (Do you want to go with me?)

Year 4: 2022-2023

Grades K/1: Basics/Intro to Spanish

- Alphabet, calendar, colors, numbers 1-20, animals, body parts

Grade 2:

- NJDOE Model Curriculum 1A (All About Me)
- NJDOE Model Curriculum 1B (All About me)
- NJDOE Model Curriculum 2A (School Days)

Grade 3:

- NJDOE Unit 2B (School Days)
- NJDOE Unit 3A (Home, Sweet Home)
- NJDOE Unit 3B (Home, Sweet Home)

Grade 4:

- NJDOE Unit 4A (Food, Glorious Food)
- NJDOE Unit 4B (Food, Glorious Food)
- NJDOE Unit 5A (Celebrations)

Grade 5:

- NJDOE Unit 5B (Celebrations)
- NJDOE Unit 6A (Migratory Animals)
- NJDOE Unit 6B (Migratory Animals)

Grade 6:

- Realidades 1 Chapters PE (Basics),
- 1A (What do you like to do?),
- 1B (What are you like?)

Grade 7

- Realidades 1 Chapters 2A (Your day in school),
- 2B (Your classroom),
- 3A (Breakfast or Lunch)

Grade 8:

- Realidades 1 Chapters 3B (To maintain one's health),
- 4A (Where are you going?),
- 4B (Do you want to go with me?)

Unit Overview

For all units of instruction listed below:

- **Pacing**
 - ~60 days
- **Instructional Tools/Materials/Resources**
 - Pearson Realidades textbook, Dialogue, skits, SmartBoard, visuals, games, songs, posters, flashcards, situation cards, audio recording to speak and record
- **Assessments**
 - Formative and Alternate: Observations, discourse, exit tickets, entrance tickets, oral presentations, tests, quizzes
 - Summative: Dialogues, Pair Share, conferencing, oral presentations, projects
 - Benchmark: see link for each unit below for Model Curriculum sample assessment, performance tasks, tests, quizzes
- **Interdisciplinary Connections**
 - English Language Arts, Mathematics, Science, Social Studies, STEM, PE & Health
- **21st Century Skills**
 - Infused into daily classroom practices and routines “Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.”
<https://www.nj.gov/education/cccs/2014/career/CareerReadyPractices.pdf>
https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEU_vxJKsE-8xvw/edit?usp=sharing
 - CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP3. Attend to personal health and financial well-being.
 - 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.

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

- **Career Education**

Connections to the K - 4 Career Awareness Standards will be integrated through classroom instruction dependent on each unit of instruction

https://docs.google.com/document/d/1sBiARk7yaPV_NQhMh5cJJ_wJb0Rj9nEUvxJKsE-8xvw/edit?usp=sharing

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

- **Technology Standards**

Infused into the daily instruction through the use of, but not limited to: Chromebooks, laptops, SmartBoards, Google classroom, Google docs, Quizlet, YouTube

- **8.1 Educational Technology**

8.1.P.C.1, 8.1.2.A.4, 8.1.2.E.1, 8.1.5.A.1 – 3

https://docs.google.com/document/d/1GHL_TdtZh2bmZbeyCW5BPMWOvY-2o5P7NLU_3bDo1qE/edit?usp=sharing

Units of Instruction

Grades K/1

Basics/Intro to Spanish:

- Colors, Shapes, Sizes, Calendar, Numbers, Clothing and Body Parts, Animals, Alphabet

<https://docs.google.com/document/d/1gJYUO81vWrcDSKrXRx7sFPNsdYxCYYwX26JK3lphrK8/edit?usp=sharing>

Grade 2

1. Unit 1A (All About Me)

Physical Characteristics, Personality qualities, Numbers 1-31, Emotions, Age, Where one lives and goes to school

Unit 1A Unit of Instruction

<https://drive.google.com/file/d/1IEM49zLOSNSPw8HEjZOWhWhDA-ZO4ptiy/view?usp=sharing>

Unit 1 A Assessment

<https://drive.google.com/open?id=1HVdyxTo1BnGXYXyN7dLzO0WyJkPL4KB8>

2. Unit 1B (All About me)

Express likes and dislikes, give and respond to commands, inquire about likes & dislikes, pastimes, location

Unit 1B Unit of Instruction

<https://drive.google.com/file/d/1rUdkMtrYX4YfOTPC2auVRpA3KZvkjp2D/view?usp=sharing>

Unit 1B Assessment

<https://drive.google.com/file/d/14qRIA8UNxIZKjw8EY5itw3TCVab-4dlv/view?usp=sharing>

3. Unit 2A (School Days)

Classroom objects & Furniture, School supplies, give & respond to commands, location, prepositions, cultural practices & products related to school.

Unit 2 A Unit of Instruction

<https://drive.google.com/file/d/1uAj0GXPUIV7crlogK5ydKPP1OY2LJuZR/view?usp=sharing>

Unit 2 A Assessment

<https://drive.google.com/open?id=1IUsTosrtyPd6m5Nuk0GbwUuh8GqIne2R>

Grade 3

1. Unit 2B (School Days)

school subjects, activities associated with school, days of the week, months of the year, ordinal numbers, question words, numbers for telling time, expressions associated with telling time, describe a typical school day, express likes & dislikes related to school life, compare school in target culture with school in united states

Unit 2B Unit of Instruction

<https://drive.google.com/open?id=1r6eedZDJpKZl15KtZlitGpncm2sxc7Ei>

Unit 2B Assessment

https://drive.google.com/open?id=1RqXh4tQ51Rf2ahngg3W_F6TZzLWApELg

2. Unit 3A (Home, Sweet Home)

Types of furniture found in a home, names of rooms in a house, common household items used in each room, characteristics of a home, structures necessary to describe a home and its contents, location of items in a home.

Unit 3A Unit of Instruction

https://drive.google.com/open?id=16E7Br_hD3_vih9ey5fKdhhSkaMh-6Zmu

Unit 3A Assessment

https://drive.google.com/open?id=1frEdtIRfBI2MiT7ii_IlhMR58tGSsXUa

3. Unit 3B (Home, Sweet Home)

Common household chores, questions related to distribution of chores

Unit 3B Unit of Instruction

https://drive.google.com/open?id=1HCV75QQgatdb_WDeZMt-PEfdXRbfWema

Unit 3B Assessment

https://drive.google.com/open?id=1Gm7wJXmSf_ZtDBdYGqfMNUwCACmBb8J9

Grade 4

1. Unit 4A (Food, Glorious Food)

Names of common vegetables, fruits, grains, proteins, and dairy items, colors, names of common “empty calorie” foods, adjectives used to describe food (fresh, frozen, canned, homemade, etc), adjectives to describe the shape and size of food.

Unit 4A Unit of Instruction

<https://drive.google.com/open?id=1SBEPqyLUFUSoT6g6me242RgsxVOjc7Xk>

Unit 4A Assessment

https://drive.google.com/open?id=1SyqhPfcDQONuq9c8qvuaqVhKDGODhY1_R

2. Unit 4B (Food, Glorious Food)

Vocabulary used to describe quantity (ounce, gram, pound, kilo, teaspoon, etc), vocabulary associated with table setting (plate, bowl, knife, fork, etc), culturally authentic gestures & practices associated with eating, the structures necessary to order and pay for food and respond to an invitation, currency and conversion.

Unit 4B Unit of Instruction

https://drive.google.com/open?id=17cXrAdGsoSj_otegCardchHmB22cV5sh

Unit 4B Assessment

https://drive.google.com/open?id=1SyqhPfcDQONug9c8qvugVhKDG0dhY1_R

3. 5A (Celebrations)

Family members, clothing, names of authentic holidays and celebrations, seasons, structures needed to ask and answer questions regarding family members, clothing and preferences, and when holidays and celebrations occur.

Unit 5A Instructional Unit https://drive.google.com/open?id=12KBQMj4qw-sqAsY_gXdal6P_w3RaCcNS

Unit 5A Assessment

<https://drive.google.com/file/d/1pZbhHASFj4GzqZN5R1rvsAtq2rxZCEYR/view?usp=sharing>

Grade 5

1. Unit 5B (Celebrations)

Activities associated with planning, attending, and participating in celebrations, structures needed to describe typical holidays, describe activities that take place during holiday celebrations, and compare and contrast celebrations in the home and target culture.

Unit 5B Unit of Instruction

Unit 5B Assessment

2. Unit 6A (Migratory Animals)

Names of migratory animals, physical characteristics of migratory animals, basic survival needs of migratory animals, names of habitats of migratory animals, geographical locations where migratory animals may be found, compass points, the structures necessary to describe animals, express needs, and show possession.

Unit 6A Unit of Instruction

<https://drive.google.com/open?id=1BHTHDMGSKBX35khVNlgV2vbMyPWj3IEo>

Unit 6A Assessment

<https://drive.google.com/open?id=1NeHZ5e6chFgszIRmpWmaxD9pPT21nZJJ>

3. Unit 6B (Migratory Animals)

Reasons animals migrate, weather patterns, the structures necessary to describe weather

Unit 6B Unit of Instruction

<https://drive.google.com/open?id=1MIVpBiR9atWQ1Jmq-h3zDQSCkDpJ2nbc>

Unit 6B Assessment

<https://drive.google.com/open?id=1DlopwkpG5j7ik8d06EZAAbPQsddwsRw8T>

K - 5 Extension Units

1. Unit 7A (Going Green)

Symbols of recycling in target culture, vocab associated with symbols of recycling, recyclable categories, shapes and materials, memorized and frequently practiced questions associated with number, color, location, and type of recyclable items, vocabulary of locations

Unit 7A Unit of Instruction

https://drive.google.com/open?id=1v1UGs_7GroJ2vpnPXV7GGrUzZxuo7aa

Unit 7A Assessment

<https://drive.google.com/open?id=1iEa41Zmcb75aUne18Ps-f-2oSMkkLOi1>

2. Unit 7B (Going Green)

Vocabulary of renewable resources, such as water, electricity, and paper, the structures necessary to give and respond to memorized commands associated with reduce, reuse, recycle, indicate frequency.

Unit 7B Unit of Instruction

<https://drive.google.com/open?id=1mcmYdy8dPnJn0OfGsxAxndLUBfnsHt7>

Unit 7B Assessment

<https://drive.google.com/open?id=15gO9w9wZR7iVqw-DqMcR4iMBtBwRDxQA>

Grade 6, 7 & 8 Instructional Units Link:

<https://docs.google.com/document/d/18-X97g4AfP3EbVqtJtMNq1DWZNKr5NEFD7OtWaLrZP4/edit?usp=sharing>

Goals

1. To provide long-term retention of a foreign language through active learning by listening to and utilizing common words, phrases, simple sentences, and stories.
2. To appreciate and understand a variety of cultures and traditions of Spanish-speaking countries.
3. To encourage students with the opportunity to better understand their own language through the study of another.

Philosophy

Language and communication are at the heart of the human experience; therefore, programs to teach, develop, and enhance communication are essential. For this reason, the study of a world language is considered an integral part of the education of every child.

Understanding that world language expands our ability to communicate, enhances our understanding of our native language, provides us with insights into other cultures, and helps us recognize and appreciate both the diversity as well as the commonalities of the world's people. These are certainly worthy educational goals.

The in-depth study of a world language has been shown to have a positive impact upon students' academic achievement, and the enhancement and improvement of their communicative facility with their own language. Students who study a world language often have a better vocabulary in their native language, higher levels of reading achievement, improved auditory discrimination and memory skills, and a better understanding of grammar in general. Students who have experiences with a world language in the elementary school tend to elect to study a world language in high school.

Since the exposure to foreign language has positive effects on academic skills, future school choices, vocational expectations, and a better understanding of all people, this curriculum outline has been developed in the hope that it will positively benefit the students of the Montague School District.

Holocaust Education

The Montague Township School District addresses the ACT regarding genocide education in the public schools, supplementing chapter 35 of Title 18A of the New Jersey Statutes, through the resources provided by the New Jersey Commission on Holocaust Education, Character Education Curriculum, AntiBullying Programs, Health and Physical Education Curriculum, School Guidance programs, English Language Arts, Social Studies Curriculum, World Lagugae Curricuum as well as through the daily modeling and discussion of good character, ethics, and moral behavior.

2a. Every Board of Education shall include instruction of all elementary and secondary school pupils on the Holocaust and genocides in an appropriate place in the curriculum.

2b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and, to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Resources are provided to all educators through open source resources, purchased programs and materials, assemblies for students, and professional development for educators.

The New Jersey Commission on Holocaust Education, to promote Holocaust education in the State of New Jersey, can be accessed through the following links:

<http://www.state.nj.us/education/holocaust/>

- **K-4 Curriculum Guide:**
 - o [Caring Makes a Difference](#)

- **5-8 Curriculum Guide:**
 - o [To Honor All Children, part one](#)
(1.81 MB, PDF)
 - o [To Honor All Children, part two](#)
(5.82 MB, PDF)
 - o [To Honor All Children, part three](#)
(2.34 MB, PDF)
 - o [To Honor All Children, part four](#)
(6.15 MB, PDF)

Amistad Commission Mandate

Goals of the Commission are supported by Montague Township School District through the infusion of the history of Africans and African-Americans into the curriculum to provide an accurate, complete and inclusive history.

“In presenting the sweeping narrative of American history, African Americans have for too long, been cast in minor roles far from events, personalities and themes that become engrained in every student’s memory.

In New Jersey, that is all changing ... ” (Stephanie James Wilson, 2008).

Background:

Under legislation sponsored by Assemblymen William D. Payne and Craig A. Stanley, Schools in the Garden State are moving to recognize the integral part African-Americans have played at every turn in this nation’s history. The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum. This legislation also created the Amistad Commission, a 23-member body charged with ensuring that African-American history, contributions and experiences are adequately taught in the state’s classrooms.

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

To ensure that Montague Township School teachers are equipped to effectively teach the revised social studies core curriculum content standards. The following resources, but not limited to are available through the Amistad Commission:

<https://www.nj.gov/education/amistad/resources/literacy.pdf>

<http://www.njamistadcurriculum.net/>

Modifications and Accommodations

Note** Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.

Table of Contents

1. Modifications and Accommodations for IEP & 504 Students and At Risk
2. Modifications and Accommodations for LEP Students
3. Modifications and Accommodations for G & T Students

Modifications and Accommodations for IEP & 504 Students

Textbooks and Curriculum

Books: Accommodations

- Provide audio books or text to speech alternatives
- Provide summaries of chapters
- Use peer readers
- Use marker to highlight important textbook sections
- Provide the student with a list of discussion questions before reading the material

Books: Modifications

- Provide alternative books with similar concepts but at an independent reading level
- Give page numbers to help the student find answers

Curriculum: Accommodations

- Provide a vocabulary list
- Provide alternatives to reading aloud in front of the class

Curriculum: Modifications

- Shorten assignments to focus on mastery of key concepts
- Shorten spelling tests to focus on mastering the most functional words

Instructions and Assignments

Directions: Accommodations

- Use both oral and printed directions
- Highlight keywords in directions
- Give directions in small steps using as few words as possible Number and sequence steps in a task
- Provide visual aides
- Show a model of the end product

Time/Transitions: Accommodations

- Alert student several minutes before a transition from one activity to another
- Provide additional time to complete a task
- Increase wait time for responses
- Provide a visual timer

Handwriting: Accommodations

- Use fill-in questions with space for a brief response rather than a short essay
- Provide a "designated note taker" or photocopy of another student's or teacher's notes
- Provide outlines for video
- Provide a print copy of any assignments or directions written on the blackboard or smartboard/Activboard
- Provide photocopy materials rather than requiring students to copy from the board or textbook
- Provide access to a word processor, alpha smart, or similar device
- Allow use of voice-activated software for long written assignments
- Allow students to dictate a writing assignment for a teacher or teacher's aide to scribe

Grading: Accommodations

- Mark the correct answers rather than incorrect ones

Grading: Modifications

- Provide partial grade based on individual progress or effort
- Permit a student to rework assignments for a grade to reflect mastery

Tests: Accommodations

- Go over directions orally
- Permit extended time to complete tests
- Have materials read to the student and allow oral responses (for tests that don't measure reading or writing)
- Divide tests into small sections of similar questions and problems
- Allow the student to complete an independent project as an alternative test
- Provide study guides and study questions that directly relate to tests
- Provide a sample or practice test

Tests: Modifications

- Grade spelling separately from the content
- Allow take-home or open-book tests Provide a vocabulary list with definitions
- Provide possible answers for fill-in-the-blank sections

Math: Accommodations

- Allow the student to use a calculator without penalty
- Provide fewer problems on a worksheet (such as 4 to 6 problems on a page)

- Use enlarged graph paper to help the student keep numbers in columns
- Provide a table of math facts for reference (unless testing math facts)
- Tape a number line to student's desk
- Read and explain story problems or break problems into smaller steps
- Use pictures or graphics

Other Accommodations

- Check progress and provide feedback often in the first few minutes of each assignment
- Provide structured assignments with lists for the student to cross off when finished
- Break long-term assignments into small, sequential steps with daily monitoring and frequent grading
- Allow use of sensory tools for those with sensory needs
- Use color-coded materials for each class

Motivation

- Activity choice
- Hands-on, multimodal activities
- Doable tasks
- Foster independence
- Student involvement in goal setting and assessment activities
- Choice to work with others or alone

Instructional Presentation

- Relate to personal experiences
- Establish purpose or goals of lesson
- Activate prior knowledge
- Advanced organizers
- Build background knowledge of content or strategy
- Preteach vocabulary and review strategy
- Visual demonstrations, illustrations, models

Modifications and Accommodations for LEP Students

- provide many visual cues, such as pictures, videos, field trips, picture books, and demonstration lessons, to aid understanding.
- Learn the backgrounds of LEP students and plan a lesson that is both culturally and linguistically appropriate.
- Group students flexibly, in small groups based on individual or group interests as well as instructional need or ability.
- Give clear, simple directions to LEP students. Ask them to retell, in their own words, what you are asking them to do before they attempt a task.

- Provide background information and examples that support the content for each lesson..
- Paraphrase information and main ideas.
- Reorganize and reinforce information.
- Build background information through brainstorming; semantic webbing; use of maps, photos, and illustrations; and use of the KWL strategy.
- Simplify language for presentation. Teachers can use “sheltered English,” in which they make content-specific language more comprehensible for LEP students by using short, simple syntactic structures; introducing one concept persentence; limiting structures to one tense; using the active
- Develop content area vocabulary. Vocabulary specific to the content area may be developed through various activities, including the following:
 - starting a picture dictionary or word bank;
 - teaching the vocabulary appropriate to a given subject before introducing the content;
 - reviewing and reinforcing the vocabulary during the content activities;
 - labeling objects in the classroom;
 - taping vocabulary words in context so that students learn to recognize the words;
 - using realia (actual objects, such as a variety of foods or textures) as tools for teaching so that vocabulary becomes real and tangible; and
 - encouraging students to use a dictionary to learn or confirm word meanings.
- Close-captioned video or TV
- Computer programs
- Teacher-made adaptations, outlines, and study guides
- High interest/low-reading-level content materials
- Books with audio tapes

Modifications and Accommodations for G & T Students

Adaptive strategies for the exceptionally able student. These include:

- Interdisciplinary and problem-based assignments
- Advanced, accelerated, or compacted content
- Abstract and advanced higher level thinking
- Allowance for individual student interests
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement
- Internship, mentorship, and apprenticeship

3 types of program modifications:

Accelerated movement through the instructional program

- Flexible pacing may allow students to participate based on their ability to be challenged as well as their ability to handle the work assignments
- Content acceleration allows a student to participate at a higher grade level
- via compacting (also known as telescoping) which allows a student to cover the curriculum in a shorter period of time. Previously mastered content is pre evaluated and eliminated from coursework
- Multi-age classrooms allow a student to accelerate through self-pacing.

Enrichment

- Well articulated assignments that require cognitive processing, in-depth content, well-defined skills, and alternate modes of communication can be effective and stimulating.
- Can include alternate learning activities. Alternate assignments provide students with opportunities to engage in new learning and avoid the boredom of repetitive practice.
- Students can be encouraged to pursue independent study, self-directed research projects carefully monitored by the teacher. Research can be conducted using materials from a more advanced level or from college libraries, businesses, laboratories, and community agencies. Every student should be challenged to think intuitively, using higher order thinking skills such as analysis, synthesis, and evaluation.

Grouping students of like-ability together in homogeneous arrangements (e.g., special classes, clustering in the same classroom) allows for more appropriate, rapid, and advanced instruction without isolating the exceptionally able student.

- Flexible grouping in the regular classroom enables the exceptionally able student to develop advanced skills and provides the student with time for advanced work and independent study.
- Students may be grouped in self-contained classes with other exceptionally able students

Grades K & 1 Instructional Units

Overview and details of Spanish World Language Curriculum

https://docs.google.com/document/d/1bc2Ow6ca_yx85ITNqQMgWfGFzN0IV9bgOzpwyoAGqkU/edit?usp=sharing

Table of Contents

Colors, Shapes, Sizes	2
Weather, Seasons and Numbers Calendar, Dates, Birthdates, Alphabet	2
Family and Animals	5
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1. Colors, Shapes, Sizes

I can identify color, shape and size words?

Transfer Goal: Students will be increasingly able to independently use their learning to...

- Acknowledge that target language vocabulary may enhance their native language vocabulary.
- Identify colors, shapes and size words

Objectives and CPI's

Identify colors, shapes, and sizes

7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5
7.1.NM.B.3 7.1.NM.B.4
7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4

Formative, Alternate, Benchmark and Summative Assessments

- Draw a picture using basic shapes and colors and write a paragraph describing their picture.
- A partner will read the paragraph and draw a picture based on the reading.

Essential Questions: Students will keep considering...

- Why do we need to learn the vocabulary for colors, shapes, and sizes?

Enduring Understandings: Students will understand that...

- Learning this vocabulary will enhance their native language vocabulary.

2. Weather, Seasons and Numbers Calendar, Dates, Birthdates, Alphabet

- I can describe the weather and seasons?
- I can count and identify numbers in Spanish?
- I can say my birth date?
- I can write dates?
- I can say the Spanish alphabet

Transfer Goal: Students will be increasingly able to independently use their learning to...

- Appreciate differences in climate, seasons, and calendar around the world.
- Identify letters, letter sounds, numbers in Spanish

Cultural connections:

- Climate of different countries; seasons are opposite in South America
- Birthday celebrations
- How the calendar is different; not capitalizing months and days
- How the alphabet is the same and different from the English alphabet

Objectives and CPI's

Describe the weather and season

7.1.NM.A.4 7.1.NM.A.5

7.1.NM.B.3 7.1.NM.B.4

7.1.NM.C.2

Count and identify numbers and state their birth date

7.1.NM.A.5

7.1.NM.B.3 7.1.NM.B.4

7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.4

Say and write a variety of dates including birth dates and holidays

7.1.NM.A.1 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.A.6

7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4

7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3

Formative, Alternate, Benchmark and Summative Assessments

- Create a calendar and put birthdays of your family and major holidays.
- Create a poster that includes the four seasons and shows the weather for each season and present it to the class.
- Read a paragraph about various holidays and birthdays and answer questions.
- Recite the alphabet
- Count in Spanish and apply simple mathematical equations in Spanish

Essential Questions: Students will keep considering

- How do seasons and climate differ in different parts of the World?
- How does the calendar differ throughout the world?
- How are languages the same or different?

Enduring Understandings: Students will understand that...

- It is important to learn about differences in climate, seasons, and calendar around the world.
- Languages have different sounds and letters

3. Family and Animals

- Who are the members of your family?
- What animals live in different habitats?

Transfer Goal: Students will be increasingly able to independently use their learning to...

- Recognize that families play an important role no matter what part of the world you are from.
- Identify animals and their habitats

Rationale: (Goal/NJ Student Learning Standards Description)

To use the target language to engage in conversation, demonstrate understanding and interpret spoken and written language

Cultural connections:

- Extended families, the influence of families on the individual, family names
- Various countries that animals are from; how animals sound different in different countries; how animals are used by native people

Objectives and CPI's

Identify family members and the relationships of other family members

7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4
7.1.NM.A.5 7.1.NM.A.6
7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5
7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4

Identify animals and where they live

7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4
7.1.NM.A.5 7.1.NM.A.6
7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3
7.1.NM.B.4 7.1.NM.B.5
7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4

Formative, Alternate, Benchmark and Summative Assessments

- Create a Family tree project for an imaginary Spanish-speaking family.
- Present your family tree project to the class.
- Read a story about someone's family pets and answer questions.

Essential Questions: Students will keep considering...

- What is considered a family in different parts of the World?
- Why is learning about family members important?
- Are animals the same or different around the world?

Enduring Understandings: Students will understand that...

- Families play an important role no matter what part of the world you are from.
- There are similarities and differences in animals around the world.

4. Clothing and Body Parts

- What do we wear?
- What are the parts of the body?

Transfer Goal: Students will be increasingly able to independently use their learning to...

- Differentiate that culture impacts attire.

Rationale: (Goal/NJ Student Learning Standards Description)

To use the target language to engage in conversation, demonstrate understanding and interpret spoken and written language

Cultural connections:

- Different cultural dress in different areas
- Handshakes

Objectives and CPI's

Describe and identify clothing

7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4
7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4
7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.5

Point to and identify various body parts

7.1.NM.A.1 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5
7.1.NM.B.1 7.1.NM.B.3 7.1.NM.B.4
7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4

Formative, Alternate, Benchmark and Summative Assessments

- Read a paragraph describing a monster and draw a picture based on that reading.
- Write a paragraph describing a monster of their own creation and have the class draw the picture based on their reading.
- Play the dress up and run game naming the body part and clothing to move on to the next player

Essential Questions: Students will keep considering...

- Why is it important to communicate about clothing and body parts?
- How is clothing affected by where you live?

Enduring Understandings: Students will understand that...

- Cultures dress according to the climate of where they live.

- Body types are perceived differently by different cultures.

NJDOE MODEL CURRICULUM

CONTENT AREA: **World Languages** Novice-Mid K-5 UNIT #: **1-b** UNIT NAME: **All About Me**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.A.1 7.1.NM.A.4</p>
2	<p>Ask and respond to memorized questions about preferences related to pastime activities using digital tools and face-to-face communication.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.B.1 7.1.NM.B.4</p>
3	<p>List culturally specific and personal pastime activities.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.C.4</p>
4	<p>Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing that includes preferences related to pastime activities by creating a multimedia-rich presentation.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.C.1 7.1.NM.C.4</p>

Code #	New Jersey Core Curriculum Content Standards for World Languages
<p><u>Linguistic Content Statements</u></p> <p><u>Interpretive:</u> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p>	

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 1-b

UNIT NAME: All About Me

Interpersonal:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s):

Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

7.1.NM.A.1

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

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

7.1.NM.A.4

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

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

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.

This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.

7.1.NM.B.4

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

This CPI supports Anchor 1 CCSS-ELA Speaking & Listening.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 1-b	UNIT NAME: All About Me
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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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This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
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This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● Pastime activities ● Expressions used to indicate location <p>The structures necessary to:</p> <ul style="list-style-type: none"> ○ Express like and dislike (as memorized chunks) ○ Give and respond to commands (as memorized chunks) <ul style="list-style-type: none"> ● Memorized and frequently practiced questions to inquire about likes and dislikes and pastime activities <p>Unit 1b follows Unit 1a. It is understood that students will have already mastered the following:</p> <ul style="list-style-type: none"> ● Physical characteristics ● Personality qualities ● Numbers 1-31 ● The structures necessary to: <ul style="list-style-type: none"> ○ Describe physical qualities and personality qualities ○ Express emotions ○ Tell age (as a memorized chunk) ○ Express where one lives and goes to school 	<ul style="list-style-type: none"> ● Recognize pastime preferences as found in culturally authentic oral and written texts. ● Ask memorized questions related to pastime activities using digital tools and face-to-face communication. ● Answer simple questions related to pastime activities using digital tools and face-to-face communication. ● Describe self and others using oral or written text. ● Identify culturally specific pastime activities. ● Retell highlights from a culturally authentic text (oral or written) that includes preferences related to pastime activities.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 1-b

UNIT NAME: All About Me

- Memorized and frequently practiced questions associated with physical characteristics, personality qualities, and age
- Culturally appropriate expressions and gestures to greet and take leave
- How to raise or lower intonation when asking different types of questions (if appropriate in the target language)

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on pastime preferences.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer memorized questions related to pastimes preferences.

Presentational:

They use lists, chunks of language and memorized phrases to introduce themselves and talk about pastime preferences while using culturally appropriate gestures and intonations.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 1-b	UNIT NAME: All About Me
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SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports.</p> <p><u>Interpretive Reading:</u></p> <p>I can understand some basic information found in short readings dealing with preferences related to pastime activities and sports as found in personal profiles, bulleted biographies, and emails.</p>
2	<p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p> <ol style="list-style-type: none"> a. Introduce myself and others. b. Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports. c. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.
3	<p><u>Presentational: Speaking and/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places by completing a Venn diagram using pictures and presenting the information orally.</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: **World Languages**

Novice-Mid K-5

UNIT #: 1-b

UNIT NAME: All About Me

4

Presentational:

I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes preferences related to pastime activities.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages **Novice-Mid K-5** **UNIT #: 2-a** **UNIT NAME:** School Days

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan target language authentic materials to identify classroom items and furniture and their location. Click here for the “Can-Do” Statement.	7.1.NM.A.4
2	Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture. Click here for the “Can-Do” Statement.	7.1.NM.A.2
3	Ask and respond to memorized questions about classroom items and furniture and their location within the classroom. Click here for the “Can-Do” Statement.	7.1.NM.B.4 7.1.NM.B.5
4	Produce a written or oral text that compares a classroom in the United States with a classroom in the target culture using information found in age- and level-appropriate culturally authentic materials. Click here for the “Can-Do” Statement.	7.1.NM.C.3 7.1.NM.C.4

Code #	New Jersey Core Curriculum Content Standards for World Languages
<u>Linguistic Content Statements</u>	
<u>Interpretive:</u>	
The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.	

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 2-a

UNIT NAME: School Days

Interpersonal:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s):

Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. This CPI supports Anchor Standard 1 CCSS-ELA Reading.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 2-a	UNIT NAME: School Days
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This CPI supports Anchor 1 CCSS-ELA Speaking & Listening.

7.1.NM.C.3	Describe in writing people and things from the home and school environment.
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7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
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CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> Classroom objects and furniture School supplies Cultural products related to school Cultural practices related to school <p>The following items have already been assessed in Unit 1 and are being recycled in this unit:</p> <ul style="list-style-type: none"> The structures necessary to: <ul style="list-style-type: none"> Express likes or dislikes Give and respond to commands (as memorized chunks) Expressions used to indicate location 	<ul style="list-style-type: none"> Identify school supplies found in written and oral text. Demonstrate understanding of commands associated with classroom items. Tell where things and people in the classroom are located. Compare an American classroom with one in the target culture.

UNIT DESCRIPTION

Students use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and/or video/audio texts that contain classroom supply lists, ads for ‘back-to-school’, school maps, and descriptions of classrooms in the target culture(s).

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 2-a	UNIT NAME: School Days
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Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to classroom objects and classroom setup.

Presentational:

They use lists, chunks of language, and memorized phrases in to describe their classroom and compare it with one in the target culture.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand when someone describes things found in a school such as classroom items and furniture, and their location.</p> <p><u>Interpretive Reading:</u></p> <p>I can understand short readings (back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school such as classroom items, furniture, and school supplies.</p>
2	<p><u>Interpretive Listening:</u></p> <p>I can draw a picture of a classroom based on an oral description given by my teacher.</p> <p>I can place pictures of classroom items on a drawing of a school based on an oral description given by my teacher.</p> <p><u>Interpretive Reading:</u></p> <p>I can draw a picture of a classroom based on a written description.</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: **World Languages** **Novice-Mid K-5** **UNIT #: 2-a** **UNIT NAME: School Days**

	I can place pictures of classroom items on a drawing of a school based on a written description.
3	<p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p> <ul style="list-style-type: none">a. Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.b. Answer simple questions (yes/no, either/or, and short response) about things found in my school and classroom.
4	<p><u>Presentational: Speaking and/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can use words, phrases, and memorized sentences to compare my classroom with a classroom in the target culture by comparing pictures from both cultures.</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 2-b	UNIT NAME: School Days
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information related to a typical school day in the target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NM.A.1 7.1.NM.A.4
2	<p>Use physical response to demonstrate understanding of classroom routines.</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NM.A.2
3	<p>Ask and respond to memorized questions about a typical school day using digital tools and face-to-face communication through the target language.</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NM.B.1 7.1.NM.B.5
4	<p>Produce a multimedia rich presentation that compares school life in the home and target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NM.C.1 7.1.NM.C.3

Code #	New Jersey Core Curriculum Content Standards for World Languages
<u>Linguistic Content Statements</u>	
<u>Interpretive:</u>	

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 2-b

UNIT NAME: School Days

The Novice-Mid language learner understands and communicates at the **word** level and can independently identify and recognize *memorized words and phrases* that bring meaning to text.

Interpersonal:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s):

Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

7.1.NM.A.1

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

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

This CPI supports Anchor Standard 1 CCSS-ELA Reading.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 2-b	UNIT NAME: School Days
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7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
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. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
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. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
7.1.NM.C.3	Describe in writing people and things from the home and school environment.

CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● School subjects ● Activities associated with school ● Days of the week ● Months of the year ● Ordinal numbers ● Question words ● Numbers for telling time ● Expressions associated with telling time (i.e. morning, afternoon, evening) ● The structures necessary to: <ul style="list-style-type: none"> ○ Express time ○ Ask memorized questions related to school activities in the present time frame 	<ul style="list-style-type: none"> ● Interpret a school schedule to identify classes and time. ● Identify extra-curricular activities typical in the target culture. ● Ask memorized questions related to school life. ● Answer simple questions related to school life. ● Express likes and dislikes related to academic and social aspects of school life. ● Describe a typical school day. ● Compare school life in the target culture(s) with school life in the U.S.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 2-b

UNIT NAME: School Days

- Respond to simple questions related to school activities in the present time frame

Unit 2b follows Unit 2a. It is understood that students will have already mastered the following:

- Classroom items and furniture
- School supplies
- Cultural practices related to school
- Singular and plural forms of nouns and articles

The following items have already been assessed in Unit 1 and are being recycled in this unit:

- The structures necessary to:
 - Express likes or dislikes
 - Give and respond to commands (as memorized chunks)
 - Expressions used to indicate location

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and/or video/audio texts such as blogs, school websites, advertisements for 'back to school' sales, stories, and short video clips that focus on school life in the target culture(s).

Interpersonal:

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 2-b

UNIT NAME: School Days

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to school life.

Presentational:

They use lists, chunks of language, and memorized phrases to compare school in the home and target culture(s).

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand when someone talks about their school day.</p> <ul style="list-style-type: none">a. I can identify the time school starts and finishes.b. I can identify the subjects that students study during the school day.c. I can identify the favorite and least favorite teacher and class.d. I can determine how my school day and the school day of a student in the target culture are similar and different. <p>I can recognize common school and classroom activities when someone is describing what they do during the school day.</p> <p><u>Interpretive Reading:</u></p> <p>I can understand brief, written messages about a school day in the target culture.</p> <ul style="list-style-type: none">a. I can identify the time school starts and finishes.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 2-b	UNIT NAME: School Days
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	<p>b. I can identify the favorite and least favorite teacher and class.</p> <p>c. I can identify the subjects that students study during the school day.</p> <p>d. I can determine how my school day and the school day of a student in the target culture are similar and different.</p> <p>I can recognize common school and classroom activities as found in brief written descriptions of a typical school day in the target culture.</p>
2	<p><u>Interpretive Listening:</u></p> <p>I can follow routine classroom directions given by my teacher orally such as take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, and clear your desks.</p> <p><u>Interpretive Reading:</u></p> <p>I can follow routine classroom directions written by my teacher or others such as take out your..., put away your..., pass the papers forward, raise your hand, cover your papers, and clear your desks.</p>
3	<p><u>Interpersonal:</u></p> <p>I can use digital tools and face-to-face communication to:</p> <p>a. Ask simple, memorized questions (yes/no, either/or, and short response) about a classmate’s school day or the school day of a student from the target culture.</p> <p>b. Answer simple questions (yes/no, either/or, and short response) about my school day or the school day of a student from the target culture.</p>

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CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 2-b	UNIT NAME: School Days
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- | | |
|--|---|
| | <p>a. Ask simple, memorized questions (yes/no, either/or, and short response) about what my classmates and peers in the target culture do during school hours.</p> <p>b. Answer simple questions (yes/no, either/or, and short response) about what I do and what peers in the target culture do during the school day.</p> |
|--|---|

4

Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.

I can use technology and words, phrases, and memorized sentences to:

- | | |
|--|---|
| | <p>a. Tell how I spend my school day</p> <p>b. Tell how my peers in the target culture spend their school day</p> <p>c. Compare how our school day is similar and different</p> |
|--|---|

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages | **Novice-Mid K-5** | **UNIT #: 3-b** | **UNIT NAME:** Home, Sweet Home

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify household chores. Click here for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.4 7.1.NM.A.5
2	Skim and scan culturally authentic texts to identify cultural products and practices related to chores. Click here for the “Can-Do” Statement.	7.1.NM.A.3
3	Ask and respond to memorized questions about the chores that are typically done using digital tools and face-to-face communication in the target language. Click here for the “Can-Do” Statement.	7.1.NM.B.1 7.1.NM.B.4
4	Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of chores performed in the target culture(s). Click here for the “Can-Do” Statement.	7.1.NM.C.4

Code #	New Jersey Core Curriculum Content Standards for World Languages
<u>Linguistic Content Statements</u>	
<u>Interpretive:</u> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized</i>	

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CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 3-b

UNIT NAME: Home, Sweet Home

words and phrases that bring meaning to text.

Interpersonal:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s):

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
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. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 3-b	UNIT NAME: Home, Sweet Home
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	This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
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. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
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. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> • Common household chores • Memorized and frequently practiced questions related to distribution of chores <p>Unit 3b follows Unit 3a. It is understood that students will have already mastered the following:</p> <ul style="list-style-type: none"> • Types of furniture found in the home • Names of rooms in the home • Common household items used in each room • Characteristics of a home • The structures necessary to: <ul style="list-style-type: none"> ○ Describe homes ○ Describe the contents of homes • Memorized and frequently practiced questions related to: <ul style="list-style-type: none"> ○ Rooms in the home ○ Location of items in the home 	<ul style="list-style-type: none"> • Identify chores as found in authentic materials from an electronic information source. • Ask memorized questions related to chores using digital tools. • Respond to simple questions related to chores using digital tools. • Use memorized language to express preferences related to the division of household chores. • Create a multimedia rich visual representation related to chores. • Compare common household chores in the home culture with common household chores in the target culture(s). • Retell highlights from an authentic video or simple written text that includes description of chores. • Identify culturally specific chores.

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CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 3-b

UNIT NAME: Home, Sweet Home

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures necessary to:
 - State a preference or an opinion
 - Express like and dislike
 - Indicate location

UNIT DESCRIPTION

Students explore how household chores and the distribution of them in the home and target culture are similar and different.

Interpretive:

They interpret authentic written and/or video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on household chores.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community in which they ask and answer questions related to household chores.

Presentational:

They use lists, chunks of language and memorized phrases to compare how chores are shared in the home and target cultures.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p>

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CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 3-b	UNIT NAME: Home, Sweet Home
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	<p>I can understand basic information when someone talks about household chores.</p> <ul style="list-style-type: none"> a. I recognize the names of common household chores. b. I can determine household chores one likes to do and doesn't like to do. c. I can determine who does which chores.
	<p><u>Interpretive Reading:</u></p> <p>I can identify who does which chores by interpreting surveys dealing with household chores.</p>
2	<p><u>Interpretive Listening:</u></p> <p>I can compare things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.</p> <p><u>Interpretive Reading:</u></p> <p>I can compare things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.</p>
3	<p><u>Interpersonal:</u></p> <p>I can ask memorized questions (yes/no, either/or, and short response) related to who is responsible for some household chores.</p> <p>I can answer simple questions (yes/no, either/or, and short response) related to who is responsible for some household chores.</p>
4	<p><u>Presentational: Speaking and/or Writing</u> – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.</p> <p>I can list or identify household chores commonly done by members of the target culture based on information I have listened to or read.</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 3-b

UNIT NAME: Home, Sweet Home

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 4-a	UNIT NAME: Food, Glorious Food
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.A.1 7.1.NM.A.5</p>
2	<p>Use memorized words and phrases to ask and respond to questions related to food preferences, products and practices.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.B.4</p>
3	<p>Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.C.4 7.1.NM.C.5</p>

Code #	New Jersey Core Curriculum Content Standards for World Languages
	<p><u>Linguistic Content Statements</u></p> <p><u>Interpretive:</u> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p> <p><u>Interpersonal:</u> The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:</p>

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CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 4-a

UNIT NAME: Food, Glorious Food

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s):

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

7.1.NM.A.1

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

This CPI supports Anchor Standards 1 & 4 CCSS-ELA Reading.

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.

7.1.NM.B.4

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

This CPI supports Anchor Standard 1 CCSS-ELA ELA Speaking & Listening.

7.1.NM.C.4

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

This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

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CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 4-a	UNIT NAME: Food, Glorious Food
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7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
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CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> • Names of common vegetables, fruits, grains, proteins, and dairy items • Colors • Names of common ‘empty calorie’ foods • Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade) • Adjectives to describe size and shape of food • Memorized questions related to describing food <p>The following items have already been assessed in previous units and are being recycled in this unit:</p> <ul style="list-style-type: none"> • The structures necessary to: <ul style="list-style-type: none"> ○ State a preference ○ Express likes and dislikes ○ Indicate location ○ Compare 	<ul style="list-style-type: none"> • Identify main idea of an authentic text dealing with food products and practices. • Ask questions related to food preferences, products, and practices. • Answer questions related to food preferences, products, and practices. • Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore cultural products and practices related to foods in the home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret age- and level-appropriate authentic written and/or video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

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CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 4-a

UNIT NAME: Food, Glorious Food

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to food preferences, products and practices.

Presentational:

They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information as found in short audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture.</p> <p>I can understand some basic information as found in short audio/video clips when someone talks about a few practices associated with meal time, ordering a meal, and purchasing food.</p> <p><u>Interpretive Reading:</u></p> <p>I can understand some basic information found in short written texts about what people like to eat and what is commonly eaten in their culture.</p> <p>I can understand some basic information found in short written texts about practices associated with meal time, ordering a meal, and purchasing food.</p>
2	<p><u>Interpersonal:</u></p>

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CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 4-a

UNIT NAME: Food, Glorious Food

I can ask memorized questions (yes/no, either/or, and short response) about food preferences.

I can answer simple questions (yes/no, either/or, and short response) about food preferences.

I can ask memorized questions (yes/no, either/or, and short response) to find out about foods that are typical in the target culture.

I can answer simple questions (yes/no, either/or, and short response) about foods that are typical in my culture and the target culture.

I can ask memorized questions (yes/no, either/or, and short response) about meal time in my culture and the target culture.

I can answer simple questions (yes/no, either/or, and short response) about meal time in my culture and the target culture.

3

Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.

I can use words, phrases, and memorized sentences to share information I learned about foods that are common in the target culture and a few practice associated with foods in the target culture.

- a. I can use a graphic organizer to categorize foods popular in the United States and the target culture.
- b. I can use a graphic organizer to compare food practices.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 4-b	UNIT NAME: Food, Glorious Food
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Skim and scan age- and level-appropriate culturally authentic target language menus from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NM.A.1 7.1.NM.A.5
2	<p>Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s).</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NM.A.3
3	<p>Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to table settings and healthy eating.</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NM.A.2 7.1.NM.B.2
4	<p>Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.</p> <p>Click here for the “Can-Do” Statement.</p>	7.1.NM.B.4

Code #

New Jersey Core Curriculum Content Standards for World Languages

Linguistic Content Statements

Interpretive:

The Novice-Mid language learner understands and communicates at the **word** level and can independently identify and recognize *memorized words and phrases* that bring meaning to text.

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CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 4-b

UNIT NAME: Food, Glorious Food

Interpersonal:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s):

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

7.1.NM.A.1

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

This CPI supports Anchor Standards 1 & 4 CCSS-ELA Reading.

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 4-b	UNIT NAME: Food, Glorious Food
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7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s). This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor Standard 1 CCSS-ELA ELA Speaking & Listening.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> • Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice) • Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth) • Adjectives to describe size and shape of food • Culturally authentic gestures and practices associated with eating • The structures necessary to: <ul style="list-style-type: none"> ○ Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?) ○ Extend, accept, and refuse an invitation • Memorized questions related to ordering and paying for a meal • Currency from target culture and conversion to American 	<ul style="list-style-type: none"> • Recognize familiar food terms as found in an authentic menu. • Demonstrate comprehension of series of oral and written directions as related to table settings. • Give and follow directions related to healthy eating. • Recognize and use common gestures and cultural practices associated with food. • Engage in an unrehearsed conversation to order a meal by asking and answering questions. • Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

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CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 4-b

UNIT NAME: Food, Glorious Food

equivalent

Unit 4b follows Unit 4a. It is understood that students will have already mastered the following:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Colors
- Names of common 'empty calorie' foods
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Memorized questions related to describing food

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures needed to:
 - State a preference
 - Express likes and dislikes
 - Indicate location
 - Express time
 - Compare

UNIT DESCRIPTION

Students use the target language in the three modes of communication to examine cultural products and practices related to healthy eating in the home and the target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

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CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 4-b

UNIT NAME: Food, Glorious Food

They interpret age- and level-appropriate authentic written and/or video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to healthy eating.

Presentational:

They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can listen to someone read a menu and classify the foods into categories such as ones I like and don't like and foods that are healthy and not healthy.</p> <p>I can listen to someone read a menu and determine which foods are specific to the target language culture.</p> <p>I can listen to someone read information from a menu and recognize a few mealtime practices that are the same and different in my culture and the target culture.</p> <p><u>Interpretive Reading:</u></p> <p>I can understand some basic information found in online menus to determine foods that are popular in the target culture.</p> <p>I can understand some basic information found in an online menu that includes practices associated with when people in the</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: **World Languages**

Novice-Mid K-5

UNIT #: 4-b

UNIT NAME: Food, Glorious Food

culture eat different meals and the foods that are commonly eaten.

2

Interpretive:

I can match a few gestures associated with eating to their language equivalent. For example, I know how to express hunger and thirst, like and dislike, and ask for the check.

3

Interpretive Listening:

I can follow directions given by the teacher or a classmate for setting the table.

I can put foods in appropriate categories based on instructions from the teacher or a classmate.

Interpersonal:

I can exchange information with someone about how to set the table and answer their simple questions when they don't understand.

I can exchange information with someone about ingredients needed to make a recipe and answer their simple questions when they don't understand.

4

Interpersonal:

I can order a meal from a target language menu.

I can ask memorized questions (yes/no, either/or, and short response) about foods found on an authentic menu.

I can answer simple questions (yes/no, either/or, and short response) about foods found on an authentic menu.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 5-a	UNIT NAME: Celebrations
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<p>Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.A.1 7.1.NM.A.4</p>
2	<p>Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.B.4 7.1.NM.B.5</p>
3	<p>Dramatize an authentic song or recite a poem associated with a target culture celebration.</p> <p>Click here for the “Can-Do” Statement.</p>	<p>7.1.NM.C.2 7.1.NM.C.5</p>

Code #	New Jersey Core Curriculum Content Standards for World Languages
	<p><u>Linguistic Content Statements</u></p> <p><u>Interpretive:</u> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p> <p><u>Interpersonal:</u> The Novice-Mid language learner understands and communicates at the word level and can use <i>memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> ○ Respond to learned questions. ○ Ask memorized questions. ○ State needs and preferences.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 5-a

UNIT NAME: Celebrations

- Describe people, places, and things.

Presentational:

The Novice-Mid language learner understands and communicates at the **word** level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s):

Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions. This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
CONCEPTS	
WHAT DO STUDENTS NEED TO KNOW?	SKILLS
WHAT DO STUDENTS NEED TO BE ABLE TO DO?	WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> • Family members 	<ul style="list-style-type: none"> • Identify culture-specific holidays, as found in culturally

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 5-a

UNIT NAME: Celebrations

- Clothing
- Names of authentic holidays and celebrations
- Seasons
- Structures needed to:
 - Ask and answer questions related to family members
 - Ask and answer questions related to clothing and preferences
 - Ask and answer questions related to when holidays and celebrations occur

The following items have been previously assessed and are being recycled in this unit:

- How people greet and take leave in a target culture(s)
- Pastime activities
- Food
- Days of the week
- Months of the year
- Colors
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe

authentic video/audio/written texts.

- Recognize names of family members as found in culturally authentic video/audio/written texts.
- Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations.
- Ask memorized questions related to family members.
- Answer simple questions related to family members.
- Ask memorized questions related to clothing.
- Answer simple questions related to clothing.
- Ask memorized questions related to celebrations in the home and target cultures.
- Answer simple questions related to celebrations in the home and target cultures.
- Perform a culturally authentic song/poem associated with a particular target culture celebration.
- State likes, dislikes, and preferences related to clothing.
- Describe clothing.
- Describe family members.

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore cultural celebrations in the home and target cultures focusing on who celebrates what, when, and with whom. They examine the relationship between dress and specific celebrations. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and/or video/audio texts related to celebrations (invitations, and posters, radio/television/newspaper

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 5-a

UNIT NAME: Celebrations

advertisements).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target cultures.

Presentational:

They use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in short audio/video clips dealing with a cultural celebration such as a birthday party, holiday celebration, and a community celebration.</p> <p><u>Interpretive Reading:</u></p> <p>I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in written text dealing with a cultural celebration such as a party invitation and a schedule of events for celebration.</p>
2	<p><u>Interpersonal:</u></p> <p>I can ask memorized questions (yes/no, either/or, and short response) related to:</p> <ul style="list-style-type: none"> a. The type of celebration b. When an event takes place

NJDOE MODEL CURRICULUM

CONTENT AREA: **World Languages**

Novice-Mid K-5

UNIT #: 5-a

UNIT NAME: **Celebrations**

- c. Where an event takes place
- d. Who is invited to/coming to a celebration
- e. What the dress is for the celebration
- f. What activities take place during the celebration

I can answer simple questions (yes/no, either/or, and short response) related to:

- a. The type of celebration
- b. When an event takes place
- c. Where an event takes place
- d. Who is invited to/coming to a celebration
- e. What the dress is for the celebration
- f. What activities take place during the celebration

3

Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.

I can perform a song or poem from the target language about a cultural celebration without using any memory crutches.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages | **Novice-Mid K-5** | **UNIT #: 7-a** | **UNIT NAME: Going Green!**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with recycled products of the target culture(s). Click here for the “Can-Do” Statement.	7.1.NM.A.1 7.1.NM.A.4
2	Give and follow directions regarding recycled products. Click here for the “Can-Do” Statement.	7.1.NM.B.2
3	Ask and respond to memorized questions about recycled products using digital tools and face-to-face communication. Click here for the “Can-Do” Statement.	7.1.NM.B.1 7.1.NM.B.4 7.1.NM.B.5
4	Produce a multimedia rich presentation that compares recycled products of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts. Click here for the “Can-Do” Statement.	7.1.NM.C.1 7.1.NM.C.4

Code #	New Jersey Core Curriculum Content Standards for World Languages
	<p><u>Linguistic Content Statements</u></p> <p><u>Interpretive:</u> The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages

Novice-Mid K-5

UNIT #: 7-a

UNIT NAME: Going Green!

Interpersonal:

The Novice-Mid language learner understands and communicates at the word level and can use *memorized words and phrases* independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational:

The Novice-Mid language learner understands and communicates at the word level and can use *memorized words and phrases* independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural Content Statement(s):

Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

7.1.NM.A.1

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

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

7.1.NM.A.4

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

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages **Novice-Mid K-5** **UNIT #: 7-a** **UNIT NAME: Going Green!**

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. This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. This CPI supports Anchor Standard 1 CCSS-ELA Reading.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. This CPI supports Anchor - Anchor Standard 1 CCSS-ELA Speaking & Listening.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
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. This CPI supports Anchor Standards 4, 5, & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing. This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

CONCEPTS WHAT DO STUDENTS NEED TO KNOW?	SKILLS WHAT DO STUDENTS NEED TO BE ABLE TO DO?
<ul style="list-style-type: none"> ● Symbols of recycling in target culture ● Vocabulary associated with symbols of recycling ● Recyclable categories ● Shapes and materials ● Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items ● Vocabulary of locations <p>The following items have already been assessed in other unit(s) and are being recycled in this unit:</p> <ul style="list-style-type: none"> ● Colors ● Numbers 	<ul style="list-style-type: none"> ● Identify recycled products of the target culture as found in authentic materials from electronic information sources and other sources. ● Give and follow commands related to recycled products. ● Ask memorized questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication. ● Respond to simple questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication. ● Compare recycled products in home and target cultures.

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 7-a	UNIT NAME: Going Green!
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- School supplies
- The structures necessary to:
 - Indicate location
 - Compare
 - Indicate direction

UNIT DESCRIPTION

Students use the target language in the three modes of communication to explore products from the home and target cultures that are commonly recycled. (Assessment of the Interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and/or video/audio texts such as blogs, government sites, public service announcements, and short video clips that focus on recycled products in the target culture(s).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and other target-language speakers in the community in which they ask and respond to questions regarding products that are recycled.

Presentational:

They use lists, chunks of language, and memorized phrases to compare recycled products in the home and target cultures.

SLO #	CAN DO STATEMENTS ALIGNED TO THE SLOS
1	<p>In order to accommodate all types of K-5 programs, both Interpretive Listening and Interpretive Reading are included below; however, the sample assessments of the SLOs will only be provided for Interpretive Listening.</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information related to reuse, recycle, and reduce as found in short video/audio clips.</p> <p style="padding-left: 40px;">a. I can recognize words associated with commonly recycled products such as plastic, cans, paper, cardboard, and</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: World Languages	Novice-Mid K-5	UNIT #: 7-a	UNIT NAME: Going Green!
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batteries.

- b. I can identify common symbols of recycling and match them to the equivalent target language word.

Interpretive Reading:

I can understand some basic information related to reuse, recycle, and reduce as found in short written text (e.g. poster, public service announcement and blog).

- a. I can recognize words associated with commonly recycled products such as plastic, cans, paper, cardboard, and batteries.
- b. I can identify common symbols of recycling and match them to the equivalent target language word.

2

Interpersonal:

I can tell my classmates and others which categories (size, color, quantity, and types) to place some recycled items.

I can categorize pictures (size, color, quantity, and types) of some recycled items based on directions given to me by my classmates and others.

3

Interpersonal:

I can use digital tools and face-to-face communication to:

- a. Ask memorized questions (yes/no, either/or, and short response) about quantity of recycled products.
- b. Answer simple questions (yes/no, either/or, and short response) about quantity of recycled products.
- c. Ask memorized questions (yes/no, either/or, and short response) about color of recycled products.
- d. Answer simple questions (yes/no, either/or, and short response) about color of recycled products.

NJDOE MODEL CURRICULUM

CONTENT AREA: **World Languages**

Novice-Mid K-5

UNIT #: **7-a**

UNIT NAME: **Going Green!**

e. Ask memorized questions (yes/no, either/or, and short response) about types of recycled products.

f. Answer simple questions (yes/no, either/or, and short response) about types of recycled products.

4

Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. As such, the sample assessments of the SLOs will be provided for speaking.

I can use technology and words, phrases, and simple sentences to compare which items we recycle in my community with items that are recycled in the target culture community based on what I have learned.

Grades 6, 7 and 8 Instructional Units

Overview and details of Spanish World Language Curriculum

https://docs.google.com/document/d/1bc2Ow6ca_yx85ITNqQMgWfGFzN0IV9bgOzpwyoAGqkU/edit?usp=sharing

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Grade 6 Instructional Units

Unit 1 Para Empezar

I can:

- I can listen to greetings and announcements
- I can read a description of the weather
- I can read a description of a list of school supplies

Transfer Goals:

1. En La Escuela
 - a. Greet people at different times of the day
 - b. Introduce myself to others
 - c. Respond to classroom directions
 - d. Tell time
 - e. Identify parts of the body
2. En La Clase
 - a. Talk about things in the classroom
 - b. Ask questions about new words and phrases
 - c. Use the Spanish alphabet to spell words
 - d. Talk about things related to the calendar
 - e. Learn the Aztec calendar
3. El Tiempo
 - a. Describe weather conditions
 - b. Identify the seasons
 - c. Compare weather in the northern and southern hemispheres

Objectives and CPI's

7.1.NM.A.1	7.1.NM.A.2	7.1.NM.A.3	7.1.NM.A.4	7.1.NM.A.5
7.1.NM.B.1	7.1.NM.B.2	7.1.NM.B.3	7.1.NM.B.4	7.1.NM.B.5
7.1.NM.C.1	7.1.NM.C.2	7.1.NM.C.3	7.1.NM.C.4	7.1.NM.C.5

Benchmark, Formative, Alternate, and Summative Benchmark, Formative, Alternate, and Summative Assessment Transfer Tasks:

- Read, Listen and respond to greetings for adults and friends
- Read, listen and respond to questions and statements about the date and time
- Read, listen and respond to questions and statements about the weather
- Read, listen and respond to questions and statements about school supplies

Unit 2 Mis Amigos y Yo

I can:

- I can listen to and read about activities people like to do and don't like to do
- I can talk and write about what you and others like and don't like to do
- I can describe your favorite activities and ask others about theirs

Transfer Goals:

- Identify cultural practices in an authentic video
- Describe dance and music from Spanish speaking world and compare them to American dances and music
- Compare favorite activities of Spanish speaking teens to those of teens in the United States

Objectives and CPI's

7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5

7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5

7.1.NM.C.1 7.1NM.C.2 7.1NM.C.3 7.1.NM.C.4 7.1.NM.C.5

Benchmark, Formative, Alternate, and Summative Assessment Transfer Tasks:

- Read, Listen and respond to a school in a spanish speaking country who wants to exchange emails about what you like to do and don't like to do
- Read, listen and respond to questions and statements about popular music and dances

Unit 3 Y Tu, ¿Como Eres?

I can:

- I can listen to and read about descriptions of others
- I can talk and write about your personality traits
- I can describe your personality to others

Transfer Goals:

- Identify cultural practices in an authentic video about personality traits
- Compare cultural perspectives on friendships

Objectives and CPI's

7.1.NM.A.1	7.1.NM.A.2	7.1.NM.A.3	7.1.NM.A.4	7.1.NM.A.5
7.1.NM.B.1	7.1.NM.B.2	7.1.NM.B.3	7.1.NM.B.4	7.1.NM.B.5
7.1.NM.C.1	7.1NM.C.2	7.1NM.C.3	7.1.NM.C.4	7.1.NM.C.5

Benchmark, Formative, Alternate, and Summative Assessment Transfer Tasks:

- Read, Listen and respond to a character in a Spanish soap opera describe his friend, identify the personality traits.
- Tell a partner about the real you to help the person understand who you really are
- Write a brief personal narrative about yourself, including your family, friends and things you like to and dot like to do
- Explain the difference between amigo and comocido

Grade 7 Units of Instruction

Unit 2A Tu Día En La Escuela

I can:

- I can listen to and read descriptions of school subjects and schedules
- I can talk and write about classes, school activities, and likes and dislikes
- I can compare sports and attitudes toward sports in the Spanish speaking world and the United States.

Transfer Goals:

- Exchange information while explaining what classes and activities you and your friends have in common
- Compare your school day with those of a student in a Spanish speaking country
- Identify cultural practices about school subjects
- Compare sports

Objectives and CPI's

7.1.NM.A.1	7.1.NM.A.2	7.1.NM.A.3	7.1.NM.A.4	7.1.NM.A.5
7.1.NM.B.1	7.1.NM.B.2	7.1.NM.B.3	7.1.NM.B.4	7.1.NM.B.5
7.1.NM.C.1	7.1NM.C.2	7.1NM.C.3	7.1.NM.C.4	7.1.NM.C.5

Benchmark, Formative, Alternate, and Summative Assessment Transfer Tasks:

- Read, Listen and respond to two students who just attended new classes and about their new schedules
- Tak or write about what you and your friends have in common, school subjects, sports, music, activities, etc
- Read and write an email about your school subjects, sports, music, activities, etc
- Think about sports in your school that attract the most fans to the games/competitions. Are these the same sports popular in spanish speaking countries? How do spectators show enthusiasm? Is it the same in the United States?

Unit 2B Tu Sala De Clases

I can:

- I can listen to and read conversations and notes about school
- I can talk and write about classes, classrooms and where things are located

Transfer Goals:

- Exchange information while describing someone's locations
- Identify cultural practices about school
- Compare perspectives towards school and uniforms in Spanish speaking countries and the United States

Objectives and CPI's

7.1.NM.A.1	7.1.NM.A.2	7.1.NM.A.3	7.1.NM.A.4	7.1.NM.A.5
7.1.NM.B.1	7.1.NM.B.2	7.1.NM.B.3	7.1.NM.B.4	7.1.NM.B.5
7.1.NM.C.1	7.1.NM.C.2	7.1.NM.C.3	7.1.NM.C.4	7.1.NM.C.5

Benchmark, Formative, Alternate, and Summative Assessment Transfer Tasks:

- Read, Listen and respond to a student who has lost an important document, identify and suggest classrooms, locations and places the student should look
- You have just moved to a new town and a new school send an email written in Spanish asking questions about school, classes, location of places and items
- Think about how students and teachers interact within a typical classroom in a Spanish speaking country. What are some things you might find the same or different in a school in the United States

Unit 3A La Comida

I can:

- I can listen to and read descriptions of meals and menus
- I can talk about and write about foods i and others like or dislike

Transfer Goals:

- Exchange information about food preferences
- Identify cultural practices about food
- Trace the history of some foods originally native to Europe and Americas

Objectives and CPI's

7.1.NM.A.1	7.1.NM.A.2	7.1.NM.A.3	7.1.NM.A.4	7.1.NM.A.5
7.1.NM.B.1	7.1.NM.B.2	7.1.NM.B.3	7.1.NM.B.4	7.1.NM.B.5
7.1.NM.C.1	7.1NM.C.2	7.1NM.C.3	7.1.NM.C.4	7.1.NM.C.5

Benchmark, Formative, Alternate, and Summative Assessment Transfer Tasks:

- Read, Listen and respond to students who describe what they typically eat for lunch
- What do others typically eat for breakfast and design a menu for the breakfast meeting for next week's Spanish club meeting
- Make a chart of food combinations popular in the United States (coffee and donut) verse food combinations popular in Spanish speaking countries.

Grade 8 Units of Instruction

Unit 3B Para Mantener La Salud

I can:

- I can listen to and read descriptions of healthy and unhealthy lifestyles
- I can talk and write about food, health, and exercise choices

Transfer Goals:

- Exchange information while expressing opinions about food choices and health
- Read and understand authentic texts on healthy foods
- Understand cultural perspectives on medicines and health care
- Compare traditional foods, markets and festivals in the Spanish speaking world with those in the United States

Objectives and CPI's

7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5
7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5
7.1.NM.C.1 7.1NM.C.2 7.1NM.C.3 7.1.NM.C.4 7.1.NM.C.5

Benchmark, Formative, Alternate, and Summative Assessment Transfer Tasks:

- Read, Listen and respond to two people being interviewed about habits.
- Answer questions for a telephone survey about food preferences and why each is good or bad for your health
- Create a top ten list of ways to improve a teens health and lifestyle

Unit 4A Los Pasatiempos

I can:

- I can listen to and read about leisure activities and schedules
- I can talk and write about places to go and activities to do during free time

Transfer Goals:

- Exchange information about weekend plans
- Understand the meaning and role of children's rhymes from the Spanish speaking world
- Compare leisure activities in the Spanish speaking world and the United States
- Identify cultural practices in an authentic video about community

Objectives and CPI's

7.1.NM.A.1	7.1.NM.A.2	7.1.NM.A.3	7.1.NM.A.4	7.1.NM.A.5
7.1.NM.B.1	7.1.NM.B.2	7.1.NM.B.3	7.1.NM.B.4	7.1.NM.B.5
7.1.NM.C.1	7.1NM.C.2	7.1NM.C.3	7.1.NM.C.4	7.1.NM.C.5

Benchmark, Formative, Alternate, and Summative Assessment Transfer Tasks:

- Read, Listen and respond friends trying to make plans for the weekend. Who is going? Where are they going? When are they going?
- Describe your weekend plans, name at least 3 places and things to do.
- Leave a note for your parents about your plans for the day
- What is your favorite childhood game? What is a traditional game from a Spanish speaking country?

Unit 4B ¿Quieres ir Conmigo?

I can:

- I can listen to and read invitations and responses
- I can discuss and write an invitation and an activity plan

Transfer Goals:

- Exchange information while responding to an invitation
- Understand cultural differences regarding extra curricular activities
- Compare and contrast the careers of two athletes
- Identify cultural perspectives in an authentic video about sports and free time activities

Objectives and CPI's

7.1.NM.A.1	7.1.NM.A.2	7.1.NM.A.3	7.1.NM.A.4	7.1.NM.A.5
7.1.NM.B.1	7.1.NM.B.2	7.1.NM.B.3	7.1.NM.B.4	7.1.NM.B.5
7.1.NM.C.1	7.1.NM.C.2	7.1.NM.C.3	7.1.NM.C.4	7.1.NM.C.5

Benchmark, Formative, Alternate, and Summative Assessment Transfer Tasks:

- Read, Listen and respond to a friend asking you to go somewhere this weekend. Ask where is she going? What is she going to do? What time she wants to go?
- As a counselor to an after school program you must write letters to parents telling at least 5 things their children will do during the week
- Think about what your friends typically do after school. Are your activities school related? How do your activities compared with those of teens in a Spanish speaking country?