

READINGTON PUBLIC SCHOOL DISTRICT

Spanish Curriculum 2023 Grades Kindergarten – Grade 5

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I. PURPOSE AND OVERVIEW

The Readington School District world language program provides a balanced instructional approach which includes common beliefs. The Spanish curriculum identifies the essential knowledge and skills that prepare students to communicate in Spanish, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the Spanish language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the Spanish World Language classroom, Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate cultural sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

The goal of world language is to prepare learners to apply their skills and understandings measured by the New Jersey Student Learning Standards (NJSLS) and to bring global competence to students' future careers and experiences. In grades K-5, students receive world language instruction in Spanish. Spanish is the foundation of the world language program in the Readington Township Schools. Recent data reveals that Spanish is the official language of over 20 nations in North, Central, and South America, as well as in Spain, several nations in Africa, and the Philippines.

Students will use the modes of interpretive, interpersonal, and presentational communication when in the World Language classrooms. The mission of the exploratory world language program in grades Kindergarten through Five is to transmit enjoyment of another language, to introduce cultures of other countries, and to provide an opportunity for students to begin communicating in a language other than their own native language.

As students near the end of Grade Five, they select a world language to study in Grades Six, Seven, and Eight. In Grades Six through Eight, students have the option to select French, Mandarin, or Spanish as their choice for World Language instruction. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment. Native speakers may select to develop their native language while enrolled in the middle school grades. Native language speakers will refine pronunciation, build their writing skills, and advance reading proficiency in the native language.

II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM

The components of a successful world language curriculum identify with the 5 "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades K-8 so that all students will develop and maintain proficiency in English and at least one other language.

III. GOALS:

This curriculum is linked to the 2020 New Jersey Student Learning Standards for World Languages. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. The data produced by formative and summative measurement is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, and presentations. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. PACING GUIDE

	Kindergarten	First Grade	Second Grade	Third Grade
Unit 1 Sept./Oct.	<i>Why should we learn Spanish?</i> <i>Say Hello and Good-Bye</i> Greetings and farewell; What is your name?	<i>Why should we learn Spanish?</i> <i>Let's Play</i> Greetings and farewell; Introductions; Colors; Numbers (1-20)	<i>Why should we learn Spanish?</i> <i>Central America and Caribbean</i> Greetings and farewell; Introductions; Colors; Numbers (1-30)	<i>Why should we learn Spanish?</i> <i>All About Me</i> Greetings and farewell; Introductions (name, age, feelings, favorite color, and birthday); Numbers (1-50); Weather; Date
Unit 2 Oct./Nov.	<i>A Few of My Favorites Colors</i> Greetings and farewell; What is your name?; Primary colors	<i>Día de los Muertos</i> Greetings and farewell; Introductions; Colors; Numbers (1-20); Día de los Muertos	<i>Día de los Muertos</i> Greetings and farewell; Introductions; Colors; Numbers (1-35); Día de los Muertos	<i>Día de los Muertos</i> Greetings and farewell; Introductions (name, age, feelings, favorite color, and birthday); Weather; Date
Unit 3 Nov./Dec	<i>Show me the numbers</i> Greetings and farewell; What is your name?; How are you? Colors; 1-10	<i>My feelings</i> Greetings and farewell; Introductions; Colors; Numbers (1-20); I'm "Yo estoy" (feelings)	<i>Calendar</i> Greetings and farewell; Date; Weather; Colors; Numbers (1-35)	<i>School</i> Greetings and farewell; Introductions (name, age, feelings, favorite color, and birthday); Weather; Alphabet; Date: yesterday/today/tomorrow; Commands and objects used in a classroom; "Hay" (There is/are)
	<i>"I'm Big, and I'm Small"</i>	<i>Days of the Week</i>	<i>Fruit - I Like/I Don't Like</i>	<i>School</i>

Unit 4 Dec./Jan.	Greetings and farewell; What is your name?; How are you? Colors; 1-15; Days of the week	Greetings and farewell; Introductions (name, age, and feelings); Colors; Numbers (1-20)	Greetings and farewell; Introductions; Colors; Numbers (1-40); Fruits; <i>I Like/I Don't Like</i>	Greetings and farewell; Introductions (name, age, feelings, favorite color, and birthdate); Weather; Alphabet; Date; yesterday/today/tomorrow; Commands and objects used in a classroom; "Hay" (There is/are)
Unit 5 Jan./Feb.	<i>The Wheels on the Bus</i> Greetings and farewell; What is your name?; How are you? Colors; 1-15; Days of the week	<i>Calendar</i> Greetings and farewell; Introductions (name, age, and feelings); Colors; Numbers (1-25); Days of the week and months	<i>Vegetables - I Like/I Don't Like</i> Greetings and farewell; Introductions; Colors; Numbers(1-40); Vegetables; I Like/I Don't Like	<i>Calendar</i> Greetings and farewell; Introductions (name, age, feelings, favorite color, and birthdate); Weather; Date; Numbers (1-50)
Unit 6 Feb./Mar.	<i>What is the Weather?</i> Greetings and farewell; What is your name?; How are you? Colors; 1-15; Days of the week	<i>The Weather</i> Greetings and farewell; Introductions (name, age, and feelings); Colors; Numbers (1-25); Days of the week and months; Weather	<i>Food - To Eat</i> Greetings and farewell; Introductions; Colors; Numbers(1-45); Fruits; Vegetables; I Like/I Don't Like; Food; To Eat	<i>School supplies</i> Greetings and farewell; Introductions (name, age, feelings, favorite color, and birthdate); Weather; Date; Use of the verb "Tener" (to have) Yo tengo un lápiz, Yo no tengo un cuaderno
Unit 7 Mar./April	<i>How I am Feeling</i> Greetings and farewell; What is your name?; How are you? Colors; 1-15; Days of the week	<i>Vowels</i> Greetings and farewell; Introductions (name, age, and feelings); Colors; Numbers (1-30); Days of the week and months; Weather; Vowels	<i>Drinks - To Drink</i> Greetings and farewell; Introductions; Colors; Numbers (1-45); Fruits; Vegetables; I Like/I Don't Like; Drinks; To eat	<i>Classroom Objects</i> Greetings and farewell; Introductions (name, age, feelings, favorite color, and birthdate); Weather; Date; Use of "Hay/ No hay" (There is/are - There isn't/aren't), Hay tres libros, No hay ningún libro
Unit 8 Apr./May	<i>Shake the Maracas!</i> Greetings and farewell; What is your name?; How are you? Colors; 1-20; Days of the week; Cinco de Mayo	<i>Very Hungry Caterpillar</i> Greetings and farewell; Introductions (name, age, and feelings); Colors; Numbers (1-30); Days of the week and months	<i>Typical Spanish Foods and Drinks (with Adjectives)</i> Greetings and farewell; Introductions; Colors; Numbers(1-50);	<i>Preferences</i> Greetings and farewell; Introductions (name, age, feelings, favorite color, and birthdate); Weather; Date; Me gusta, No me gusta

		months; Weather; Vowels	Fruits; Vegetables; I Like/I Don't Like; Typical Spanish Food and Drinks with adjectives	
Unit 9 May/June	<i>Let's Go Outside and Play!</i> Greetings and farewell; What is your name?; How are you? Colors; 1-20; Days of the week	<i>Let's Celebrate and Hit the piñata!</i> Greetings and farewell; Introductions (name, age, and feelings); Colors; Numbers (1-30); Days of the week and months; Weather; Vowels; Cinco de Mayo	<i>Let's Celebrate and Hit the piñata!</i> Greetings and farewell; Introductions; Colors; Numbers(1-50); Fruits; Vegetables; I Like/I Don't Like; Typical Spanish Food and Drinks with adjectives Cinco de Mayo; Pinata	<i>Let's Celebrate and Hit the Piñata!</i> Cinco de Mayo; Pinata; Product and Multiplication

	Fourth Grade	Fifth Grade
Unit 1 Early Sept. (2 weeks)	<i>Review</i> Personal greetings; Alphabet; Calendar; Questions; Days/months; De donde eres and donde vives (Where do you live?); Numbers 0-60; Colors	<i>Review</i> Alphabet, Greetings, Calendar, Dates, Months, Colors, Numbers 0-100
Unit 2 Sept./Oct. (6 weeks)	<i>Adjectives Describing School Classes</i> School supplies needed for various subjects (What do you need...I need...); Personal pronouns Yo and Tu	<i>Classroom Objects and Describing Teachers and Classes</i> Telling time; Describing self and others including likes and dislikes
Unit 3 Oct./Nov. (6 weeks)	<i>Time of School Classes</i> What time do you have Spanish?; Describe classes and teachers; Expand vocabulary for personal adjectives to describe self, teachers, and classes	<i>Family and Home</i> Describing family members, Rooms of the house and furniture; Prepositions to describe where things are located inside a house; Color and size to describe one's house and the family living there
Unit 4 Dec. (3 weeks)	<i>Weather</i> Weather expressions and seasons; Weather in different hemispheres	<i>Family and Home</i> Describe rooms and furniture using adjective agreement
Unit 5 Jan./Feb. (6 weeks)	<i>My Family and Me</i> Physical and personality words and phrases to describe self; Adjectives of emotion; Yo soy ____ and Hoy estoy ____.; Describe one's family using adjectives; Teach verbs (infinitives); What do you like to do? What do your family members like to do?	<i>Family and Home</i> Describe rooms and furniture using adjective agreement

Unit6 Mar./Apr. (5 weeks)	<i>My Family</i> Extended family vocab and describe one's family using adjectives; Family pets; More ways to describe our favorite activities; Telling time.	<i>Geography</i> Spanish speaking countries and capitals; Weather in different Spanish-speaking countries; Temperatura maxima and minima using grados (degrees); Seasons
Unit 7 May/June (6 weeks)	<i>Pets/Zoo Animals</i> Describe various traditional pets; Vocabulary for zoo and wild animals; Communicative activities	<i>Restaurants</i> Basic ways to order food; Restaurant/cafe etiquette; Describe a table setting

VI. Spanish Units

Kindergarten Spanish	
Desired Results	
<p>Established Goals: Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>Interpretive 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>Interpersonal 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • People express themselves in different ways. • We see evidence of other cultures in our homes and in our country. • Other countries are similar and different than our country of the United States of America • Products, practices, and perspectives of other cultures studied will help my interpersonal, interpretive, and presentational communication. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>Communication: How do I identify people and things in another language?</i> • <i>Cultures: What languages do people speak in Readington?</i> • <i>Comparisons: What are families like?</i> • <i>Communities: Where do I see or hear another language spoken in or around Readington?</i> <p>Intercultural Statements:</p> <ul style="list-style-type: none"> • Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

<ul style="list-style-type: none"> Others, around the world, communicate in different languages. <p><i>Cultural Connections for the Year (Some or all of the following will be introduced):</i></p> <ul style="list-style-type: none"> Primero de Mayo or Día del Trabajo or Día del Trabajador; a national holiday celebrated in most Spanish-speaking countries, equivalent to the U.S. Labor Day. <i>Año Nuevo</i>, New Year's Day January 6th, <i>Epiphany</i> The day before Ash Wednesday, <i>Carnaval</i>, an official Mexican holiday that kicks off a five-day celebration of the libido before the Catholic Lent. Beginning the weekend before Lent, <i>Carnaval</i> is celebrated exuberantly with parades, floats, and dancing in the streets. May 1 <i>Labor Day</i> May 5 <i>Cinco de Mayo</i> (México) commemorates the victory of Mexican forces over the French army at the Battle of Puebla on May 5, 1862. It is primarily a regional holiday celebrated in the Mexican state capital city of Puebla, and in other parts of Mexico. It is also celebrated in U.S. cities with a significant Mexican population. It is not, as many people think, Mexico's Independence Day, which is September 16. October 12th <i>Columbus Day</i> November 1st <i>Día de los Muertos</i> (Mexico) All Saint's Day 	<ul style="list-style-type: none"> Learners recognize and identify a few typical practices of the target culture.
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> Use Spanish to communicate with others. Understand what others are trying to communicate in Spanish. Present information, concepts, and ideas in Spanish so that it is understood. My understanding of culture will help me to communicate and function in other cultures. In at least one language other than English, present information, concepts or ideas to listeners or readers on a variety of topics. In at least one language other than English, demonstrate an understanding of the products, practices, and perspectives of the Spanish culture, and use their cultural knowledge for interpersonal, interpretive, and presentational communication. In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language. In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages. 	

<ul style="list-style-type: none"> In at least one language other than English, students will use the world and language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation. <p>Students will be able to...</p> <ul style="list-style-type: none"> Greet people. Introduce themselves to others. Respond to classroom directions. Count the number of words in syllables and the number of syllables in words. Use and respond to basic greetings and farewells. Verbally introduce self by saying, “<i>Me llamo, _____</i>” or “<i>Mi nombre es, _____</i>” Identify and recite the primary colors in Spanish. State one’s own name in Spanish. Count up to ten in Spanish in ascending order. Utilize the adjectives to describe big, medium, and small; <i>grande</i> (big), <i>mediano</i> (medium), and <i>pequeño</i> (small) <i>pequenito</i> (too small). Name and identify all two-dimensional shapes in Spanish. Describe the weather by using picture cards. Identify shapes (circle, square, triangle, rectangle, and hexagon) in the target language. Describe the weather orally with picture cards. Participate in multilingual communities at home and around the world. 	
Interdisciplinary Connections	
Art: 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling. Activity: Craft projects related to colors or culture.	
Career Readiness, Life Literacies, and Key Skills	
Career Ready Practice: Act as a responsible and contributing community members and employee. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Activity: Respond to basic commands in the target language, after watching various videos modeling appropriate pronunciation.	
9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.2: Demonstrate originality and inventiveness in work. Activity: Describe skills connected with a career as a weather person and take on this role to present the day’s weather.	
Computer Science	
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Teach vocabulary through online games to engage students. Develop essential skills with fun and engaging computer lessons for beginners, such as number lines or counting.	
Assessment Evidence	
Formative: Teacher Observation Self-assessments Student participation	Benchmark: Identify and state the colors. Pre-Test: October Post-Test: December Rubric Grading

<p>Summative: Rubrics Speaking presentations</p> <p>Interpersonal: Beginning/Emerging Proficiency</p> <ul style="list-style-type: none"> • Respond to greetings and farewells and frequent questions. • Follow simple instructions through actions. • Express likes and dislikes using visual cues. • Recognize common gestures, intonation, and other visual targets. <p>Interpretive: Beginning/Emerging Proficiency</p> <ul style="list-style-type: none"> • React with gestures or drawings to verbal or written descriptions. • Show limited comprehension of simple questions and statements about a verbal conversation. <p>Presentation: Beginning Proficiency</p> <ul style="list-style-type: none"> • Prepare illustrated stories and share as part of a group. • Recite or dramatize songs, short anecdotes or poems. • Convey meaning through gestures or through listing information. 	<p>Alternative: Make a SHAPE book. Students create a mini-book with an illustrated cover and draw and identify the shapes and colors on each page. Complete for sizes and numbers.</p>
<p style="text-align: center;">Resources for Instruction</p>	
<p>Core Materials: Textbook: TPR (Total Physical Response) Storytelling and booklet</p> <p>Supplemental Resources: The color game Matching games <i>Figuras Geometrica</i> by Scholastic Inc. <i>Tiempo de Calabazas</i> by Zoe Hall <i>Spot va a la escuela</i> by Eric Hill <i>De colores</i> by Rosemary Reville <i>Siete ratones ciegos</i> by Ed Young <i>El pez cachetón va a la escuela</i> by Deborah Diesen. <i>Mira las formas con el gato galano</i> by Donald Charles <i>Perro grande... Perro pequeño</i> by P.D.Eastman <i>La Oruga muy Hambrienta</i> by Eric Carle <i>La Fiesta del ABECEDARIO</i> by Cecilia Avalos. Subject-specific leveled texts are available in school book rooms and classroom libraries.</p> <p>Technology: www.quizlet.com http://www.duolingo.com https://www.youtube.com/watch?v=ldF4o3jc07A (Los animals Sing with Senor) www.quizlet.com</p>	

<http://www.duolingo.com>
www.linguiscope.com
<http://linguascope.com/>
<http://onlinefreespanish.com/>
<http://spanishspanish.com/>
<http://www.spanish-games.net/>
<http://www.bbc.co.uk/schools/primarylanguages/spanish/>
<http://cvc.cervantes.es/ensenanza/mimundo/default.htm>
<http://interactivesites.weebly.com/spanish.html>
<http://www.hello-world.com/games/index.php/?language=Spanish&translate=English/learn.php>
<http://www.rockalingua.com>
<https://www.fluencyprof.com/spanish-video-animation-una-carta-de-amor.html>

First Grade Spanish

Desired Results

Established Goals:

Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

Interpersonal

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

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

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentation

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Understandings:

Essential Questions:

Students will understand that...

- People express themselves in different ways.
- We see evidence of other cultures in our homes and in our country.
- Other countries are similar and different than our country of the United States of America
- Products, practices, and perspectives of other cultures studied will help my interpersonal, interpretive, and presentational communication.
- Others, around the world, communicate in different languages.

Grammar Review of and Instruction with:

- Use correctly “to have” [*tener*] in Spanish
- Use “how many” [*Cuántos*] in Spanish
- Use correctly “have” [*tengo*] in Spanish

Cultural Connections for the Year (Some or all will be introduced):

- Primero de Mayo or Día del Trabajo or Día del Trabajador; a national holiday celebrated in most Spanish-speaking countries, equivalent to the U.S. Labor Day.
- *Año Nuevo*, New Year’s Day
- January 6th, *Epiphany*
- The day before Ash Wednesday, *Carnaval*, an official Mexican holiday that kicks off a five-day celebration of the libido before the Catholic Lent. Beginning the weekend before Lent, *Carnaval* is celebrated exuberantly with parades, floats, and dancing in the streets.
- May 1 *Labor Day*
- May 5 *Cinco de Mayo* (México). Commemorates the victory of Mexican forces over the French army at the Battle of Puebla on May 5, 1862. It is primarily a regional holiday celebrated in the Mexican state capital city of Puebla, and in other parts of Mexico. It is also celebrated in U.S. cities with a significant Mexican population. It is not, as many people think, Mexico’s Independence Day, which is September 16.
- October 12th *Columbus Day*
- November 1st *Día de los Muertos* (Mexico) All Saint’s Day

- Communication: How do I identify people and things in another language?
- Cultures: How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?
- Comparisons: What are families like?
- Communities: Where do I see or hear another language spoken in or around Readington?

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.
- Learners recognize and identify a few typical practices of the target culture.

Students will know/learn...

- Use Spanish to communicate with others.

- Commands and instructions for basic classroom behaviors and procedures.
- Understand what others are trying to communicate in Spanish.
- Present information, concepts, and ideas in Spanish so that it is understood.
- My understanding of culture will help me to communicate and function in other cultures.
- In at least one language other than English, present information, concepts or ideas to listeners or readers on a variety of topics.
- In at least one language other than English, demonstrate an understanding of the products, practices, and perspectives of the Spanish culture, and use their cultural knowledge for interpersonal, interpretive, and presentational communication.
- In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.
- In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.
- In at least one language other than English, students will use the world and language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.
- Engage in conversation and correspondence, provide and obtain information, express feelings, and exchange information.

Students will be able to...

- Greet people.
- Introduce themselves to others in Spanish.
- Follow and give instructions for classroom behaviors and procedures.
- Respond to classroom directions.
- Count the number of words in syllables and number of syllables in words.
- Use and respond to basic greetings and farewells.
- Verbally introduce self by saying, “Me llamo, _____” or “Mi nombre es, _____”
- Identify and recite the primary and secondary colors in Spanish.
- State one’s own name in Spanish.
- Count up to twenty in Spanish in ascending order.
- Count backwards from ten to zero in Spanish.
- Utilize the adjectives to describe big, medium, and small: *grande* (big), *mediano* (medium), *pequeño* (small) and *pequenito* (too small).
- Name and identify all two-dimensional shapes in Spanish.
- Describe the weather by using picture cards.
- Identify shapes (circle, square, triangle, rectangle, and hexagon) in the target language.
- Verbally state how old they are in Spanish.
- Identify “feeling” words and verbally express how they are feeling in Spanish.
- Participate in multilingual communities at home and around the world.
- Use and respond to basic greetings and farewells.
- Recite the days of the week in Spanish.
- Use “to have” [tener] in Spanish correctly.
- Respond correctly in Spanish to the question, “What do you have?” [Qué tienes...]
- Correctly use “I have” [tengo] in Spanish.
- Use “how many” [cuántos] in Spanish.
- Organize language to create high-frequency phrases and simple sentences.
- Ask and respond to questions about personal information, including the date of his/her birthday, the season in which it occurs, and typical weather conditions at that time of the year.

Interdisciplinary Connections

Art: 1.2.2.Cr1c: Explore form ideas for media art production with support. Activity: Craft projects related to colors, weather, feelings and culture.

Music: 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. Activity: Cultural music and songs performed in opening routines and for learning new vocabulary.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Activity: Playing authentic games from different Spanish speaking countries.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). Activity: Working in groups to recognize and classify colors. Describe the careers that work with visual arts and the skills needed

Computer Science

Technology: 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Teach vocabulary through online games (flip cameras, storybook creators, etc.) to engage students.

Assessment Evidence

Formative:

- Teacher Observation
- Self-assessments
- Student participation
- Identify shapes verbally in Spanish

Summative:

Interpersonal:

- The learner will engage in conversation and exchange information and opinions orally in Spanish. Commands and instructions for basic and cultural activities.
- Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.

Interpretive:

- The learner will engage in conversation and exchange information and opinions orally in Spanish. Commands and instructions for basic and cultural activities.
- Grade level appropriate science topics, and health topics eg. feelings, emotions, weather and seasons.

Presentation:

Benchmark:

Identify and state sentences in Spanish

Pre-Test: January

Post-Test: March

Rubric Grading

Alternative:

Make a project about feeling - create feelings

Make a project about weather- create pictures about clima.

Cultural Awareness Assessment: Beginning/Emerging Proficiency

- Recognize and identify appropriate gestures and oral expressions for daily interactions.
- Observe and identify products and symbols of the culture studied, such as flags, toys, and dress.
- Share songs, artwork, or children's literature from the culture studied.

<ul style="list-style-type: none"> • Explain how age-appropriate activities relate to special events celebrated in the target culture. • The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish. • Orally or visually present grade-level appropriate mathematics concepts topics (e.g., calendar/color/shape/size of the objects). 	
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Resources for Instruction

Core Materials:

Textbook: TPR (Total Physical Response) Storytelling and booklet

Supplemental Materials:

Videos related to content

Teacher generated handouts

Craft/arts projects.

Word games and puzzles

Games

Songs

Subject-specific leveled texts are available in school book rooms and classroom libraries.

Technology:

www.quizlet.com

<http://www.duolingo.com>

www.linguiscope.com

<http://linguscope.com/>

<http://onlinefreespanish.com/>

<http://spanishspanish.com/>

<http://www.spanish-games.net/>

<http://www.bbc.co.uk/schools/primarylanguages/spanish/>

<http://cvc.cervantes.es/ensenanza/mimundo/default.htm>

<http://interactivesites.weebly.com/spanish.html>

<http://www.hello-world.com/games/index.php/?language=Spanish&translate=English/learn.php>

Second Grade Spanish

Desired Results

Established Goals:

Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentation

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Understandings:

Students will understand that...

- People express themselves in different ways.
- We see evidence of other cultures in our homes and in our country.
- Other countries are similar and different than our country of the United States of America
- Products, practices, and perspectives of other cultures studied will help my interpersonal, interpretive, and presentational communication.
- Others, around the world, communicate in different languages.
- They can help classmates and the teacher understand them by using actions and pictures as well as words.

Grammar Review of and Instruction with:

- Continue to use "to have" [tener] in Spanish correctly.
- Continue to use "how many" [Cuántos] in Spanish.

Essential Questions:

- Communication: How do I identify people and things in another language?
- Cultures: What languages do people speak in Readington?
- Connections: Which animals live at home with families?
- Communities: Where do I see or hear another language spoken in or around Readington?
- What will help my classmates, my teacher, and others understand me better?

Intercultural Statements:

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
- Learners recognize and identify a few typical practices of the target culture.

- Respond correctly in Spanish to the question, “What do you have?” [Qué tienes...]

Cultural Connections for the Year will include some or all of the following:

- March 31 Cesar Chavez holiday (California, Arizona, and Texas). This holiday honors the Mexican-American labor and civil rights activist who gained attention in the 1960s as the leader of the United Farm Workers. His non-violent advocacy approach earned him worldwide respect. California, Arizona and Texas have made the day a state holiday; other states are considering doing so.
- *La Semana Santa* or Easter and the Holy Week: Observed in Spain, Mexico and all of Latin America. Easter is one of the highest holy days of the year. The week leading up to Easter involves solemn processions, prayer, masses and other preparation for Jesus’ rebirth. Customs in the United States include Mexicans’ *cascarones*, the Mexican version of an Easter egg or eggshells, filled with confetti. They are meant to be cracked on someone’s head as a funny surprise.
- May 5 *Cinco de Mayo* (México) commemorates the victory of Mexican forces over the French army at the Battle of Puebla on May 5, 1862. It is primarily a regional holiday celebrated in the Mexican state capital city of Puebla, and in other parts of Mexico. It is also celebrated in U.S. cities with a significant Mexican population. It is not, as many people think, Mexico’s Independence Day, which is September 16.

Students will know/learn...

- Use Spanish to communicate with others.
- Understand what others are trying to communicate in Spanish.
- Present information, concepts, and ideas in Spanish so that it is understood.
- Expressions to talk about their likes and dislikes.
- My understanding of culture will help me to communicate and function in other cultures.
- In at least one language other than English, present information, concepts or ideas to listeners or readers on a variety of topics.
- Demonstrate an understanding of the products, practices, and perspectives of the Spanish culture, and use their cultural knowledge for interpersonal, interpretive, and presentational communication.
- Acquire and use information from a variety of sources only available in the world language.

- Demonstrate literacy and an understanding of the nature of the Spanish language through comparisons across languages.
- In at least one language other than English, students will use the world and language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.
- Engage in conversation and correspondence, provide and obtain information, express feelings and exchange information.
- Commands and instructions for basic classroom behaviors and procedures.

Students will be able to...

Beginning/Emerging

- Greet people in Spanish.
- Introduce themselves to others in Spanish.
- Respond to classroom directions.
- Count the number of words in syllables and number of syllables in words.
- Organize language to create high-frequency phrases and simple sentences.
- Use and respond to basic greetings and farewells.
- Verbally introduce self by speaking, “*Me llamo, _____*” or writing “*Mi nombre es, _____*”
- Verbally responding to “*Yo quiero*” [I want...], “*Me gusta...*” [I like...] and “*No me gusta...*” [I do not like...] and “*Me encanta...*” [I love...] “*Me fascina*”.
- Identify and recite the primary colors in Spanish.
- State one’s own name in Spanish.
- Count up from zero to 50 in Spanish in ascending order.
- Count backward from twenty to zero in Spanish.
- Utilize the adjectives to describe big, medium, and small: *grande* (big), *mediano* (medium), *pequeño* (small) and *pequenito* (too small).
- Name and identify all two-dimensional and three-dimensional shapes in Spanish.
- Describe the weather by using picture cards.
- Identify shapes (circle, square, triangle, rectangle, and hexagon) in the target language.
- Describe the weather orally with picture cards.
- Participate in multilingual communities at home and around the world
- Use and respond to basic greetings and farewells.
- Recite the days of the week and the months in Spanish.
- Use “to have” [tener] in Spanish correctly.
- Respond correctly in Spanish to the question, “*What do you have?*” [Qué tienes...]
- Correctly use “I have” [tengo] in Spanish.
- Use “how many” [cuántos] in Spanish.
- Ask and respond to questions regarding basic information pertaining to immediate family members.
- Organize language to create high-frequency phrases and simple sentences.
- Ask and respond to questions about personal information, including the date of his/her birthday, the season in which it occurs, and typical weather conditions at that time of the year.

Interdisciplinary Connections

Math: Operations and Algebraic Thinking: 2.OA: B. Add and subtract within 20. 2. Fluently add and subtract within 20 using mental strategies. 2 By the end of Grade 2, know from memory all sums of two one-digit numbers. Activity: Working with numbers and equations.

Visual and Performing Arts: Anchor Standard 2: Organizing and developing ideas. Activity: Act out ordering in a restaurant, shopping for groceries, or family costumes.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural global competence. 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). Activity: Produce a cultural skit to present in class.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Activity: Connect to foods that you like or you don't like and careers that might be related to those likes and dislikes.

Computer Science

Core Idea: Individuals develop and follow directions as part of daily life. Activity: Role play having introductory conversations in Spanish. Use of a listening center.

Assessment Evidence

Formative:

- Teacher observation
- Self-assessments
- Student participation

Summative:

- Rubrics
- Speaking presentations

Interpersonal:

- Use your favorite TPR story to introduce the vocabulary to your classmates. You may also visit the first grade and have them join in learning new words.
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Interpretive:

- Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information. Recognition of key words and the main idea.
- Demonstrate comprehension of brief written messages using age-and level appropriate culturally authentic materials on familiar topics.
- Compare and contrast intangible products, such as fairy tales and songs, from Mexico or Costa Rica and their own.

Presentation:

- Name and label tangible products and imitate practices from the target culture.

Benchmark:

Identify foods. Then connect them with colors and foods for different spanish countries..

Pre-Test: October

Post-Test: December

Rubric Grading

Alternative:

Create your own menu for the food.

<ul style="list-style-type: none"> 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. 	
Resources for Instruction	
<p>Core Materials: Textbook: TPR (Total Physical Response) Storytelling and booklet Various books about the seasons</p> <p>Supplemental Materials: Teacher generated manipulatives and group kits for interpersonal activities (days of the week, months, seasons, and food) Calendars “La Pinata Perfecta” by Kyle Dominguez Songs and dances Teacher generated handouts Classroom based activities using technology tools. Subject-specific leveled texts are available in school book rooms and classroom libraries.</p> <p>Technology: www.quizlet.com http://www.duolingo.com www.linquiscope.com www.quizlet.com http://www.duolingo.com https://www.youtube.com/watch?v=ldF4o3jc07A (Los animals Sing with Senor) www.quizlet.com http://www.duolingo.com www.linquiscope.com http://linguscope.com/ http://onlinefreespanish.com/ http://spanishspanish.com/ http://www.spanish-games.net/ http://www.bbc.co.uk/schools/primarylanguages/spanish/ http://cvc.cervantes.es/ensenanza/mimundo/default.htm http://interactivesites.weebly.com/spanish.html http://www.hello-world.com/games/index.php/?language=Spanish&translate=English/learn.php</p>	

Third Grade Spanish
Desired Results
<p>Established Goals: Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>

Interpretive

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Understandings:

Students will understand that...

- People express themselves in different ways.
- We see evidence of other cultures in our homes and our country.
- Other countries are similar and different from the United States of America.
- Products, practices, and perspectives of other cultures studied will help my interpersonal, interpretive, and presentational communication.
- Others, around the world, communicate in different languages.

Essential Questions:

- Communication: How do I identify people and things in another language? What information do you need to get to know someone from another country? How does one express their needs in Spanish?
- Cultures: What languages do people speak in Readington?
- Communities: Where do I see or hear another language spoken in or around Readington?

Intercultural Statements:

Grammar Review of and Instruction with:

- Continue to use “to have” [*tener*] in Spanish.
- Continue to use “how many” [*Cuántos*] in Spanish.
- Respond correctly in Spanish to the question, “What do you have?” [*Qué tienes...*]
- Begin to use the interrogative [*dónde*] to ask someone where do you live?
- Verbally respond and communicate using the verbs “*Hay*” for is/are.

Cultural Connections for the Year (Include some or all of the following):**Review of:**

- March 31 Cesar Chavez holiday (California, Arizona, and Texas). This holiday honors the Mexican-American labor and civil rights activist who gained attention in the 1960s as the leader of the United Farm Workers. His non-violent advocacy approach earned him worldwide respect. California, Arizona, and Texas have made the day a state holiday; other states are considering doing so.
- *La Semana Santa* or Easter and the Holy Week: Observed in Spain, Mexico, and all of Latin America. Easter is one of the highest holy days of the year. The week leading up to Easter involves solemn processions, prayer, masses, and other preparations for Jesus’ rebirth. Customs in the United States include Mexicans’ *cascarones*, the Mexican version of an Easter egg or eggshells, filled with confetti. They are meant to be cracked on someone’s head as a funny surprise
- May 5 *Cinco de Mayo* (México) commemorates the victory of Mexican forces over the French army at the Battle of Puebla on May 5, 1862. It is primarily a regional holiday celebrated in the Mexican state capital city of Puebla, and in other parts of Mexico. It is also celebrated in U.S. cities with a significant Mexican population. It is not, as many people think, Mexico’s Independence Day, which is September 16.

Introduce:

- October 12 - Día de la Hispanidad. Also known as Día de La Raza in several Latin American countries (Latin America and US).
- November 2 - Día de los Muertos.

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.
- Learners recognize and identify a few typical practices of the target culture.

- December 16-24 - Las Posadas (Mexico, Guatemala and other Central American countries).
- January 1- Año Nuevo (New Year's Day)
- February 24 - Flag Day (Mexico)
- June – Día del Padre (Father's Day) – Most Latin American countries celebrate Father's Day in June (date varies).

Students will know/learn...

- Use Spanish to communicate with others.
- Understand what others are trying to communicate in Spanish.
- Present information, concepts, and ideas in Spanish so that it is understood.
- My understanding of culture will help me to communicate and function in other cultures.
- Language functions to extend dialog beyond simple sentences by sequencing short stories.
- In at least one language other than English, present information, concepts or ideas to listeners or readers on a variety of topics.
- In at least one language other than English, demonstrate an understanding of the products, practices, and perspectives of the Spanish culture, and use their cultural knowledge for interpersonal, interpretive, and presentational communication.
- In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.
- In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.
- In at least one language other than English, students will use the world and language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

Students will be able to...

- Greet people in Spanish.
- Introduce themselves to others in Spanish.
- Respond to classroom directions.
- Count the number of words in syllables and number of syllables in words.
- Use and respond to basic greetings and farewells.
- Verbally introduce self by saying, "*Me llamo, _____*" or "*Mi nombre es, _____*"
- Identify and recite the primary colors in Spanish.
- State one's own name in Spanish.
- Count up from zero to fifty in Spanish in ascending order.
- Some students will be able to count from zero to 100 in ascending order.
- Count by base ten from zero to one-hundred in Spanish orally. (ten, twenty, thirty...)
- Recall and express in Spanish tomorrow's date and yesterday's date.
- Count in descending order from twenty to zero in Spanish.
- Utilize the adjectives to describe big, medium, and small: *grande* (big), *mediano* (medium), and *pequeño* (small).
- Describe the weather by using picture cards.
- Describe the weather orally with picture cards.
- Name and describe school subjects in Spanish.
- Participate in multilingual communities at home and around the world
- Use and respond to basic greetings and farewells.
- Recite the days of the week in Spanish.

- Use correctly “to have” [tener] in Spanish.
- Respond correctly in Spanish to the question, “*What do you have?*” [Qué tienes...]
- Correctly use “I have” [tengo] in Spanish.
- Use “how many” [cuántos] in Spanish.
- Organize language to create high-frequency phrases and simple sentences.
- Ask and respond to questions about personal information, including the date of his/her birthday, the season in which it occurs, and typical weather conditions at that time of the year.

Interdisciplinary Connections

Visual Arts: Conceptualizing and generating ideas. Activity: Describe and illustrate the objects in the classrooms.

Math: Measurement and Data 3.MD A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Activities: Telling the time.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. Activity: In teams, use online games to practice facts and numbers.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Practice analog and digital clock and connect it with the school schedule. Discuss the jobs and skills connected to schools.

Computer Science

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. Activity: SMARTboard interactive activities. Role-play having introductory conversations in Spanish using technology. Use of a listening center.

Assessment Evidence

Formative:

- Teacher Observation
- Self-assessments
- Student participation
- Work completion

Summative:

- Rubrics
- Speaking presentations

Interpersonal:

- Students work in pairs. Teacher develops a questionnaire with questions that will help the student get to know another student in the class. Each pair of children will take turns asking questions to become familiar with the new friend. Student will present his/her new friend to the class.
- Respond to greetings and farewells and frequent questions.
- Follow simple instructions through actions.

Benchmark:

Identify, state, and ask to borrow school materials.
Pre-Test: October
Post-test: December
Rubric Grading

Alternative:

Create visuals and descriptions of a vacation wardrobe appropriate for seasonal travel to a Hispanic country.

<ul style="list-style-type: none"> • Exchange names, greetings, and farewells, using appropriate cultural gestures. • Give and follow simple instructions through actions and by participating in games. <p>Interpretive:</p> <ul style="list-style-type: none"> • Students work in pairs. Each child receives a drawing of an “interesting character” (someone with a square head and three eyes, or someone with a triangular head and two mouths, etc.) Student A describes his drawing to student B who draws what he hears. They then compare the drawings to determine if the student understood the description. Next, they reverse roles. • Show limited comprehension to simple questions and statements about a verbal conversation. • Express an understanding of the main idea or a verbal conversation. • Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation. <p>Presentational:</p> <ul style="list-style-type: none"> • Student draws himself on a piece of paper and around his self-portrait writes the adjectives that describe him. Student shares his self-portrait and descriptions with his peers. Or, the teacher collects all portraits and re-distributes the portraits to different people. The students present someone else’s portrait, and the class identifies the owner of the portrait. • Convey meaning through gestures or through listing information. • Recite or dramatize songs, short anecdotes or poems. • Prepare illustrated stories and share with an audience such as the class. • Retell stories orally. 	
Resources for Instruction	
<p>Core Materials: Textbook: TPR (Total Physical Response) Storytelling and booklet</p> <p>Supplemental Materials: Classroom supply box Visuals Videos Student folders and cover sheets Worksheets related to content Subject-specific leveled texts are available in school bookrooms and classroom libraries.</p> <p>Technology: www.quizlet.com http://www.duolingo.com</p>	

www.languagenut.com
www.quizlet.com
<http://www.duolingo.com>
<https://www.youtube.com/watch?v=ldF4o3jc07A> (Los animals Sing with Senor)
www.quizlet.com
<http://www.duolingo.com>
www.linguascope.com
<http://linguscope.com/>
<http://onlinefreespanish.com/>
<http://spanishspanish.com/>
<http://www.spanish-games.net/>
<http://www.bbc.co.uk/schools/primarylanguages/spanish/>
<http://cvc.cervantes.es/ensenanza/mimundo/default.htm>
<http://interactivesites.weebly.com/spanish.html>
<http://www.hello-world.com/games/index.php/?language=Spanish&translate=English/learn.php>

Fourth Grade Spanish

Desired Results

Established Goals:

Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpretive

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

Interpersonal

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

Presentation

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Understandings:

Students will understand that...

Essential Questions:

- Communication: How do I identify people and things in another language? What

<ul style="list-style-type: none"> • People express themselves in different ways. • We see evidence of other cultures in our homes and in our country. • Other countries are similar and different than our country of the United States of America. • Products, practices, and perspectives of other cultures studied will help my interpersonal, interpretive, and presentational communication. • Others, around the world, communicate in different languages. <p>Grammar Review of and Instruction with:</p> <ul style="list-style-type: none"> • Continue to use correctly “to have” [tener] in Spanish. • Continue to use “how many” [Cuántos] in Spanish. • Respond correctly in Spanish to the question, “What do you have?” [Qué tienes...] • Begin to use the interrogative [donde] to ask someone where do you live? • <i>Me gustan.</i> • <i>Me encantan.</i> • Respond correctly in Spanish to the question: “Where do you live?” [Donde vives?] <p>Cultural Connections for the Year (Include some or all of the following):</p> <p>Review of:</p> <ul style="list-style-type: none"> • October 12 - Día de la Hispanidad. Also known as Día de La Raza in several Latin American countries. (Latin America, US) • January 1- Día de Año Nuevo (New Year’s Day) • June – Día del Padre (Father’s Day) – Most Latin American countries celebrate Father’s Day in June. • November 19 - Feast of Nuestra Señora de la Divina Providencia (Our Lady of Divine Providence), patron of Puerto Rico. This is one of the many Puerto Rican holidays. • <i>Carnaval</i> <p>Introduce:</p> <ul style="list-style-type: none"> • <i>Reyes Magos</i> • Acción de Gracias or Día de Acción de Gracias. • <i>Noche Buena</i> 	<p>information do you need to get to know someone from another country? How does one express their needs in Spanish? What is my day like at school? How is my day different and/or similar to someone’s school day in a Spanish speaking country?</p> <ul style="list-style-type: none"> • Cultures: What is life like for a young person in Puerto Rico? • Connections: Where is Puerto Rico and what are some important geographical and weather characteristics of this area? • Comparisons: What are families like in Puerto Rico? How do my activities compare to those of a young person in Puerto Rico? • Communities: How can I share what I learned about Puerto Rico with others at home? <p>Intercultural Statements:</p> <ul style="list-style-type: none"> • Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture. • Learners recognize and identify a few typical practices of the target culture.
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • Use Spanish to communicate with others. • Understand what others are trying to communicate in Spanish. • Present information, concepts, and ideas in Spanish so that it is understood. • My understanding of culture will help me to communicate and function in other cultures. 	

- In at least one language other than English, present information, concepts or ideas to listeners or readers on a variety of topics.
- In at least one language other than English, demonstrate an understanding of the products, practices, and perspectives of the Spanish culture, and use their cultural knowledge for interpersonal, interpretive, and presentational communication.
- In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

Students will be able to...

Beginning:

- Greet people in Spanish.
- Introduce themselves to others in Spanish.
- Identify parts of the body: hands, feet, head, shoulders, knees, toes, fingers, legs, hands.
- Respond to classroom directions.
- Count the number of words in syllables and number of syllables in words.
- Use and respond to basic greetings and farewells.
- Verbally introduce self by saying, “*Me llamo, _____*” or “*Mi nombre es, _____*”
- Identify and recite the primary colors in Spanish.
- State one’s own name in Spanish.
- Count up from zero to 50 in Spanish in ascending order.
- Count in descending order from twenty to zero in Spanish.
- Utilize the adjectives to describe big, medium, and small: *grande* (big), *mediano* (medium), and *pequeño* (small).
- Name and identify all two-dimensional and three-dimensional shapes in Spanish.
- Describe the weather by using picture cards.
- Describe the weather orally with picture cards.
- Use and respond to basic greetings and farewells.
- Recite the days of the week in Spanish.
- Use correctly “to have” [tener] in Spanish.
- Respond correctly in Spanish to the question, “*What do you have?*” [Qué tienes...]
- Correctly use “I have” [tengo] in Spanish.
- Use “how many” [cuántos] in Spanish.
- Ask and respond to questions regarding basic information pertaining to immediate family members.
- Organize language to create high-frequency phrases and simple sentences.
- Ask and respond to questions about personal information including the date of his/her birthday, the season in which it occurs, and typical weather conditions at that time of the year.
- Identify and name animals that are associated as family pets (i.e., cat [gato], dog [perro], rabbit [conejo], horse [caballo], etc.)
- Identify and name farm animals (i.e., pig [cerdo], horse [caballo], rooster [gallo], chicken [pollo], sheep [oveja], etc.)

Emerging:

- Uses and writes single words and phrases from memory about myself and familiar topics.
- Uses and copies some highly practiced letters, words, or phrases.
- Communicates with others in the Spanish language semi-fluently with short phrases.
- Errors with subject-verb agreement, tenses, parallel structure, conjunctions, prepositions, articles, adverbs, and adjectives.

Developing:

<ul style="list-style-type: none"> • Uses and writes a small number of high-frequency words and highly practiced phrases from memory for basic biographical information and topics of high interest. • Uses words, lists, and highly practiced phrases with a high degree of language accuracy. • Communicates with others in the Spanish language semi-fluently with long phrases. • Some errors with subject-verb agreement, tenses, parallel structure, conjunctions, prepositions, articles, adverbs, and adjectives. 	
Interdisciplinary Connections	
<p>English Language Arts: NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Activity: Students will listen to young native speakers describe themselves in Spanish, including basic and emerging information about their home and community. The material for this listening activity can be found on the classroom Children Around the World DVD program classroom set. Using this activity as a model, students create their own report describing themselves, their family, and their community in Spanish. They can use flipgrid, google slides, or a media platform of their choice. Students may also complete this activity on poster board using markers, crayons, cut out pictures, and other art materials.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Readiness, Life Literacies, and Key Skills Practices: Plan education and career paths aligned to personal goals. 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d). 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). Activity: Students create their own simple community map with buildings, identifying the professions of the people who work there, for example, lawyer (abogado), police (policia), teacher (maestra), gardener (jardinero), talk about these possible careers/jobs in Spanish. etc.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income. Activity: While presenting the new vocabulary for different professions and careers, discuss and research the incomes for these professions. Discuss training and education needed to pursue these careers. Review numbers in Spanish to describe incomes of various professions. Students then present a career of their choice or create a poster/slide in Spanish</p> <p>9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). Activity: Talk about different people and professions in the community including their backgrounds. Students research and present a Spanish speaking person who has contributed to society in a positive way.</p>	
Computer Science	
<p>Core Idea: Data can be organized, displayed, and presented to highlight relationships. Activity: Students will create a padlet or google slideshow containing pictures of clothing outfits worn in each season. Slides or the padlet will be written in Spanish. Students may also narrate their season/clothing slideshow in Spanish with their own voice. Students can help teach each other this feature.</p>	
Assessment Evidence	
Formative:	Benchmark:

<p>Interpersonal:</p> <ul style="list-style-type: none"> • Teacher Observation • Exchange names, greetings, and farewells, using appropriate cultural gestures • Give and follow simple instructions through actions and by participating in games • Student participation <p>Interpretive:</p> <ul style="list-style-type: none"> • Identify people or objects described in verbal directions • Express an understanding of the main idea or a verbal conversation • Respond appropriately to simple yes/no, either/or questions and statements about a verbal conversation <p>Presentation:</p> <ul style="list-style-type: none"> • Retell stories orally • Sing or read aloud to others <p>Summative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> • Exchange information about likes and dislikes of foods, activities, and various people with the conversation scored by a rubric • Exchange descriptions of activities at home and at school with the conversation scored by a rubric • Rubrics • Speaking presentations <p>Interpretive:</p> <ul style="list-style-type: none"> • Identify qualities of other people or objects described in verbal or written descriptions • Respond appropriately to short-answer questions about a verbal story or conversation • React by responding aloud or in writing • Identify main ideas and characters in stories and descriptions <p>Presentation:</p> <ul style="list-style-type: none"> • Give simple presentations about self, family and friends, and familiar objects or activities 	<p><u>Speaking Rubric</u></p> <p>Alternative:</p> <ul style="list-style-type: none"> • Students create their own quizlet study set game or Kahoot game to play with small groups or the entire class. Students demonstrate in these platforms the correct answer to the questions of the topics they choose depending on the current unity of study. • Students create a traditional board game or matching type game, demonstrating their knowledge of the current topics of study. Students use large drawing paper, crayons, markers, index cards, and other art materials.
<p>Resources for Instruction</p>	
<p>Core Materials:</p> <p>Textbook: Viva el Espanol (Learning System A, B, and C)</p> <p>Supplemental Materials: Movie talk silent story videos. New SPanish digital and paper workbooks</p> <p>Technology: www.quizlet.com http://www.duolingo.com www.languagenut.com</p>	

Fifth Grade Spanish	
Desired Results	
<p>Established Goals:</p> <p>Students will be able to use Spanish to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>Interpretive</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p>Interpersonal</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p> <p>Presentation</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • People express themselves in different ways. • We see evidence of other cultures in our homes and in our country. • Other countries are similar and different than our country of the United States of America • Products, practices, and perspectives of other cultures studied will help my interpersonal, interpretive, and presentational communication. • Others, around the world, communicate in different languages. <p>Grammar Review of and Instruction with:</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Communication: How do I identify people and things in another language? What information do you need to get to know someone from another country? How does one express their needs in Spanish? What is my day at like at school? How is my day different and/or similar to someone's school day in a Spanish speaking country? • Connections: Where is Spain and what are some important geographical and weather characteristics of this area? • Comparisons: What are families like in Spain? How do my activities compare to those of a young person in Spain?

<ul style="list-style-type: none"> • Continue to use correctly “to have” [tener] in Spanish. • Continue to use “how many” [Cuántos] in Spanish • Respond correctly in Spanish to the question, “What do you have?” [Qué tienes...] • Begin to use the interrogative [donde] to ask someone where do you live? • Definite and indefinite articles. • Subject pronouns Yo and Tu. • Present tense of –ar verbs in Yo and Tu form. • Estar with emotions. • The plurals of nouns and articles. • <i>Me gusta</i> • The plurals of adjectives. <p>Cultural Connections for the Year:</p> <p>Review of:</p> <ul style="list-style-type: none"> • January 1- Día de Año Nuevo (New Year’s Day) • June – Día del Padre (Father’s Day) – Most Latin American countries celebrate Father’s Day in June <p>Introduce:</p> <ul style="list-style-type: none"> • Día de Reyes • Fiesta Nacional de España – The anniversary of Columbus' landing in the New World on October 12th, 1492. • May Independence Day- All over the country, events are held to celebrate Paraguay’s independence from Spain with parades, concerts, and fireworks. 	<ul style="list-style-type: none"> • Communities: How can I share what I learned about Spain with others at home? <p>Intercultural Statements:</p> <ul style="list-style-type: none"> • Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture. • Learners recognize and identify a few typical practices of the target culture.
<p><i>Students will know/learn...</i></p> <ul style="list-style-type: none"> • Use Spanish to communicate with others. • Understand what others are trying to communicate in Spanish. • Present information, concepts, and ideas in Spanish so that it is understood. • In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language. • In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages. • In at least one language other than English, students will use the world and language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment, and active participation. • In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics. • In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange information. <p><i>Students will be able to...</i></p> <p>Beginning:</p>	

- Greet people in Spanish.
- Introduce themselves to others in Spanish.
- Identify parts of the body: hands, feet, head, shoulders, knees, toes, fingers, legs, hands.
- Respond to classroom directions.
- Count the number of words in syllables and number of syllables in words.
- Use and respond to basic greetings and farewells.
- Verbally introduce self by saying, “*Me llamo, _____*” or “*Mi nombre es, _____*”
- Identify and recite the primary colors in Spanish.
- State one’s own name in Spanish.
- Count up from zero to 50 in Spanish in ascending order.
- Count in descending order from twenty to zero in Spanish.
- Utilize the adjectives to describe big, medium, and small: *grande* (big), *mediano* (medium), and *pequeño* (small).
- Name and identify all two-dimensional and three-dimensional shapes in Spanish.
- Describe the weather by using picture cards.
- Identify shapes (circle, square, triangle, rectangle, and hexagon) in the target language.
- Describe the weather orally with picture cards.
- Name and identify the parts of the human face in Spanish.
- Recite the days of the week in Spanish.
- Identify and name animals that are associated as family pets (i.e., cat [gato], dog [perro], rabbit [conejo], horse [caballo], etc.)
- Identify and name farm animals (i.e., pig [cerdo], horse [caballo], rooster [gallo], chicken [pollo], sheep [oveja], etc.)

Emerging:

- Participate in multilingual communities at home and around the world.
- Use and respond to basic greetings and farewells.
- Use correctly “to have” [*tener*] in Spanish.
- Respond correctly in Spanish to the question, “*What do you have?*” [Qué tienes...]
- Correctly use “I have” [*tengo*] in Spanish.
- Use “how many” [*cuántos*] in Spanish.
- Ask and respond to questions regarding basic information pertaining to immediate family members.
- Organize language to create high-frequency phrases and simple sentences.
- Ask and respond to questions about personal information, including the date of his/her birthday, the season in which it occurs, and typical weather conditions at that time of the year.

Developing:

- Uses and writes single words and phrases from memory about myself and familiar topics.
- Uses and copies some highly practiced letters, words, or phrases.
- Communicates with others in the Spanish language semi-fluently with short phrases.
- Errors with subject-verb agreement, tenses, parallel structure, conjunctions, prepositions, articles, adverbs, and adjectives.

Advancing

- Uses and writes a small number of high-frequency words and highly practiced phrases from memory for basic biographical information and topics of high interest.
- Uses words, lists, and highly practiced phrases with a high degree of language accuracy.
- Communicates with others in the Spanish language semi-fluently with long phrases.
- Some errors with subject-verb agreement, tenses, parallel structure, conjunctions, prepositions, articles, adverbs, and adjectives.

Interdisciplinary Connections	
<p>Visual Art: 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events. Activity: Students learn basic facts about the artworks of Diego Rivera (Mexico) and Pablo Picasso (Spain) and create a piece of their own, choosing one of the artists as inspiration.</p> <p>English Language Arts: NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Activity: Students engage with this standard throughout the year in various ways. We watch authentic Spanish videos and make observations in addition to answering questions in Spanish about the content. Students also read and listen to short stories and integrate their emerging skills into summaries and visual representations/posters about the content.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. Activity: Discuss how online apps for Spanish learning like Duolingo are great tools for learning languages but how one needs to be careful when using the social component of the tool. Remind students of the importance of not giving away any personal information.</p> <p>9.2.5.CAP3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). Activity: Discuss personal traits necessary for the professions we are learning in Spanish.</p>	
Computer Science	
<p>8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information. Activity: Discuss how online apps for Spanish learning like Duolingo are great tools for learning languages but how one needs to be careful when using the social component of the tool. Remind students of the importance of not giving away any personal information.</p>	
Assessment Evidence	
<p>Formative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> Teacher observation Give and follow simple instructions through actions and by participating in games <p>Interpretive:</p> <ul style="list-style-type: none"> Identify people or objects described in verbal directions React by responding aloud or in writing Express an understanding of the main idea or a verbal conversation <p>Presentation:</p> <ul style="list-style-type: none"> Prepare illustrated stories and share with an audience such as the class Retell stories orally 	<p>Benchmark: Speaking Rubric</p> <p>Alternative:</p> <ul style="list-style-type: none"> Students create a skit reenacting a custom or cultural celebration. Students can create a quizlet or kahoot reviewing the contents of the cultural information and play with classmates. Students can video themselves doing the skit and turn it into an edpuzzle (Using a puppet show format may be something to consider so that student faces would not be in the edpuzzle, or get parental permission.) 4. Students create a poster/bulletin board

<ul style="list-style-type: none"> • Exchange this information about self, family and friends, and familiar objects with others, in and outside the class • Work completion • Student self-reflection <p>Summative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> • Rubrics • Speaking presentations <p>Interpretive:</p> <ul style="list-style-type: none"> • Identify qualities of other people or objects described in verbal or written descriptions • React by responding aloud or in writing • Identify main ideas and characters in stories and descriptions • Identify qualities of the people or objects described in verbal or written descriptions <p>Presentation:</p> <ul style="list-style-type: none"> • Give simple presentations about self, family and friends, and familiar objects or activities • Prepare and share stories with a partner • Give simple presentations about self, family and friends, and familiar objects or activities • Prepare illustrated stories and share with an audience such as the class • Create a list of items necessary or activities that might take place in daily life in the Spanish culture. 	<p>display demonstrating understanding of the custom/celebration with pictures and Spanish vocabulary</p>
<p style="text-align: center;">Resources for Instruction</p>	
<p>Core Materials:</p> <p>Textbook: Viva el Espanol (Learning System A, B, and C)</p> <p>Supplemental Materials: Calico Spanish Stories program Subject-specific leveled texts are available in school bookrooms and classroom libraries.</p> <p>Technology www.quizlet.com http://www.duolingo.com www.langaugenut.com </p>	