

READINGTON PUBLIC SCHOOL DISTRICT

Spanish Curriculum 2020 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. In addition, over 22 million people of Latin America and Spanish descent live in the United States.

Students will use three modes of communication when in the World Language classrooms; interpretive, interpersonal, and presentational. 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 one of three languages: 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. Language and communication are at the heart of the human experience. 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 (The goals of the curriculum include language to reflect the current educational landscape, including:

- The 2014 New Jersey Student Learning Standards
- Career Awareness, Exploration, and Preparation
- The 12 Career Ready Practices

Goal Areas:

Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Cultures

Interact with cultural competence and understanding

Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Comparison

Develop insight into the nature of language and culture in order to interact with cultural competence

Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

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) and Date; Days of the week	<i>Why should we learn Spanish?</i> <i>Central America and Caribbean</i> Greetings and farewell; Introductions; Numbers (1-30); The date: Central	<i>Why should we learn Spanish?</i> <i>All About Me</i> Greetings and farewell; Introductions (name, age, feelings, favorites, color and fruit; birthday; Numbers (1-50); Weather; Date

			America and Caribbean countries	
Unit 2 Oct./Nov.	<i>A Few of My favorites Colors</i> Greetings and farewell; What is your name?, Primary colors	<i>"This Is My Body"</i> Greetings and farewell; Introductions; Colors; Numbers (1-20); Calendar; Face parts; Tener (to have); "Cuántos...?" (How many?)	<i>"What do you wear in the fall?"</i> Greetings and farewell; Introductions; Weather; Colors; Descriptions of seasonal attire	<i>All About Me</i> Greetings and farewell; Introductions (name, age, feelings, favorite color and fruit and birthdate); Weather; Date; Alphabet; ¿Dónde vives? (Where do you live?)
Unit 3 Nov./Dec	<i>Show me the numbers</i> Greetings and farewell; What is your name?; How are you? Colors; 1-10	<i>"Staying and Being Healthy"</i> Greetings and farewell; Introductions (name, age, and feelings); Weather; Colors; Numbers (1-30); Body parts; "Tener" (to have); "Cuántos...?" (How many?) /	<i>"I Like It!"</i> Greetings and farewell; Date: today, tomorrow, and yesterday; weather; colors; numbers (1-50); Me gusta", "No me gusta", "Me gusta un poquito	<i>School</i> Greetings and farewell; Introductions (name, age, feelings, favorite color and fruit and birthdate); Weather; Alphabet; Date: yesterday/today/tomorrow; Commands and objects used in a classroom; "Hay" (There is/are)
Unit 4 Dec./Jan.	<i>"I'm Big and I'm Small"</i> Greetings and farewell; What is your name?; How are you? Colors; 1-15; Days of the week and Sizes	<i>My Family</i> Greetings and farewell; Introductions (name, age, and feelings); Weather; Colors; Numbers (1-30); Body parts; "Tener" (to have); "Cuántos...?" (How many?)	<i>Food</i> Food; Comer and beber (To eat and drink); Yo quiero... (I want...); Time to eat meals	<i>School</i> Greetings and farewell; Introductions (name, age, feelings, favorite color and fruit 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; Sizes and; Shapes	<i>"What am I wearing?"</i> Weather; Numbers (1-10 backwards); colors; winter clothes	<i>My Family</i> Family; Size; "Tener" (to have); "Cuántos...?" (How many?)	<i>This is Me!</i> Personality traits and physical description; Body parts; Adjectives; ¿Cómo eres? (Who do you look like? Yo soy...(I am ...)
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; Sizes and; Shapes and weather	<i>"What am I wearing?"</i> Weather; Numbers (1-10 backwards); colors; winter clothes	<i>My Family</i> Family; Size; "Tener" (to have); "Cuántos...?" (How many?)	<i>In My School</i> People and places in the school; Directions; ¿Dónde está? (Where is?)

Unit 7 Mar./April 1	<i>How I am Feeling</i> Greetings and farewell; What is your name?; How are you? Colors; 1-15; Days of the week; Weather; Shapes and Size; Face parts	<i>Animals</i> Numbers (1-20 backwards); Pets; To have (Yo tengo); Cuantos hay? (How many?)	<i>Our Community</i> Numbers (1-50 ten by ten); Community – people, places and Jobs ¿Dónde? (Where?)	<i>Food in South America</i> Food; Traditional dishes; Me gusta/ No me gusta/Me gusta un poquito (I like/I don't like/I like a little); Countries
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; Sizes and Shapes, Weather, Face parts and Cinco de Mayo	<i>One Day on the Farm</i> Numbers (1-20 backwards); Farm Animals; To have (Yo tengo); Cuantos hay? (How many?)	<i>The House</i> House; Shapes; Size; “Tener” (to have); “Cuántos...?” (How many?)	<i>My Dream House</i> House; Shapes; Sizes; Opposites adjectives; To have “Tener” and How many? “¿Cuántos?”
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; Sizes and Shapes, Weather, Face parts and Games.	<i>Let's Celebrate and Hit the piñata!</i> Cinco de Mayo; Pinata; Size; Shapes	<i>Let's Celebrate and Hit the piñata!</i> Cinco de Mayo; Pinata; Sum and Subtraction	<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>Who am I and who are my neighbors in my town and in my world?</i> <i>(Puerto Rico)</i> Where do you live? What is your house like? What would your house look like if you lived in Puerto Rico? Greetings; alphabet; calendar; weather; days of the week; months of the year; numbers 0-75; colors and interrogative words; <i>Donde vives?</i> (Where do you live?)	<i>We all live somewhere.</i> <i>(Spain)</i> (Where do you live? What is your house like? What would your house look like if you lived in Spain?) Vocabulary to be reinforced; greetings; alphabet; calendar; weather; days of the week; months; numbers 0-100; colors and interrogative words)
Unit 2 Sept./Oct. (6 weeks)	<i>Everyday Communications & Increasing Vocabulary for These Conversations: Talking About Myself to Others</i> Review and reinforce vocabulary to communicate in everyday conversations in Spanish class. Students will write short descriptions, participate in interviews, complete surveys, do presentations, read stories, and answer questions.	<i>My School—All Children Learn</i> Where do you learn? What is school for? What do you do in school? What do you not do in school? What would school look like if you lived in Spain? (Classroom objects, talk about classes and after school activities with peers. Engage in activities such as interviews, surveys, presentations, short writing samples and reading short stories and answering questions.)
	<i>My Family and Where I Live...</i>	<i>My House and My Community</i>

Unit 3 Oct./Nov. (6 weeks)	<i>Where do Hispanic people live in New Jersey, and where do they come from?</i> Communicate about my own family and other families in detail.	Identify and talk about things in our home and places in the community. Engage in interviews, surveys, short writings, readings and presentations using vocabulary.
Unit 4 Dec. (3 weeks)	<i>Foods; Hispanic and American</i> American and Hispanic food preferences. Food groups and the food pyramid. Activities to maintain good health. Ways to describe foods.	<i>My Health & My Body</i> Fruits and vegetables and other foods (including learning about dishes from other countries). Talking about healthy and unhealthy lifestyles. Vitamins & minerals help our bodies to grow and stay healthy. Learning to use the plurals of adjectives and the verb <i>ser</i>
Unit 5 Jan./Feb. (6 weeks)	<i>Places to Go, Things to Do, People to See</i> <i>"Me Gusta..."</i> , <i>"No me gusta..."</i> What activities do we enjoy and not enjoy? Where do we like to go and not like to go? Who do we like to see? What leisure activities do people in Puerto Rico enjoy? Discuss places to go, things to do, and people to see in America and Puerto Rico. Talk about where you go and with whom. Understand cultural perspectives on leisure activities. Introduction of the verb <i>ir</i> and how to ask questions using <i>¿Qué?</i> ; <i>¿Cómo?</i> ; <i>¿Quién?</i> <i>¿Con quién?</i> ; <i>¿Dónde?</i> <i>¿Cuántos, -as?</i> <i>¿Te gusta o no te gusta?</i>	<i>Leisure Activities</i> What activities do we enjoy? What leisure activities do people in Spain enjoy? Discuss leisure activities. Talk about where you go and with whom. Understand cultural perspectives on leisure activities. Further development of the verb <i>ir</i> and asking questions using <i>¿Qué?</i> ; <i>¿Cómo?</i> ; <i>¿Quién?</i> <i>¿Con quién?</i> ; <i>¿Dónde?</i> <i>¿Cuántos, -as?</i> ; <i>¿Adónde?</i> ; <i>¿De dónde?</i> ; <i>¿Cuál?</i> <i>¿Por qué?</i> ; <i>¿Cuándo?</i>
Unit 6 Mar./Apr. (5 weeks)	<i>Zoo Animals</i> Talking about animals that live in a zoo. Using adjectives to describe animals. Asking and telling people about favorite zoo animals.	<i>Jungle Animals</i> Talking about animals that live in the jungle. Using adjectives to describe animals. Asking and telling people about favorite jungle animals. The verb <i>ir</i> . Asking and responding to questions.
Unit 7 May/June (6 weeks)	<i>Math, Numbers and Monetary Systems in Hispanic Cultures</i> Currencies in Bolivia, Peru, Costa Rico, Puerto Rico, and Spain. Spanish speaking countries have their own national currencies. How do images that appear on Spanish speaking countries compare to those in the United States? Introduction to <i>¿Cuesta muchísimo!?</i> and <i>Es mucho dinero</i> and <i>¿Cuanto cuesta este?</i>	<i>Shopping:</i> <i>The Grammatical Rules for Speaking in Spanish</i> Talking about clothing, shopping and prices. Describing plans. Talking about what you want and what you prefer. Understand cultural perspectives on shopping. Subject pronouns and how to conjugate <i>-ar</i> <i>-er</i> , and <i>-ir</i> ending verbs.

VI. Spanish (Kindergarten)

Kindergarten 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>7.1 World Languages</p> <p>All students will be able to use a world language in addition to English 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.</p> <p>Interpretive</p> <p>7.1.NM.A.2 -Demonstrate comprehension of simple oral and written directions commands and requests through appropriate physical response.</p> <p>Interpersonal</p> <p>7.1.NM.B.3-Imitate appropriate gestures and intonation of the target language during greetings and leave-takings and daily interactions.</p> <p>7.1.NM.B.4 -Ask and respond to simple questions, make requests and express preferences using memorized words and phrases.</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><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. 	<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>Connections: Which animals live at home with families?</i> • <i>Comparisons: What are families like?</i> • <i>Communities: Where do I see or hear another language spoken in or around Readington?</i>

<ul style="list-style-type: none"> • <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 	
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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.
- 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.
- Introduce themselves to others.
- 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 the 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 to ten in Spanish in ascending order.
- Utilize the adjectives to describe big, medium, and small; *grande* (big), *mediano* (medium), and *pequeño* (small) *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.
- Describe the weather orally with picture cards.
- Name and identify the parts of the human face in Spanish.
- Participate in multilingual communities at home and around the world.

Interdisciplinary Connections

Technology: 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Activity: Teach vocabulary through online games to engage students. Develop essential skills with fun and engaging computer lessons for beginners like numbers lines or counting.

Art: 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. Activity: Craft projects related to colors, food, or culture.

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. Activity: Cultural music and songs performed in opening routines

Social Studies: 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. Activity: Follow basic commands in the target language, respond to classroom directions, incorporate classroom routine.

21st Century Skills

Career Ready Practice: CRP1. Act as a responsible and contributing citizen and employee. Activity: Respond to basic commands in the target language.

9.2 Career Awareness, Exploration, and Preparation: 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. Activity: Working in groups to identify colors, numbers, shapes. Discuss the good team work practices that took place and how they helped with the project.

Assessment Evidence

Formative:

Teacher Observation
Self-assessments
Student participation

Summative:

Rubrics
Speaking presentations

Interpersonal: Beginning/Emerging Proficiency

- 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.

Interpretive: Beginning/Emerging Proficiency

- React with gestures or drawings to verbal or written descriptions.
- Show limited comprehension to simple questions and statements about a verbal conversation.

Presentation: Beginning Proficiency

- 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.

Benchmark:

Identify and state the colors.

Pre-Test: October

Post-Test: December

Rubric Grading

Alternative:

Make a SHAPES book. Students create a mini-book with an illustrated cover and draw and identify the shapes and colors on each page. Complete for animals and numbers.

Resources for Instruction

Core Materials:

Textbook: TPR (Total Physical Response) Storytelling and booklet

Supplemental Resources:

De la cabeza a los pies by Eric Carle

Tiempo de Calabazas by Zoe Hall

Spot va a la escuela by Eric Hill

Se me cayó un diente por Hans Wilhelm.

De colores by Rosemary Reville.

Los tres cerditos by Margarita Ruiz.

El pez cachetón va a la escuela by Deborah Diesen.

Mira las formas con el gato galano by Donald Charles

Los Zoomies y la ropa por Paul Xu

Perro grande... Perro pequeño P.D. Eastman

La Oruga muy Hambrienta by Eric Carle

Ricitos de Oro y los tres osos by Laura J. Bryant.

La Fiesta del ABECEDARIO by Cecilia Avalos.

Sali de Paseo por Julie Vargas.

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

Technology:

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.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>

VII. Spanish (Grade 1)

First 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>7.1 World Languages</p> <p>All students will be able to use a world language in addition to English 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 and you with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p>Interpretive</p> <p>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.</p> <p>7.1.NM.A.2 -Demonstrate comprehension of simple oral and written directions commands and requests through appropriate physical response.</p> <p>7.1.NM.A.3 -Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 -Identify familiar people, places, and objects based on simple oral and /or written descriptions.</p> <p>7.1.NM.A.5 -Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Interpersonal</p> <p>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.</p> <p>7.1.NM.B.2 -Give and follow simple oral and written directions, commands, and request when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 -Imitate appropriate gestures and intonation of the target language during greetings and leave-takings and daily interactions.</p> <p>7.1.NM.B.4 -Ask and respond to simple questions make requests and express preferences using memorized words and phrases.</p> <p>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.</p> <p>Presentational</p> <p>7.1.NM.C.2 -Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 -Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 -Present information from age-and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 -Name and label tangible cultural products and imitate cultural practices from the target culture(s).</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. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Communication: How do I identify people and things in another language? • Cultures: What languages do people speak in Readington?

<ul style="list-style-type: none"> • 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"> • Use correctly “to have” [<i>tener</i>] in Spanish • Use “how many” [<i>Cuántos</i>] in Spanish • Use correctly “have” [<i>tengo</i>] in Spanish <p>Cultural Connections for the Year (Some, or all will be introduced):</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"> • Connections: Which animals live at home with families? • Comparisons: What are families like? • Communities: Where do I see or hear another language spoken in or around Readington?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> • 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.
- 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 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.
- Name and identify the parts of the human face 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.
- 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 clothing items worn in specific seasons (i.e., sweater [suéter], hat [sombrero], scarf [bufanda], gloves [guantes], pants [pantalones], bathing suit [traje de baño]).
- Identify and name animals that are associated as family pets (i.e., cat [gato], dog [perro], rabbit [conejo], horse [caballo]).

<ul style="list-style-type: none"> [guantes]; pants [pantalones]; bathing suit [traje de baño]) 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.) 	
Interdisciplinary Connections	
<p>Technology: 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media. Activity: Teach vocabulary through online games (flip cameras, storybook creators, etc.) to engage students. This project develops presentation and storytelling skills about the weather, clothes, and food.</p> <p>Art: 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. Activity: Craft projects related to colors, food, or culture.</p> <p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. Activity: Cultural music and songs performed in opening routines and for learning new vocabulary.</p> <p>Social Studies: 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. Activity: Follow basic commands in the target language, respond to classroom directions, and incorporate classroom routine.</p>	
21st Century Skills	
<p>Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Playing authentic games from different Spanish speaking countries.</p> <p>9.2 Career Awareness, Exploration, and Preparation: 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. Activity: Working in groups to recognize and classify animals.</p>	
Assessment Evidence	
<p>Formative:</p> <ul style="list-style-type: none"> Teacher Observation Self-assessments Student participation Identify shapes verbally in Spanish <p>Summative:</p> <p>Interpersonal:</p> <ul style="list-style-type: none"> 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. <p>Interpretive:</p>	<p>Benchmark:</p> <p>Identify and state body parts</p> <p>Pre-Test: January</p> <p>Post-Test: March</p> <p>Rubric Grading</p> <p>Alternative:</p> <p>Make a project about farm animals - create a farm</p> <p>Make a project about body parts- create a monster</p> <p>Cultural Awareness Assessment: Beginning/Emerging Proficiency</p> <ul style="list-style-type: none"> 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.

<ul style="list-style-type: none"> • 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. <p>Presentational:</p> <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). 	<ul style="list-style-type: none"> • Share songs, artwork, or children's literature from the culture studied.
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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

Games

Songs

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

Technology:

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>

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.

7.1 World Languages

All students will be able to use a world language in addition to English 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.A.1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 - Demonstrate comprehension of simple oral and written directions commands and requests through appropriate physical response.

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.

7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

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

7.1.NM.B.2 - Give and follow simple oral and written directions, commands, and request when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 - Imitate appropriate gestures and intonation of the target language during greetings and leave-takings and daily interactions.

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

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.

Presentation

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

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

7.1.NM.C.3 - Copy/write words, phrases, or simple guided texts on familiar topics.

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

7.1.NM.C.5 - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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 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...]

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.

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?
- Comparisons: What are families like?
- How is my family similar or different from other 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?

- 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.
- Identify parts of the body: hands, feet, head, shoulders, knees, toes, fingers, legs, ankle.
- 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 respond 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.
- Identify and recall main body parts in Spanish; stomach, back, elbow, arm, leg, foot, etc.
- 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.
- Name and identify the parts of the human face 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 and the months 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 clothing items worn in specific seasons (i.e., sweater [suéter]; hat [sombrero]; scarf [bufanda]; gloves [guantes]; pants [pantalones]; bathing suit [traje de baño])
- Identify and name animals that are associated as family pets (i.e., cat [gato]; dog [perro]; rabbit [conejo]; horse [caballo])

Interdisciplinary Connections

Technology: 8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose. Activity: Role play having introductory conversations in Spanish. Use of listening center.

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.

Art: 1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.). Activity: Act out ordering in a restaurant, shopping for groceries, or family costumes.

21st Century Skills

Career Ready Practice: CRP12. Work productively in teams while using cultural global competence. Activity: Produce a cultural skit to present in class.

9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. Activity: Connect family members with their jobs in the community.

Assessment Evidence

Formative:

- Teacher observation
- Self-assessments
- Student participation

Benchmark:

Identify clothes. Then connect them with colors and weather.
Pre-Test: October
Post-Test: December

<p>Summative:</p> <ul style="list-style-type: none"> • Rubrics • Speaking presentations <p>Interpersonal:</p> <ul style="list-style-type: none"> • 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. <p>Interpretive:</p> <ul style="list-style-type: none"> • 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. <p>Presentation:</p> <ul style="list-style-type: none"> • Name and label tangible products and imitate practices from the target culture. • 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. 	<p>Rubric Grading</p> <p>Alternative: Create your own family tree.</p>
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, pets, and family) Songs and dances Teacher generated handouts Subject-specific leveled texts are available in school bookrooms and classroom libraries.</p> <p>Technology: www.quizlet.com http://www.duolingo.com www.linquiscop.com www.quizlet.com http://www.duolingo.com https://www.youtube.com/watch?v=ldF4o3jc07A (Los animals Sing with Senor)</p>	

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>

Third 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.

7.1 World Languages

All students will be able to use a world language in addition to English 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 and you with other content areas, compare the language and culture studied with their own, and participate in home and global.

Interpretive

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.

7.1.NM.A.2 - Demonstrate comprehension of simple oral and written directions commands and requests through appropriate physical response.

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.

7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

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

7.1.NM.B.2 - Give and follow simple oral and written directions, commands, and request when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 - Imitate appropriate gestures and intonation of the target language during greetings and leave-takings and daily interactions.

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

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.

Presentational

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

7.1.NM.C.3 -Copy/write words, phrases, or simple guided texts on familiar topics.

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

7.1.NM.C.5 -Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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 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:

- 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?
- 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).

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?
- Connections: Which animals live at home with families? What animals live on farms?
- Comparisons: What are families like? How do I talk about myself in Spanish?
- Communities: Where do I see or hear another language spoken in or around Readington?

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).

- 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.
- 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 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).
- 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, hexagon, star, diamond, heart, oval) in the target language.
- Describe the weather orally with picture cards.
- Name and describe school subjects in Spanish.
- Describe one's personal character traits in Spanish.
- Name and identify the parts of the human face 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.
- 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 clothing items worn in specific seasons (i.e., sweater [suéter], hat [sombrero], scarf [bufanda], gloves.
- Recall and identify rooms in the house.
- Names of different rooms of the house, furniture and typical activities carried out in parts of the house.

Interdisciplinary Connections

Technology: 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Activity: SMARTboard interactive activities. Role-play having introductory conversations in Spanish. Use of listening center.

Art: 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life. Activity: Describe and illustrate physical and personal traits.

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.

21st Century Skills

Career Ready Practice: CRP11. Use technology to enhance productivity. Activity: Online games to learn the time and numbers.

9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Activity: Practice analog and digital clock and connect it with the school schedule.

Assessment Evidence

Formative:

- Teacher Observation
- Self-assessments

Benchmark:

Identify, state, and ask to borrow school materials.
Pre-Test: October

<ul style="list-style-type: none"> • Student participation • Work completion <p>Summative:</p> <ul style="list-style-type: none"> • Rubrics • Speaking presentations <p>Interpersonal:</p> <ul style="list-style-type: none"> • 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. • 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>	<p>Post-test: December Rubric Grading</p> <p>Alternative:</p> <p>Create visuals and descriptions of a vacation wardrobe appropriate for seasonal travel to a Hispanic country.</p>
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- 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 portrait 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

Core Materials:

Textbook: TPR (Total Physical Response) Storytelling and booklet

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.

Technology:

www.quizlet.com

<http://www.duolingo.com>

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>

VIII. Spanish (Grade 4)

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.
7.1 World Languages All students will be able to use a world language in addition to English 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.
Interpretive 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. 7.1.NM.A.2 -Demonstrate comprehension of simple oral and written directions commands and requests through appropriate physical response. 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. 7.1.NM.A.5 -Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.
Interpersonal 7.1.NM.B.1 - Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.2 -Give and follow simple oral and written directions, commands, and request when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.3 -Imitate appropriate gestures and intonation of the target language during greetings and leave-takings and daily interactions. 7.1.NM.B.4 -Ask and respond to simple questions, make requests and express preferences using memorized words and phrases. 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.
Presentational 7.1.NM.C.1 - Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.NM.C.2 -Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 -Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 -Present information from age-and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 -Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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.

Grammar Review of and Instruction with:

- 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?
- *Me gustan.*
- *Me encantan.*
- Respond correctly in Spanish to the question: “Where do you live?” [Donde vives?]

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

Review of:

- October 12 - Día de la Hispanidad. Also known as Día de La Raza in several Latin American countries. (Latin America, US)
- 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.

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? 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?
- 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?

<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. 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> July 25th- Puerto Rico Constitution Day Constitución de Puerto Rico An official Commonwealth of Puerto Rico holiday. Formerly called Occupation Day, commemorating the anniversary of the landing of American troops at Guánica in 1898. Acción de Gracias or Día de Acción de Gracias. <i>Noche Buena</i> 	
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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.
- 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.
- 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.
- 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.
- 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 clothing items worn in specific seasons (i.e., sweater [suéter], hat [sombrero], scarf [bufanda], gloves [guantes], pants [pantalones], bathing suit [traje de baño]).
- 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:

- 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

Technology: 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 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. Advanced

technology students may also narrate their season/clothing slideshow in Spanish with their own voice. Students can help teach each other this feature.

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.

21st Century Skills

Career Ready Practice: CRP6. Demonstrate creativity and innovation. 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), etc.

9.2 Career Awareness, Exploration, and Preparation: 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. Activity: Connect family members with their jobs in the community by creating a map of the community and its buildings, including the possible professions that work in these buildings in Spanish.

Assessment Evidence

Formative:

Interpersonal:

- 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

Interpretive:

- 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

Presentational:

- Retell stories orally
- Sing or read aloud to others

Summative:

Interpersonal:

Benchmark:

[Speaking Rubric](#)

Alternative:

- 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 unit 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.

<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>Presentational:</p> <ul style="list-style-type: none"> • Give simple presentations about self, family and friends, and familiar objects or activities 	
Resources for Instruction	
<p>Core Materials: 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.laugenut.com</p>	

IX. Spanish (Grade 5)

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>

7.1 World Languages

All students will be able to use a world language in addition to English 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 and you with other content areas, compare the language and culture studied with their own, and participate in home and global.

Interpretive

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.

7.1.NM.A.2 - Demonstrate comprehension of simple oral and written directions commands and requests through appropriate physical response.

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.

7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

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

7.1.NM.B.2 - Give and follow simple oral and written directions, commands, and request when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 - Imitate appropriate gestures and intonation of the target language during greetings and leave-takings and daily interactions.

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

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.

Presentational

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

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

7.1.NM.C.3 - Copy/write words, phrases, or simple guided texts on familiar topics.

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

7.1.NM.C.5 - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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.

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? 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?
- Cultures: What is life like for a young person in Spain?
- Connections: Where is Spain and what are some important geographical and weather characteristics of this area?

<ul style="list-style-type: none"> 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, “<i>What do you have?</i>” [Qué tienes...] Begin to use the interrogative [<i>dónde</i>] to ask someone where do you live? Expressing agreement and disagreement. Definite and indefinite articles. Subject pronouns. Present tense of –ar verbs. The verb <i>estar</i>. The plurals of nouns and articles. Present tense of –er and –ir verbs. <i>Me gustan</i>. <i>Me encantan</i>. The plurals of adjectives. The verb <i>ser</i>. The verb <i>ir</i>. <i>ir + a + infinitive</i>. jugar <p>Cultural Connections for the Year:</p> <p>Review of:</p> <ul style="list-style-type: none"> 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. 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"> Comparisons: What are families like in Spain? How do my activities compare to those of a young person in Spain? Communities: How can I share what I learned about Spain with others at home?
<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.

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.
- 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 clothing items worn in specific seasons (i.e., sweater [suéter], hat [sombrero], scarf [bufanda], gloves [guantes], pants [pantalones], bathing suit [traje de baño]).
- 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

Technology: 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. 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 when interacting with other language learners. Remind students of the importance of not giving away any personal information and disclosing personal things.

Art: 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used. 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.

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.

21st Century Skills

Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Students practice this skill throughout the year when interviewing their classmates in Spanish and reporting to the class. Shy students are encouraged to participate but given the opportunity to perform this assessment in a smaller group or after class.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. Activity: Before signing up and starting Memrise, Duolingo, or Quizlet, students discuss the potential dangers of interacting on an online forum with a social component. Students share their experiences with playing online games and what they have already learned from adults (parents, relatives, teachers) about staying safe in an ever-changing technological world.

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 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>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 display demonstrating understanding of the custom/celebration with pictures and Spanish vocabulary
Resources for Instruction	
<p>Core Materials:</p> <p>Textbook: Viva el Espanol (Learning System A, B, and C)</p>	

Supplemental Materials:

Calico Spanish Stories program

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

Technology

www.quizlet.com

<http://www.duolingo.com>

www.languagenut.com