

HOWELL TOWNSHIP PUBLIC SCHOOLS

WORLD LANGUAGE CURRICULUM

K-8 Spanish Curriculum

Board Approved: August 21, 2024

**Howell Township Board of Education
2024-2025**

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<https://www.nj.gov/education/standards/worldlang/Docs/2020NJSLS-WL.pdf>

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Philosophy

Today in New Jersey, there are over 100 different ethnic groups, and in Howell Township alone, more than 20 different languages are spoken. Advancements in technology enables us to gain direct and immediate access to dozens of countries around the world. Today's economy is globally interdependent, relying on a constant exchange of ideas, information and products that help us to increase the standards of living for all.

In our constant effort to build a better future for each successive generation, we have discovered the merits of working together, not only within our own country, but also beyond our borders. In all of this, communication is a key factor for success. Language is the most valuable asset in establishing collaborative contacts with speakers of other languages in our own country as well as abroad.

By acquiring another language, one comes to understand and appreciate other cultures, while strengthening an awareness of his or her own. This understanding is necessary when forming relationships with all people. It is imperative that today's students be prepared to form such relationships in order to sustain peace and productivity throughout the world.

Learning a second language offers advantages to individual students. It provides them with relevant and engaging activities in which students will communicate effectively, verbally and in writing, build self-esteem and confidence and develop a greater understanding of the world in which they live. Howell Township Public Schools is committed to providing students with enriching opportunities while learning a second language that will enrich their lives for years to come.

World Language Program Goals

The goal of the World Language program is to provide a communicative-based program that aligns with the New Jersey Student Learning Standards for World Languages and helps each student:

- Develop an acceptable level of proficiency in listening and speaking in the target language, with a progression towards reading and writing
- Develop an awareness and appreciation of various cultures, as well as a better appreciation of his or her own
- Make connections with other content areas
- Gain awareness of broader career and social opportunities
- Appreciate the value of communicating in the target language

New Jersey Student Learning Standards

World Languages

Statutes and Regulations

N.J.S.A. 18A:35-4.18: Provides students in public schools the opportunity to receive instruction in and graduation credit for a world language not taught in the public school district.

- Guidelines for Organizations Seeking Approval of Instructional Programs Offering World Languages Not Taught in Public School Districts
- Procedures to be used by New Jersey School Districts for Approval of Instructional Programs Offering World Languages not Taught in Public School Districts
- Non-Public School World Languages Program Application Form

N.J.A.C.6A:8 - Standards and Assessment for Student Achievement

N.J.A.C. 6A:8-1.1: The New Jersey Student Learning Standards specify expectations in nine content areas including world languages. The standards are further delineated by Indicators that outline what students should know and be able to do at benchmark grades four, eight and twelve.

N.J.A.C. 6A:8-3.1: Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the Student Learning Standards."

All students should be given the opportunity to learn a world language in a program that offers appropriate time allocations and quality instruction. A program that does not offer a sufficient amount of contact time and frequency of instruction assumes less student proficiency from the outset and denies district students access to excellence and equity in achieving the standards.

NJAC 6A:8-3.1(a)3: Holds school districts accountable for "assessing and publicly reporting student achievement in all content areas", including such areas as world languages that are not yet part of the statewide assessment program.

Introduction to the Standards for World Languages

The New Jersey Student Learning Standards:

World Languages (NJSLS-WL) is a guiding document toward participation in the state's global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures.

Mission:

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard:

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate

proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Language Proficiency Levels:

Unlike other content areas, the NJSLS – WL is benchmarked by proficiency levels. In this iteration of version, the performance expectations for all three modes of communication are displayed in one document according to proficiency level. Below is a chart from ACTFL Performance Descriptors for Language Learners (2012) that shows how assessing for performance is different from assessing for proficiency.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that

might occur when:

- interacting with native speakers of the language, or
- immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Performance Levels:

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

Grade Bands, Proficiency Targets, and Core Ideas:

The NJSLS – WL is organized in grade bands (K–2, 3–5, 6–8, 9–12). Within each band, the modes of communication (interpretive, interpersonal, and presentational) are explicated by core ideas, intercultural understandings, and targeted proficiency levels. Further, clear expectations guide users by giving performance examples describing what students can do with the language they are learning at the targeted level. The guide is sequential, organized as a continuum toward higher levels of proficiency.

The intercultural statements build upon the American Council on the Teaching of Foreign Languages (ACTFL) statements for Intercultural Communication (Moeller & Yu, 2015) and provide examples for students to use the target language and knowledge of culture to improve Intercultural Communicative Competence. The statements underscore the intricate relationship between language and culture by providing examples of the products and practices that learners may encounter and understand at different levels of proficiency. Intercultural Communicative Competence is essential for establishing effective and positive relationships across cultural boundaries.

Philosophy and Goals:

NJSLS – WL reflect the philosophy and goals found in the national Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 2006) and the summary of the World-Readiness Standards for Learning Languages. They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of NJSLS – WL for particular languages or language groups:

American Sign Language (ASL)

The differences between studying ASL and spoken languages can be profound. Students of American Sign Language learn how to communicate spatially, rather than arranging words sequentially into sentences. They face unique challenges due to the modality differences between speaking and signing. This involves language features like the use of space, eye gaze, classifiers, depicting verbs and cinematic techniques. Students engage in all three modes of communication— interpersonal, interpretive, and presentational by using the hands, face and body to express ideas while incorporating a variety of complex linguistic features, such as role shifting, semantic influences on message meanings and application of appropriate prosodic features to reflect the signer's intent and tone. Contrary to a linear language, ASL students are challenged to express their ideas while simultaneously using these complex units of meaning. In addition, students learn different ways to navigate conversational interactions like turn-taking, attention getting techniques, and the importance of maintaining eye contact.

Classical Languages

The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

Heritage-languages

Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

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**Howell Township Public Schools
Elementary World Language Curriculum**

Kindergarten – Grade 5

Spanish

Elementary Spanish Curriculum

K-2 Scope and Sequence		
Unit	K-1* Spanish instruction is embedded in daily classroom lessons	Grade 2* All lessons are done asynchronous through Seesaw
Greetings and Goodbyes	Focus on basic greetings; Use visuals such as pictures to associate words with actions	Introduce more variations of greetings; Use interactive games and activities to reinforce vocabulary
Numbers 0-10	Focus on orally counting through Calendar math; Use such as counting fingers, objects or pictures to reinforce numbers	Recite the numbers 1-10 in sequential and random order in the target language; Say the numbers in the target language without cues
Adjectives: big, small, hot, cold	Use real life objects to demonstrate size and temperature differences. Orally practice saying adjectives.	Recite and recall big, small, hot and cold in the target language; Comprehend words for big, small, hot and cold in context in the target language; Describe items using adjectives; Describe the weather using adjectives hot or cold
Color Words	Name words for colors using visuals such as pictures of various colors and items	Name words for red, blue, green, yellow, white, black, orange, pink, brown, and gray in the target language; Describe items in their classroom/home using the target vocabulary
Family Members and Pets	Name words for members of a family such as mother and father.	Recite and recall words for mother, father, grandmother, grandfather, aunt, uncle, cousin, dog, cat, rabbit, bird and fish; Describe members of their

		family using target vocabulary
Weather and Seasons	Name the four seasons in the target language.	Identify vocabulary for the weather and seasons of the year (summer, winter, spring, fall, hot/cold, sunny, raining, snowing, windy)
The Calendar-Days of the Week and Months of the Year	Name vocabulary words for the days of the weeks and months through songs and classroom activities such as, Calendar Math	Identify vocabulary for the days of the week, the months of the year, the numbers 0-31, how to say the date in Spanish, and how to talk about birthday dates in Spanish.
Colombian Culture	Identify Colombia as a country and its location on a map.	Identify cultural products and practices specific to Colombia; Utilize previous vocabulary to recognize cultural concepts

2nd Grade Pacing Guide

**Two lessons should be completed in each class period weekly, unless a 40 minute period is indicated (Unit 2 and Unit 8 only)*

Trimester 1			Trimester 2		
Month	Unit	Assessment	Month	Unit	Assessment
September-October (3-4 classes)	Unit 1	Unit 1 Assessment	December-January (3-4 classes)	Unit 3	Unit 3 Assessment
November-December (4-5 classes)	Unit 2	Unit 2 Assessment	February-March (4-5 classes)	Unit 4	Unit 4 Assessment
Trimester 3					
Month	Unit				Assessment
March-April (4-5 classes)	Unit 5				Unit 5 Assessment
April-May (3-4 classes)	Unit 6				Unit 6 Assessment
May-June (6-7 classes)	Unit 7				Mid Unit 7 Assessment
June (2-3 classes)	Unit 8 (Possible additional unit)				Unit 8 Assessment

Time Frame	3-4 Classes
Topic	
Unit #1: Greetings and Goodbyes	
Alignment to Standards	
<p><u>Performance Expectation:</u> 7.1.NL.IPRET.3- Recognize a few common gestures associated with the target culture(s) 7.1.NL.IPERS.5 - Enact a few culturally authentic gestures when greeting others and taking leave. 7.1.NL.PRSNT.3 - Imitate a few culturally authentic gestures when greeting others and taking leave.</p>	
Learning Objectives & Activities	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Name the Spanish words for hello, goodbye, good afternoon, good day, until later, until tomorrow ● Repeat and use the Spanish phrase for greetings and goodbyes ● Engage in a brief interaction with another student using greetings and goodbyes in the target language 	
Assessments	
<p>Summative: Vocabulary Multiple Choice Formative: Oral Assessment on Seesaw Benchmark: District Created Benchmark on Seesaw after unit Alternative Assessment: Video of Conversation Using vocabulary on Seesaw</p>	
Interdisciplinary Connections	
<ul style="list-style-type: none"> ● Speaking and Listening ● Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. ● SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. ● SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). ● SL.K.1b. Continue a conversation through multiple exchanges. ● 	

- NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
-

NJ: Grade 1

- Speaking and Listening
- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
-
- NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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NJ: Grade 2

- Reading: Literature
- Integration of Knowledge and Ideas NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
-
- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Reading: Informational Text

- NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Craft and Structure NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Reading: Foundational Skills

- Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- c. Decode words with common prefixes and suffixes.

Writing

- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2.1.a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

- Vocabulary Acquisition and Use NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing

meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

Career Readiness, Life Literacies, and Key Skills

9.1.2FP.1: Explain how emotions influence whether a person spends or saves

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Technology Integration

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	4-5 classes
Topic	
Unit 2: Numbers 1-10	
Alignment to Standards	
<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>	
Learning Objectives & Activities	
<p><i>Intercultural Statements - Learners recognize and identify a few typical practices of the target culture.</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Recite the numbers 1-10 in sequential and random order in the target language ● Say the numbers in the target language without cues <p>Activities:</p> <ul style="list-style-type: none"> ● Give students cards with numbers 1-10 on them. Students will hold up the correct card when the number is stated in Spanish by the teacher ● Complete SeeSaw and independent learning activities in Schoology ● Watch Schoology videos and review vocabulary words with flashcards 	
Assessments	
<p>Summative: Vocabulary Multiple Choice Formative: Exit Ticket and Oral Questioning Benchmark: District Created Benchmark after Unit Alternative Assessment: Video of rote counting using vocabulary on Seesaw</p>	
Interdisciplinary Connections	
<p>NJ: Kindergarten</p> <ul style="list-style-type: none"> ● Speaking and Listening <ul style="list-style-type: none"> ● Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. ● SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. ● SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). 	

- SL.K.1b. Continue a conversation through multiple exchanges.
- NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

NJ: Grade 1

- Speaking and Listening
- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

NJ: Grade 2

- Reading: Literature
- Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading: Informational Text

- Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
-
- Reading: Foundational Skills

- Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- c. Decode words with common prefixes and suffixes.

Writing

- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2.1.a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
-
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Career Readiness, Life Literacies, and Key Skills

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Technology Integration

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame

3-4 classes

Topic

Unit 3: Adjectives

Alignment to Standards

- 7.1.NL.IPERS.1:** Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPRET.3-** Recognize a few common gestures associated with the target culture(s)
- 7.1.NL.IPRET.4-** Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts.
- 7.1.NL. PRSNT.4 -** State the names of a few memorized practiced words and phrases related to climate change in the target culture(s) and in students’ own culture.

Learning Objectives & Activities

Students will be able to:

- Recite and recall big, small, hot and cold in the target language
- Comprehend words for big, small, hot and cold in context in the target language
- Describe items using adjectives
- Describe the weather using adjectives hot or cold

Activities:

- Watch Schoology videos for introduction to vocabulary
- Engage students in “I say, You say” activity to practice saying the vocabulary
- Ask students to describe the weather using the target vocabulary
- Ask students to describe items in the classroom/environment using the target vocabulary
- Complete SeeSaw and independent practice activities in Schoology

Assessments

Summative: Digital Unit Assessment

Formative: Oral Assessment on Seesaw

Benchmark: District Created Benchmark on Seesaw after unit

Alternative Assessment: Video or slideshow of adjectives used to describe objects

Interdisciplinary Connections

NJ: Kindergarten

Speaking and Listening

- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.1b. Continue a conversation through multiple exchanges.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

NJ: Grade 1

- Speaking and Listening
- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

NJ: Grade 2

- Reading: Literature
- Integration of Knowledge and Ideas NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading: Informational Text

- Craft and Structure NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
-
- Reading: Foundational Skills
- Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- c. Decode words with common prefixes and suffixes.

Writing

- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2.1.a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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- NJSLA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Career Readiness, Life Literacies, and Key Skills

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Technology Integration

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	3-4 classes
Topic	
Unit 4: Colors	
Alignment to Standards	
7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.	
Learning Objectives & Activities	

Intercultural Statements:

-Learners recognize and identify a few typical practices of the target culture.

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

Students will be able to:

- Name words for red, blue, green, yellow, white, black, orange, pink, brown, and gray in the target language
- Describe items in their classroom/home using the target vocabulary

Activities:

- Watch Schoology videos for introduction to vocabulary
- Engage students in “I say, You say” activity to practice saying the vocabulary
- Ask students to describe items in the classroom/environment using the target vocabulary
- Complete SeeSaw and independent practice activities in Schoology
- Display flashcards and have students say the corresponding vocabulary words
- Practice colors using various songs.
- Practice pronunciation of colors.
- Write colors on chart paper.
- Play ¡Adivina! guessing game with colors: students utilize the question: ¿Es ____? along with the color words to guess the color a student selected. This will help students develop their expressive language skills.
- Identify the colors of various items in the classroom in Spanish.

Assessments

- Summative: Vocabulary Multiple Choice
- Formative: Seesaw Independent Check Ins
- Benchmark: District Created Benchmark on Seesaw
- Alternative Assessment: Poster with labels of colors on various objects

Interdisciplinary Connections

K-2 Interdisciplinary Connections

NJ: Kindergarten

Speaking and Listening

- Comprehension and Collaboration NJSLA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

- SL.K.1b. Continue a conversation through multiple exchanges.
- NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

NJ: Grade 1

- Speaking and Listening
- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

NJ: Grade 2

- Reading: Literature
- Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading: Informational Text

- Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
-
- Reading: Foundational Skills

- Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- c. Decode words with common prefixes and suffixes.

Writing

- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2.1.a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
-
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Career Readiness, Life Literacies, and Key Skills

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Technology Integration

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Topic

Family and Pets (4-5 classes)

Alignment to Standards

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

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

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

Learning Objectives & Activities

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

Students will be able to:

- Recite and recall words for mother, father, grandmother, grandfather, aunt, uncle, cousin, dog, cat, rabbit, bird and fish
- Describe members of their family using target vocabulary

Activities:

- Watch videos in Schoology
- Ask students to name family members using the target vocabulary
- Show flash cards representing family members
- Review new vocabulary with flashcards

Assessments

- Summative: Matching Assessment with Vocabulary
- Formative: Oral Assessment on Seesaw with teacher feedback
- Benchmark: District Created Benchmark on Seesaw
- Alternative Assessment: Digital examples labeling vocabulary

Interdisciplinary Connections

NJ: Kindergarten

Speaking and Listening

- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.1b. Continue a conversation through multiple exchanges.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

NJ: Grade 1

Speaking and Listening

- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

NJ: Grade 2

- Reading: Literature
- Integration of Knowledge and Ideas NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading: Informational Text

- Craft and Structure NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

-
- Reading: Foundational Skills
- Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- c. Decode words with common prefixes and suffixes.

Writing

- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2.1.a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Career Readiness, Life Literacies, and Key Skills

9.1.2FP.3: EIdentify the factors that influence people to spend or save money (commercials, family, culture, society).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Technology Integration

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	3-4 classes
Topic	
Unit 6: Weather	

Alignment to Standards

7.1.NL.IPRET.4 - Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

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

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

7.1.NL.PRSNT.4 - State and Name a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own culture.

Learning Objectives & Activities

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

Students will be able to:

- Identify vocabulary for the weather and seasons of the year (summer, winter, spring, fall, hot/cold, sunny, raining, snowing, windy)

Activities:

- Watch videos in Schoology
- Ask students to name different types of weather
- Show flashcards representing types of weather/climate
- Review new vocabulary with flashcards
- Complete SeeSaw and independent practice activities in Schoology
- Read articles with students describing changes in weather and effects on the environment (Scholastic)

Assessments

Summative: Vocabulary Multiple Choice

Formative: Oral Assessment on Seesaw

Benchmark: District Created Benchmark on Seesaw after unit 8

Alternative Assessment: Season scene labeling vocabulary from unit

Interdisciplinary Connections

CLIMATE CHANGE: 7.1.NL.IPRET.4, 7.1.NL.IPERS.6, 7.1.NL.PRSNT.4

Rockalingua video and worksheets for La Tierra (The

Earth)-<https://rockalingua.com/videos/earth>

<https://rockalingua.com/worksheets/earth-animals-and-places-worksheet>

NJ: Kindergarten

Speaking and Listening

- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.1b. Continue a conversation through multiple exchanges.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

NJ: Grade 1

- Speaking and Listening
- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

NJ: Grade 2

- Reading: Literature
- Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading: Informational Text

- Craft and Structure NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
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- Reading: Foundational Skills
- Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- c. Decode words with common prefixes and suffixes.

Writing

- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2.1.a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

• 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

Technology Integration

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	6-7 classes
Topic	
Unit 7: The Calendar	
Alignment to Standards	
<p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPRET.1: - Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists and/or captions.</p>	

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

Learning Objectives & Activities

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

Students will be able to:

- Identify vocabulary for the days of the week, the months of the year, the numbers 0-31, how to say the date in Spanish, and how to talk about birthday dates in Spanish.

Activities:

- Introduce numbers 0-31 with song.
- Have students demonstrate receptive comprehension of these numbers by pointing to a number flash card after the teacher says that number in Spanish.
- Count various items in the classroom in Spanish aloud as a class.
- Have students say the numbers in Spanish as the teacher writes them down on chart paper.
- Play games which help students develop and demonstrate receptive and expressive
- Introduce days of the week in Spanish with magnetic flash cards on the white board.
- Teach the students a days of the week song (for example: "Siete días.")

- Introduce the months of the year in Spanish with magnetic flash cards on the white board.
- Teach the students a months of the year song (for example the "Macarena months").

Assessments

Summative: Vocabulary Multiple Choice

Formative: Oral Assessment on Seesaw

Benchmark: District Created Benchmark on Seesaw after unit 8

Alternative Assessment: Matching activity using calendar vocabulary

Interdisciplinary Connections

NJ: Kindergarten

Speaking and Listening

- Comprehension and Collaboration NJSLA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.1.a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- SL.K.1b. Continue a conversation through multiple exchanges.

- NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

NJ: Grade 1

- Speaking and Listening
- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- SL.1.1a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

NJ: Grade 2

- Reading: Literature
- Integration of Knowledge and Ideas NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading: Informational Text

- Craft and Structure NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
-
- Reading: Foundational Skills

- Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- c. Decode words with common prefixes and suffixes.

Writing

- NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2.1.a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
-
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Career Readiness, Life Literacies, and Key Skills

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Technology Integration

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	2-3 classes
Topic	
Unit 8: The Colombian Culture (Possible Optional Unit)	
Alignment to Standards	
<p>7.1.NL. IPRET.1 – Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL. IPERS.1 - Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.PRSNT.1- Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication</p>	
Learning Objectives & Activities	
<p><i>-Through the target language, learners will recognize and identify names of a few typical products related to everyday life in the target culture and in the learners’ own culture.</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify cultural products and practices specific to Colombia ● Utilize previous vocabulary to recognize cultural concepts <p>Activities:</p>	
Assessments	
<ul style="list-style-type: none"> ● Summative: Vocabulary Multiple Choice ● Formative: Oral Assessment on Seesaw ● Benchmark: District Created Benchmark on Seesaw 	

- Alternative Assessment: Video describing Colombia

Interdisciplinary Connections

NJ: Kindergarten

Speaking and Listening

- Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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- SL.K.1b. Continue a conversation through multiple exchanges.
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NJ: Grade 1

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- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

NJ: Grade 2

- Reading: Literature

- Integration of Knowledge and Ideas NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading: Informational Text

- Craft and Structure NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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- Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
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- SL.2.1.b. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
-
- NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Career Readiness, Life Literacies, and Key Skills

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Technology Integration

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

K-2 Modifications (ML, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ML:

- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

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

Gifted and Talented:

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

Supports for Students With 504 Plans:

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

Recommended K-2 Authentic Culturally Relevant Texts

1. **"Abuela" by Arthur Dorros**

- A bilingual story about a young girl and her grandmother, celebrating Hispanic culture and family bonds.
- 2. **"Marisol McDonald no combina" by Monica Brown**
 - A story about a girl who embraces her multicultural identity.
- 3. **"La oruga muy hambrienta" by Eric Carle (Spanish edition)**
 - The classic story of a very hungry caterpillar, translated into Spanish.
- 4. **"Chocolatina" by Ken Nisbet**
 - A fun story about a girl who loves chocolate, introducing children to the concept of indulging in favorite treats.

Folktales and Legends

- 5. **"Los tres cabritos" by Eric A. Kimmel**
 - A retelling of the classic tale "The Three Billy Goats Gruff" with a Hispanic twist.
- 6. **"El gallo de bodas" by Lucía M. González**
 - A Cuban folktale about a rooster's journey to a wedding.
- 7. **"La lagartija y el sol" by Alma Flor Ada**
 - A Mexican folktale about a lizard who brings back the sun.

Short Stories and Early Readers

- 8. **"Ferdinando el toro" by Munro Leaf**
 - The story of a gentle bull in Spain who prefers smelling flowers to fighting in bullfights.
- 9. **"Oso pardo, oso pardo, ¿qué ves ahí?" by Bill Martin Jr. and Eric Carle (Spanish edition)**
 - A beloved classic that helps children learn colors and animals in Spanish.
- 10. **"Si le das una galletita a un ratón" by Laura Numeroff (Spanish edition)**
 - The whimsical tale of a mouse and the chain of events that follows when he gets a cookie.

Poetry and Rhymes

- 11. **"Días y días" by Alma Flor Ada**
 - A collection of poems that describe the different months of the year and cultural festivities.
- 12. **"Poesía infantil" by Federico García Lorca**
 - Simple and beautiful poems by the famous Spanish poet, adapted for children.

Updated July 2024

Bilingual Books

13. **"Gracias * Thanks" by Pat Mora**

- A bilingual book expressing gratitude for everyday things, emphasizing appreciation and cultural values.

14. **"Hairs / Pelitos" by Sandra Cisneros**

- A bilingual story from "The House on Mango Street," highlighting family and cultural identity.

15. **"My Name is Gabriela / Me llamo Gabriela" by Monica Brown**

- A bilingual book about the life of Gabriela Mistral, a Nobel Prize-winning Chilean poet.

Contemporary and Diverse Stories

16. **"La casa de Tomasa" by Virginia L. Kroll**

- A story about a little girl who lives in a vibrant, multicultural neighborhood.

17. **"La sorpresa de Nandi" by Eileen Browne**

- A delightful story about a girl who takes a basket of fruit to her friend, set in Africa but available in Spanish.

18. **"El chocolate de Abuelita" by Patricia Quintana**

- A heartwarming story about a grandmother's love and the tradition of making hot chocolate.

Folktales and Legends from Latin America

19. **"La mujer que brillaba aún más que el sol" by Alejandro Cruz Martinez**

- A Mexican legend about a woman whose inner beauty shines brighter than the sun.

20. **"El sol y la luna" by Antonio Hernández Madrigal**

- A folktale from Central America about the sun and the moon.

Grade 3 Pacing Guide					
Trimester 1			Trimester 2		
Month	Unit	Assessment	Month	Unit	Assessment
September-November (8-10 classes)	Unit 1 Calendar	Mid October: Unit 1 Check-In By end of	January-March (10-12 classes)	Unit 3 <i>Conversation</i> {Greetings, Questions & Responses, Goodbyes}	Mid February: Unit 3 Check-In By end of Trimester 2: Trimester 2

		Trimester 1: Trimester 1 Benchmark Assessment			Benchmark Assessment
December (2-3 classes)	Unit 2 Cultural Holiday	Teacher Created			
Trimester 3					
Month	Unit				Assessment
April-May (4-6 classes)	Unit 4 Basic Emotions & Introduction to noun-adjective agreement				End of Unit 4: Unit 4 Check-In
June (2-3 classes)	Unit 5 Colors				End of Unit 5: Unit 5 Check-In By end of Trimester 3: Trimester 3 Benchmark Assessment

Core Instructional & Supplemental Materials including various levels of Texts	
Core Instructional: Units aligned to NJSLs Supplemental Materials: Embedded throughout units (Examples: songs, flashcards, calendar, interactive, presentations, etc.)	

Time Frame	8-10 classes
Topic	
Unit 1: Calendario: Days of the Week, Months of the Year, Numbers 0-31,	
Alignment to Standards	
<ul style="list-style-type: none"> • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPRET.1: - Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues 	

such as pictures and gestures and text support such as bolded words, bulleted lists and/or captions.

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

Learning Objectives & Activities

OBJ: SWBAT: Identify & repeat the vocabulary for: the days of the week, the months of the year, the numbers 0-31, and the date in Spanish.

Suggested Activities:

- Introduce numbers 0-31 with songs.
- Have students demonstrate receptive comprehension of these numbers by pointing to a number flash card after the teacher says that number in Spanish.
- Count various items in the classroom in Spanish aloud as a class.
- Have students say the numbers in Spanish as the teacher writes them down on chart paper.
- Play games which help students develop and demonstrate receptive and expressive comprehension
- Introduce days of the week in Spanish with magnetic flash cards on the white board.
- Teach the students a days of the week song (for example: “Siete días.”)
- Introduce the months of the year in Spanish with magnetic flash cards on the white board.
- Teach the students a “Months of the Year” song (for example the “Macarena months”).

Assessments

Formative:

- Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary

Summative:

- Vocabulary Multiple Choice or Matching Assessment

Benchmark:

- District Created Benchmark Assessment at the end of Trimester 1

Alternative:

- Matching activity using calendar vocabulary

Interdisciplinary Connections

Reading: Informational Text - Analyze and interact with text and describe and evaluate relationships. (NJSLSA.R3, RI.3.3)

Speaking and Listening - Comprehend and collaborate conversations with a range of diverse partners; recall previous information from texts and explain and question referencing previous texts in discussions. (NJSLSA.SL1, SL.3.1, SL.3.1a, SL.3.1B, SL.3.1c, SL.3.1d)

Career Readiness, Life Literacies, and Key Skills

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	2-3 classes
Topic	
Unit 2: Winter Holiday & Cultural Mini-Unit: The Legend of the Poinsettia	
Alignment to Standards	
7.1.NM. IPRET.1 –Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.PRSNT.5- Present information from age and level-appropriate, culturally authentic materials orally or in writing.	
Learning Objectives & Activities	
OBJ: SWBAT: Understand origins and history of the Legend of the Poinsettia	
Suggested Activities: <ul style="list-style-type: none">● Display the read aloud: The Legend of the Poinsettia● Students learn facts about the poinsettia: Poinsettia Facts● Students create a Poinsettia Card	
Assessments	

Formative:

- Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary

Summative:

- Unit 4 Summative Assessment (to include questions about the Legend of the Poinsettia)

Benchmark:

- District Created Benchmark at the end of Trimester 2

Alternative:

- Project: Poinsettia Card

Interdisciplinary Connections

Reading: Informational Text - Analyze and interact with text and describe and evaluate relationships. (NJSLSA.R3, RI.3.3)

Speaking and Listening - Comprehend and collaborate conversations with a range of diverse partners; recall previous information from texts and explain and question referencing previous texts in discussions. (NJSLSA.SL1, SL.3.1, SL.3.1a, SL.3.1B, SL.3.1c, SL.3.1d)

Career Readiness, Life Literacies, and Key Skills

9.1.2FP.1: Explain how emotions influence whether a person spends or saves

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

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Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	10-12 classes
Topic	
<u>Unit 3 : Spanish Conversational Phrases & Questions: Greetings & Goodbyes, and Questions & Answers</u>	
Alignment to Standards	
<p>7.1.NM.PRSNT.3- Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.</p> <p>7.1.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.3 Express one’s own and react to others’ basic preferences and /or feelings using memorized words, phrases and simple memorized sentences that are supported by gestures or visuals.</p>	
Learning Objectives & Activities	
<p>OBJ: SWBAT: Identify & use vocabulary to greet, introduce oneself, tell their age, and utilize expressions of leave taking in Spanish (¿Cómo estás?, ¿Cómo te llamas?, ¿Cuántos años tienes?)</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> ● View songs to introduce vocabulary in the target language ● Teach conversational language: <ul style="list-style-type: none"> ○ Hello/Hi, How are you? <ul style="list-style-type: none"> ■ I am...(basic emotion) (Estoy...muy bien, bien, así así, mal, muy mal) ○ What is your name? <ul style="list-style-type: none"> ■ My name is (Me llamo...) and nice to meet you (mucho gusto). ○ How old are you? <ul style="list-style-type: none"> ■ I am... (Yo tengo...años.) ● Paired activity to review and practice conversational language ● Present student-created short skits, greeting and introducing oneself to new students. 	
Assessments	
<p><u>Formative:</u></p> <ul style="list-style-type: none"> ● Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary <p><u>Summative:</u></p> <ul style="list-style-type: none"> ● Vocabulary Multiple Choice or Matching Assessment <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> ● District Created Benchmark Assessment at the end of Trimester 1 <p><u>Alternative:</u></p> <ul style="list-style-type: none"> ● Written Sketch/Comic including Spanish Conversation Vocabulary 	

Interdisciplinary Connections	
Reading: Informational Text - Analyze and interact with text and describe and evaluate relationships. (NJSLSA.R3, RI.3.3)	
Speaking and Listening - Comprehend and collaborate conversations with a range of diverse partners; recall previous information from texts and explain and question referencing previous texts in discussions. (NJSLSA.SL1, SL.3.1, SL.3.1a, SL.3.1B, SL.3.1c, SL.3.1d)	
Career Readiness, Life Literacies, and Key Skills	
9.1.2FP.1: Explain how emotions influence whether a person spends or saves	
Technology Integration	
8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.	
8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.	
Career Education	
<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee ● Demonstrate creativity and innovation ● Use technology to enhance productivity increase collaboration and communicate effectively ● Work productively in teams while using cultural/global competence 	

Time Frame	4-6 classes
Topic	
<u>Unit 4: (More) Emotions & Introduction of Noun-Adjective Agreement</u>	
Alignment to Standards	
7.1.NM.A.5 – Demonstrate comprehension of brief oral and written messages using age and level—appropriate, culturally authentic materials	
7.1.NM.B.5- 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

Learning Objectives & Activities

OBJ: SWBAT: use proper noun-adjective agreement to describe how they are feeling
Suggested Activities:

- Students view and learn songs using relevant vocabulary
- Students ask and answer questions using relevant vocabulary
 - Students will ask others and tell others how they are feeling using correct noun-adjective agreement

Assessments

Formative:

- Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary

Summative:

- Vocabulary Multiple Choice or Matching Assessment

Benchmark:

- District Created Benchmark Assessment at the end of Trimester 2

Alternative:

- Skit or Comic using vocabulary from this unit

Interdisciplinary Connections

Reading: Informational Text - Analyze and interact with text and describe and evaluate relationships. (NJLSA.R3, RI.3.3)

Speaking and Listening - Comprehend and collaborate conversations with a range of diverse partners; recall previous information from texts and explain and question referencing previous texts in discussions. (NJLSA.SL1, SL.3.1, SL.3.1a, SL.3.1B, SL.3.1c, SL.3.1d)

Career Readiness, Life Literacies, and Key Skills

9.1.2FP.1: Explain how emotions influence whether a person spends or saves

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	2-3 classes
Topic	
<u>Unit 5: My Favorite Color</u>	
Alignment to Standards	
7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.	
Learning Objectives & Activities	
<p>OBJ: SWBAT: use proper pronunciation to say color words in Spanish</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Review colors with cards ● Practice colors with various songs ● Model the use of sentences to express favorite color to other students ● Model use of sentences to ask other students their favorite colors ● Students role playing asking and stating color preference using complete sentences ● Ask students to describe items in the classroom/environment using the target vocabulary ● Play ¡Adivina! guessing game with colors: students utilize the question: ¿Es ___? along with the color words to guess the color a student selected. This will help students develop their expressive language skills. 	
Assessments	
<p><u>Formative:</u></p> <ul style="list-style-type: none"> ● Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary <p><u>Summative:</u></p> <ul style="list-style-type: none"> ● Vocabulary Multiple Choice or Matching Assessment <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> ● District Created Benchmark Assessment at the end of Trimester 3 <p><u>Alternative:</u></p> <ul style="list-style-type: none"> ● Complete a “Mi color favorito es...” project using vocabulary from this unit 	

Interdisciplinary Connections

Reading: Informational Text - Analyze and interact with text and describe and evaluate relationships. (NJSLSA.R3, RI.3.3)

Speaking and Listening - Comprehend and collaborate conversations with a range of diverse partners; recall previous information from texts and explain and question referencing previous texts in discussions. (NJSLSA.SL1, SL.3.1, SL.3.1a, SL.3.1B, SL.3.1c, SL.3.1d)

Career Readiness, Life Literacies, and Key Skills

9.1.2FP.1: Explain how emotions influence whether a person spends or saves

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

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

ML:

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

Supports for Students With IEPs:

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

At-Risk Students:

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

Gifted and Talented:

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

Supports for Students With 504 Plans:

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

4th Grade Pacing Guide

4th Grade Pacing Guide					
Trimester 1			Trimester 2		
Month	Unit	Assessment	Month	Unit	Assessment
September-October (6-8 classes)	Unit 1	End of Unit 1 Check-In	End of December (1-2 classes)	Unit 4	Teacher Created
End of October (1-2 classes)	Unit 2	Teacher Created	January-March (10-12 classes)	Unit 5	Mid February: Unit 5 Check-In By end of Trimester 2: Trimester 2: Benchmark Assessment
November-December (6 classes)	Unit 3	End of Unit 3 Check-In By end of Trimester 1: Trimester 1 Benchmark Assessment			
Trimester 3					
Month	Unit				Assessment
April-June (10-12 classes)	Unit 6				Mid May: Unit 6 Check-In By end of

		Trimester 3: Trimester 3 Benchmark Assessment
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Core Instructional & Supplemental Materials including various levels of Texts
Core Instructional: Units aligned to NJSLs Supplemental Materials: Embedded throughout units (Examples: songs, flashcards, calendar, interactive, presentations, etc.)

Time Frame	6-8 Classes
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Topic

<p>Unit 1: <u>La Fecha: Review the calendar and birthdate</u></p> <ul style="list-style-type: none"> ● Days of the Week, Months of the Year ● Numbers 0-31 ● Telling their birthdate ● Ask and answer: ¿Cuántos años tienes?

Alignment to Standards

<p>• 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPRET.1: - Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists and/or captions.</p> <p>7.1.NL.PRSNT.1 - Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p>
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Learning Objectives & Activities

<p>OBJ: SWBAT: use proper pronunciation to name the days of the week, the months of the year, numbers 0-31, the date, and tell their birthdate in Spanish.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Introduce days of the week in Spanish with magnetic flash cards on the white board. ● Teach the students a days of the week song (for example: “Siete días.”) ● Introduce the months of the year in Spanish with magnetic flash cards on the white board. ● Teach the students a “Months of the Year” song (for example the “Macarena months”). ● Count various items in the classroom in Spanish aloud as a class.
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- Have students say the numbers in Spanish as the teacher writes them down on chart paper.
- Play games which help students develop and demonstrate receptive and expressive comprehension.

Assessments

Formative:

- Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary

Summative:

- Vocabulary Multiple Choice or Matching Assessment

Benchmark:

- District Created Benchmark Assessment at the end of Trimester 1

Alternative:

- Matching activity using relevant vocabulary in the target language
- Video, skit, OR poster using relevant vocabulary in the target language

Interdisciplinary Connections

- Speaking and Listening - Comprehend and collaborate conversations with a range of diverse partners; recall previous information from texts and explain and question referencing previous texts in discussions. (NJSLSA.SL.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d)

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.GCA1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate

- effectively
- Work productively in teams while using cultural/global competence

Time Frame	1-2 classes
Topic	
<u>Unit 2: Día de los Muertos</u>	
Alignment to Standards	
<p>7.1.NM. IPRET.1 –Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.PRSNT.5- Present information from age and level-appropriate, culturally authentic materials orally or in writing.</p>	
Learning Objectives & Activities	
<p>OBJ: SWBAT: Understand origins and history of Day of the Dead celebrations, Identify the dates of the Day of the Dead, & Compare and Contrast Day of the Dead with Halloween and Memorial Day</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • View videos and websites about Día de los Muertos • Read books about Day of the Dead possibly including but not limited to “El Espíritu de Tío Fernando” (“The Spirit of Uncle Fernando), and “Chumba la Cachumba”. • Learn vocabulary associated with this holiday • Discuss why this day is celebrated • Make cultural crafts, such as máscaras de La Catrina and papel picado 	
Assessments	
<p><u>Formative:</u></p> <ul style="list-style-type: none"> • Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary <p><u>Summative:</u></p> <ul style="list-style-type: none"> • Vocabulary Multiple Choice or Matching Assessment <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> • District Created Benchmark Assessment at the end of Trimester 1 <p><u>Alternative:</u></p> <ul style="list-style-type: none"> • Venn Diagram comparing and contrasting Día de los Muertos and Halloween • Video, skit, OR poster using relevant vocabulary in the target language 	

Interdisciplinary Connections

- Speaking and Listening - Comprehend and collaborate conversations with a range of diverse partners; recall previous information from texts and explain and question referencing previous texts in discussions. (NJSLSA.SL.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d)

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.GCA1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	6 classes
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Topic

Unit 3: Review Conversational Expressions & Questions: Greetings & Goodbyes, “¿Cómo te llamas?”, “¿Cómo estás?” & Basic Emotions: bien, así así, mal.

Alignment to Standards

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

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

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

Learning Objectives & Activities

OBJ: SWBAT: use proper pronunciation to ask and answer questions and tell how they feel in Spanish.

Suggested Activities:

- View videos and learn songs using relevant vocabulary
- Fill in a script and perform a short skit including relevant vocabulary
- Ask and answer questions with classmates

Assessments

Formative:

- Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary

Summative:

- Vocabulary Multiple Choice or Matching Assessment

Benchmark:

- District Created Benchmark Assessment at the end of Trimester 2

Alternative:

- Self-recorded video using relevant vocabulary in the target language

Interdisciplinary Connections

- Speaking and Listening - Comprehend and collaborate conversations with a range of diverse partners; recall previous information from texts and explain and question referencing previous texts in discussions. (NJSLSA.SL.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d)

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

9.4.5.GCA1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame

1-2 classes

Topic

Unit 4: Winter Holiday & Cultural Mini-Unit: Three Kings Day

Alignment to Standards

7.1.NM. IPRET.1 –Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.PRSNT.5- Present information from age and level-appropriate, culturally authentic materials orally or in writing.

Learning Objectives & Activities

OBJ: SWBAT: Understand the origins and history of Three Kings Day, Identify the dates of Three Kings Day, and tell about the celebrations of Three Kings Day.

- View videos, songs, and stories
 - [3 Kings Day](#), [Parade in Madrid](#), [Story](#)
- Students will share what they learned

Assessments

Formative:

- Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary

Summative:

- Vocabulary Multiple Choice or Matching Assessment

Benchmark:

- District Created Benchmark Assessment at the end of Trimester 2

Alternative:

- Holiday project using relevant vocabulary in the target language

Interdisciplinary Connections

- Speaking and Listening - Comprehend and collaborate conversations with a range of diverse partners; recall previous information from texts and explain and question referencing previous texts in discussions. (NJSLSA.SL.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d)

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.GCA1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	10-12 classes
Topic	
Unit 5: <u>Las Vocales</u> (Vowels in Spanish)	
Alignment to Standards	
7.1NM.IPRET.1 Identify familiar spoken and written words, phrases and simple sentences contained in culturally authentic materials and other resources related to themes.	

Learning Objectives & Activities

OBJ: SWBAT: use proper pronunciation to produce the sounds of the vowels in Spanish. Students will also be able to read and spell simple words using the Spanish vowels.

- Teach, practice, and sing vowel songs in Spanish
 - [Las Vocales en Español](#)
 - [Vocales song 2](#)
- Compare the vowel sounds in Spanish to the vowel sounds in English.
- Use flashcards to practice Spanish syllables.
- Play games with the vowels.

Assessments

Formative:

- Teacher Observation of correct oral pronunciation of vowel sounds in Spanish, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary

Summative:

- Vocabulary Multiple Choice or Matching Assessment

Benchmark:

- District Created Benchmark Assessment at the end of Trimester 3

Alternative:

- Student will sing along with a vowel song OR create a vowel sounds poster in the target language.

Interdisciplinary Connections

- Speaking and Listening - Comprehend and collaborate conversations with a range of diverse partners; recall previous information from texts and explain and question referencing previous texts in discussions. (NJSLA.SL.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d)

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.GCA1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions,

and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame

10-12 classes

Topic

Unit 6: Sports & Hobbies: Congnates, Use of Me gusta/No me gusta, & Me encanta

Alignment to Standards

7.1.NM.IPRET.1 Identify familiar people, places, objects of daily life based on simple oral and written descriptions.

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

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

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

Learning Objectives & Activities

OBJ: SWBAT: use proper pronunciation and noun-adjective agreement to tell what they like, don’t like, and/or love to do.

- Present flashcards with pictures and names of various hobbies
- Games which practice the sports and activities vocabulary
- Practice exchanging information with peers/teacher about hobbies, likes and dislikes
- Complete informational worksheet that contains information about oneself.

Assessments

Formative:

- Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary

Summative:

- Vocabulary Multiple Choice or Matching Assessment

Benchmark:

- District Created Benchmark Assessment at the end of Trimester 3

Alternative:

- Student will make a poster telling what they like to do and what they don't like to do using relevant vocabulary in the target language
- Student will make a video telling what they like to do and what they don't like to do using relevant vocabulary in the target language

Interdisciplinary Connections

- Speaking and Listening - Comprehend and collaborate conversations with a range of diverse partners; recall previous information from texts and explain and question referencing previous texts in discussions. (NJSLSA.SL.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d)

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
 9.4.5.GCA1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

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

ML:

- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

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

At-Risk Students:

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

Gifted and Talented:

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

Supports for Students With 504 Plans:

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

5th Grade Pacing Guide					
Trimester 1			Trimester 2		
Month	Unit	Assessment	Month	Unit	Assessment
September-October (4-6 classes)	Unit 1	End of Unit 1 Check-In	January-March (8-10 classes)	Unit 4	Mid February: Unit 4 Check-In By end of Trimester 2: Trimester 2 Benchmark Assessment
October-November (4-6 classes)	Unit 2	End of Unit 2 Check-In			
December (2-3 classes)	Unit 3	By end of Trimester 1: Trimester 1 Benchmark Assessment			
Trimester 3					
Month	Unit				
April-June (6-8 classes)	Unit 5	Mid May: Unit 5 Check-In			

		By end of Trimester 3: Trimester 3 Benchmark Assessment			
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Core Instructional & Supplemental Materials including various levels of Texts

Core Instructional: Units aligned to NJSLs
 Supplemental Materials: Embedded throughout units (Examples: songs, flashcards, calendar, interactive, presentations, etc.)

Time Frame	4-6 classes
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Topic

Unit 1: Review of Spanish expressions of courtesy, greeting, leave-taking, and of the difference between the ways to say the word “you” in Spanish (tú and usted).

Alignment to Standards

7.1.NM. IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to the targeted themes.
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced, questions, using memorized words and phrases.

Learning Objectives & Activities

OBJ: SWBAT: use proper pronunciation to ask and answer questions in Spanish. (SWBAT: say hello, ask and answer “How are you?”, say goodbye, etc. and use the correct word for “you”~tú or usted.

Suggested activities:

- Introduce, teach, and practice various expressions of greeting and leave-taking
- Introduce, teach, and practice various ways to ask “How are you?” in Spanish
- Teach the difference between tú and usted using a variety of examples in detail
- Role-playing and/or skits
- Note-taking and completion of a graphic organizer/Venn Diagram comparing and contrasting tú and usted
- Worksheet(s)

Assessments

Formative:

- Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary

Summative:

- Vocabulary Multiple Choice or Matching Assessment

Benchmark:

- District Created Benchmark Assessment at the end of Trimester 1

Alternative:

- Matching activity using relevant vocabulary in the target language
- Video OR poster using relevant vocabulary in the target language

Interdisciplinary Connections

Reading: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. (NJSLSA.R3, RI.5.3, RF.5.3)

Writing - Students will produce writing to develop real or imagined experiences or events using effective technique. (NJSLSA.W2 W.5.2d.W.5.2e. NJSLSA.W3 W.5.3.)

Speaking and Listening - Prepare for and engage effectively in a range of collaborative discussions (NJSLSA.SL1,SL.5.1a.,SL.5.1b,SL.5.1c. SL.5.1d. SL.5.1.)

Career Readiness, Life Literacies, and Key Skills

9.4.5.GCA1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

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Time Frame	4-6 classes
Topic	
Unit 2: <u>El Alfabeto and Review of Spanish Vowels</u>	
Alignment to Standards	
7.1.NM. IPRET.1 –Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	
Learning Objectives & Activities	
<p>OBJ: SWBAT: use proper pronunciation to say the sounds of the letters of the alphabet (including vowels) in Spanish. Students will also be able to correctly read and write words in Spanish</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> ● Teach/memorize songs that teach the Spanish alphabet ● Play games that practice naming letters of the alphabet both in and out of sequence ● Have students use the Spanish letters to spell out words. ● Provide exposure of the official changes in the Spanish alphabet over time (the “old version” and the “new version”) to the students. 	
Assessments	
<p><u>Formative:</u></p> <ul style="list-style-type: none"> ● Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary <p><u>Summative:</u></p> <ul style="list-style-type: none"> ● Vocabulary Multiple Choice or Matching Assessment <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> ● District Created Benchmark Assessment at the end of Trimester 1 <p><u>Alternative:</u></p> <ul style="list-style-type: none"> ● Matching activity using relevant vocabulary in the target language ● Video OR poster using relevant vocabulary in the target language 	
Interdisciplinary Connections	
Reading: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. (NJLSA.R3, RI.5.3, RF.5.3)	

Writing - Students will produce writing to develop real or imagined experiences or events using effective technique. (NJSLSA.W2 W.5.2d.W.5.2e. NJSLSA.W3 W.5.3.)

Speaking and Listening - Prepare for and engage effectively in a range of collaborative discussions (NJSLSA.SL1,SL.5.1a.,SL.5.1b,SL.5.1c. SL.5.1d. SL.5.1.)

Career Readiness, Life Literacies, and Key Skills

9.4.5.GCA1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	2-3 classes
Topic	
Unit 3: <u>Spanish Holidays/Culture (La Navidad y El Año Nuevo)</u>	
Alignment to Standards	
7.1.NM. PRSNT.5:- Present information from age and level-appropriate, culturally authentic materials orally and in writing.	
7.2.NM.IPRET.4: Report on the content of short messages that they hear, view and read in predictable culturally authentic materials.	
Learning Objectives & Activities	

OBJ: SWBAT: retell about a cultural holiday activity

Suggested activities:

- Cultural activities; “Doce Deseos” and Navidad
 - [12 grapes in spanish](#) , [The Lucky Grapes read aloud](#)
 - [Cultural Christmas Music](#)
- Utilize Venn diagrams to compare & contrast holidays

Assessments

Formative:

- Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary

Summative:

- Vocabulary Multiple Choice or Matching Assessment

Benchmark:

- District Created Benchmark Assessment at the end of Trimester 1

Alternative:

- Matching activity using relevant vocabulary in the target language
- Video OR poster using relevant vocabulary in the target language

Interdisciplinary Connections

Reading: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. (NJSLSA.R3, RI.5.3, RF.5.3)

Writing - Students will produce writing to develop real or imagined experiences or events using effective technique. (NJSLSA.W2 W.5.2d.W.5.2e. NJSLSA.W3 W.5.3.)

Speaking and Listening - Prepare for and engage effectively in a range of collaborative discussions (NJSLSA.SL1,SL.5.1a.,SL.5.1b,SL.5.1c. SL.5.1d. SL.5.1.)

Career Readiness, Life Literacies, and Key Skills

9.4.5.GCA1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	8-10 classes
Topic	
Unit 4: <u>El Tiempo y Las Estaciones</u> (Weather and Seasons)	
Alignment to Standards	
<p>7.1.NM. IPERS.1:- Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own regions using memorized and practiced words, phrases, and simple formulaic sentences.</p>	
Learning Objectives & Activities	
<p>OBJ: SWBAT: use proper pronunciation to tell about the weather and seasons in Spanish</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> ● Introduce terms with powerpoint Teach the song for weather and seasons in Spanish; Weather with Joanna, Seasons with Joanna ● Use flashcards to answer “What is the weather like?” “What is the weather like today?” ● Introduce vocabulary for seasons; ask about weather in different seasons ● Review months, ask about weather in different months ● Ask students to write their own sentences about the weather ● Ask students to describe pictures of various weather scenes in Spanish ● Play games to help students memorize the weather expressions and seasons 	
Assessments	
<u>Formative:</u>	

- Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary

Summative:

- Vocabulary Multiple Choice or Matching Assessment

Benchmark:

- District Created Benchmark Assessment at the end of Trimester 2

Alternative:

- Matching activity using relevant vocabulary in the target language
- Video, Skit/Presentation, OR poster using relevant vocabulary in the target language

Interdisciplinary Connections

- Reading: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. (NJSLSA.R3, RI.5.3, RF.5.3)
-
- Writing - Students will produce writing to develop real or imagined experiences or events using effective technique. (NJSLSA.W2 W.5.2d.W.5.2e. NJSLSA.W3 W.5.3.)
- Speaking and Listening - Prepare for and engage effectively in a range of collaborative discussions (NJSLSA.SL1,SL.5.1a.,SL.5.1b,SL.5.1c. SL.5.1d. SL.5.1.)

Career Readiness, Life Literacies, and Key Skills

9.4.5.GCA1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	6-8 classes (April & May)
Topic	
Unit 5: ¿De dónde eres? (Where are you from?) and Spanish Speaking Countries	
Alignment to Standards	
<p>7.1.NM. IPERS.1:- Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own regions using memorized and practiced words, phrases, and simple formulaic sentences.</p>	
Learning Objectives & Activities	
<p>OBJ: SWBAT: use relevant vocabulary and proper pronunciation to tell where they are from. Students will identify general location and names of Spanish speaking countries.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> • Display a map of the world and identify Spanish speaking countries • Students will repeat the names of the countries using proper pronunciation in Spanish versus English • Play matching games and/or color a map to help students find the location of Spanish speaking countries on a map • Expose students to cultural and linguistic differences; different vocabulary used to describe the same term in different cultures and/or countries. 	
Assessments	
<p><u>Formative:</u></p> <ul style="list-style-type: none"> • Teacher Observation, Student Self-Assessment, or Gimkit, or Blooket to assess unit vocabulary <p><u>Summative:</u></p> <ul style="list-style-type: none"> • Vocabulary Multiple Choice or Matching Assessment <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> • District Created Benchmark Assessment at the end of Trimester 3 <p><u>Alternative:</u></p> <ul style="list-style-type: none"> • Matching activity using relevant vocabulary in the target language • Video OR poster using relevant vocabulary in the target language 	
Interdisciplinary Connections	
<ul style="list-style-type: none"> • Reading: Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. (NJSLSA.R3, RI.5.3, RF.5.3) 	

- Writing - Students will produce writing to develop real or imagined experiences or events using effective technique. (NJSLSA.W2 W.5.2d.W.5.2e. NJSLSA.W3 W.5.3.)
- Speaking and Listening - Prepare for and engage effectively in a range of collaborative discussions (NJSLSA.SL1,SL.5.1a.,SL.5.1b,SL.5.1c. SL.5.1d. SL.5.1.)

Career Readiness, Life Literacies, and Key Skills

9.4.5.GCA1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

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Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

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

ML:

- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

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

At-Risk Students:

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

Gifted and Talented:

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

Supports for Students With 504 Plans:

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

Recommended 3-5 Authentic Culturally Relevant Texts

Picture Books and Illustrated Stories

1. **"Marisol McDonald no combina" by Monica Brown**
 - A story about a girl who embraces her multicultural identity.
2. **"El gallo de bodas" by Lucía M. González**
 - A Cuban folktale about a rooster's journey to a wedding.
3. **"La vaca que decía oink" by Bernard Most**
 - A humorous story about a cow who learns to say "oink."
4. **"La niña que recordaba sus vidas pasadas" by Sharon Guskin**
 - A picture book about a girl who remembers her past lives, exploring themes of reincarnation and cultural beliefs.

Folktales and Legends

5. **"Cuentos de la selva para los niños" by Horacio Quiroga**
 - Adapted folktales from the jungle that are suitable for young readers.
6. **"La lagartija y el sol" by Alma Flor Ada**
 - A Mexican folktale about a lizard who brings back the sun.
7. **"El ratón de la ciudad y el ratón del campo" by Esopo (Aesop)**
 - A classic fable with a cultural twist, highlighting rural and urban life in Spanish-speaking countries.

Short Stories and Early Readers

8. **"Ferdinando el toro" by Munro Leaf**
 - The story of a gentle bull in Spain who prefers smelling flowers to fighting in bullfights.
9. **"Pablo el artista" by Satoshi Kitamura**
 - A tale of a sheep who becomes an artist, introducing children to the world of art and creativity.
10. **"Abuela" by Arthur Dorros**
 - A bilingual story about a young girl and her grandmother, celebrating Hispanic culture and family bonds.

Poetry

11. **"Días y días" by Alma Flor Ada**
 - A collection of poems that describe the different months of the year and cultural festivities.
12. **"Poemas de Federico García Lorca para niños"**

- Selected poems from the famous Spanish poet, adapted for children.

Bilingual Books

13. "Gracias * Thanks" by Pat Mora

- A bilingual book expressing gratitude for everyday things, emphasizing appreciation and cultural values.

14. "Hairs / Pelitos" by Sandra Cisneros

- A bilingual story from "The House on Mango Street," highlighting family and cultural identity.

15. "Mis abuelos y yo" by Samuel Caraballo

- A bilingual book that celebrates the special relationship between grandparents and grandchildren.

Contemporary and Diverse Stories

16. "La calle es libre" by Kurusa

- A story about children in a Venezuelan barrio fighting for a place to play.

17. "My Name is Gabriela / Me llamo Gabriela" by Monica Brown

- A bilingual book about the life of Gabriela Mistral, a Nobel Prize-winning Chilean poet.

18. "El chocolate de Abuelita" by Patricia Quintana

- A heartwarming story about a grandmother's love and the tradition of making hot chocolate.

**Howell Township Public Schools
Elementary World Language Curriculum**

Grades 6-8

Spanish

6th Grade Pacing Guide

Week	Marking Period 1
1	Avancemos Unit 1.1 - Talk about activities (Infinitives and Foods)
2	Avancemos Unit 1.1 - Say What You Like/Dislike (Gustar)
3	Avancemos Unit 1.1 - Pronouns
4	Avancemos Unit 1.1- Tell Where You Are From (Ser)
5	Avancemos Unit 1.1 - Summative Assessment
6	Avancemos Unit 1.2 - Describe Yourself and Others (Descriptive Adjectives, Ser)
7	Avancemos Unit 1.2 - Definite and Indefinite Articles
8	Avancemos Unit 1.2 - Noun Adjective Agreement
9	Avancemos Unit 1.2 - Share Your Age, Hair/Eye Color (Tener)
10	Avancemos Unit 1.2 - Summative Assessment

Core Instructional & Supplemental Materials including various levels of Texts

Avancemos Textbook and Supplemental Workbook

Time Frame	5 weeks
Topic	
Unit 1 Lesson 1: ¿Qué te gusta hacer?	
Alignment to Standards	
<ul style="list-style-type: none"> ● 7.1.NH.IPRET.1, 4, 6, 7 ● 7.1.NH.IPERS.1, 2, 5 ● 7.1.NH.PRSNT.1, 2, 3, 7 	
Learning Objectives & Activities	
<ul style="list-style-type: none"> ● Talk about activities ● Tell where you are from ● Say what you like and don't like to do 	

Assessments

Formative:

Options of

- Exit ticket on unit targets
- Oral response on unit targets
- Teacher observation on unit targets
- Communicative activities on unit targets
- Self assessment on unit targets
- Short skits on unit targets

Summative:

- Unit 1 Lesson 1 Vocabulary, multiple choice quiz on unit targets

Benchmark:

- Unit 1 Benchmark at end of 10 week span

Alternative:

- Create a short skit / verbal presentations on unit targets
- Create a technology based project on unit targets
- Culminating project on unit targets
- Listening comprehension on unit targets
- Short writing on unit targets

Interdisciplinary Connections

NJ: Grade 6

- *Speaking and Listening*
- *Students will participate in conversations and collaborate with partners on target vocabulary and content (SL.6.1c, SL.6.1d)*

NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 6-8

- *Reading: Science & Technical Subjects*
- *Students will determine central ideas or themes of a text and summarize (NJSLSA.R2, RST.6-8.2)*
- *Writing*
- *Students will use technology to produce writing to interact and collaborate with others (NJSLSA.W6, WHST.6-8.6)*

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and

charities in community development and the quality of life in a variety of cultures.
9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. •
9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

Technology Integration

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.
8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	5 weeks
Topic	
Unit 1 Lesson 2: Mis Amigos y Yo	
Alignment to Standards	
<ul style="list-style-type: none"> ● 7.1.NH.IPRET.1, 4, 6, 7 ● 7.1.NH.IPERS.1, 2, 4, 5 ● 7.1.NH.PRSNT.1, 2, 3 	
Learning Objectives & Activities	
<ul style="list-style-type: none"> ● Describe yourself and others ● Identify people and things 	
Assessments	
<p><u>Formative:</u> Options of</p> <ul style="list-style-type: none"> ● Exit ticket on unit targets ● Oral response on unit targets ● Teacher observation on unit targets 	

- Communicative activities on unit targets
- Self assessment on unit targets
- Short skits on unit targets

Summative:

- Unit 1 Lesson 2 Vocabulary, multiple choice quiz on unit targets

Benchmark:

- Unit 1 Benchmark at end of 10 week span

Alternative:

- Create a short skit / verbal presentations on unit targets
- Create a technology based project on unit targets
- Culminating project on unit targets
- Listening comprehension on unit targets
- Short writing on unit targets

Interdisciplinary Connections

NJ: Grade 6

- *Speaking and Listening*
- *Students will participate in conversations and collaborate with partners on target vocabulary and content (SL.6.1c, SL.6.1d)*

NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 6-8

- *Reading: Science & Technical Subjects*
- *Students will determine central ideas or themes of a text and summarize (NJSLSA.R2, RST.6-8.2)*
- *Writing*
- *Students will use technology to produce writing to interact and collaborate with others (NJSLSA.W6, WHST.6-8.6)*

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. •
9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

Technology Integration

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

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

ML:

- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

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

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach

- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

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

Supports for Students With 504 Plans:

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

7th Grade Pacing Guide	
Week	Marking Period 1
1	Avancemos Unit 2.1 - Talk About Classroom Items
2	Avancemos Unit 2.1 - Say What You Have and Have To Do (Tener/Tener que)
3	Avancemos Unit 2.1 - Say What You Do and How Often You Do Things (AR verbs) and Summative Assessment
4	Avancemos Unit 2.2 - Describe Classes and Classrooms
5	Avancemos Unit 2.2 - Say Where Things Are Going (Ir Verbs)

6	Avancemos Unit 2.2 - Talk About How You Feel (Estar) and Summative Assessment
7	Avancemos Unit 3.1 - Talk About Foods and Beverages (ER/IR Verbs)
8	Avancemos Unit 3.1 - Ask Questions
9	Avancemos Unit 3.1 - Say Which Foods You Like and Don't Like
10	Avancemos Unit 3.1 - Summative Assessment

Core Instructional & Supplemental Materials including various levels of Texts

Avancemos Textbook and Supplemental Workbook

Time Frame	3 weeks
Topic	
Unit 2 Lesson 1: Somos Estudiantes	
Alignment to Standards	
<ul style="list-style-type: none"> ● 7.1.NH.IPRET.1, 4, 6, 7, 8 ● 7.1.NH.IPERS.1, 2, 5 ● 7.1.NH.PRSNT.1, 2, 3 	
Learning Objectives & Activities	
<p>Say what you have and have to do (using tener)</p> <p>Say what you do (ar verbs)</p>	
Assessments	
<p><u>Formative:</u></p> <p>Options of</p> <ul style="list-style-type: none"> ● Exit ticket on unit targets ● Oral response on unit targets ● Teacher observation on unit targets ● Communicative activities on unit targets ● Self assessment on unit targets 	

- Short skits on unit targets

Summative:

- Unit 2 Lesson 1 Vocabulary, multiple choice quiz on unit targets

Benchmark:

- Unit 2-3 Benchmark at end of 10 week span

Alternative:

- Create a short skit / verbal presentations on unit targets
- Create a technology based project on unit targets
- Culminating project on unit targets
- Listening comprehension on unit targets
- Short writing on unit targets

Interdisciplinary Connections

NJ: Grade 7

- *Speaking and Listening*
- *Students will participate in conversations and collaborate with partners on target vocabulary and content (SL.6.1c, SL.6.1d)*

NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 6-8

- *Reading: Science & Technical Subjects*
- *Students will determine central ideas or themes of a text and summarize (NJSLSA.R2, RST.6-8.2)*
- *Writing*
- *Students will use technology to produce writing to interact and collaborate with others (NJSLSA.W6, WHST.6-8.6)*

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. •

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

Technology Integration

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	3 weeks
Topic	
Unit 2 Lesson 2: En la escuela	
Alignment to Standards	
<ul style="list-style-type: none">● 7.1.NH.IPRET.1, 4, 6, 7, 8● 7.1.NH.IPERS.1, 2, 5● 7.1.NH.PRSNT.1, 2, 3	
Learning Objectives & Activities	
Say where things are located (estar) Say where you are going (ir) Talk about how you feel	
Assessments	
<p><u>Formative:</u> Options of</p> <ul style="list-style-type: none">● Exit ticket on unit targets● Oral response on unit targets● Teacher observation on unit targets● Communicative activities on unit targets● Self assessment on unit targets● Short skits on unit targets <p><u>Summative:</u></p> <ul style="list-style-type: none">● Unit 2 Lesson 2 Vocabulary, multiple choice quiz on unit targets	

Benchmark:

- Unit 2-3 Benchmark at end of 10 week span

Alternative:

- Create a short skit / verbal presentations on unit targets
- Create a technology based project on unit targets
- Culminating project on unit targets
- Listening comprehension on unit targets
- Short writing on unit targets

Interdisciplinary Connections

NJ: Grade 7

- *Speaking and Listening*
- *Students will participate in conversations and collaborate with partners on target vocabulary and content (SL.6.1c, SL.6.1d)*

NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 6-8

- *Reading: Science & Technical Subjects*
- *Students will determine central ideas or themes of a text and summarize (NJSLSA.R2, RST.6-8.2)*
- *Writing*
- *Students will use technology to produce writing to interact and collaborate with others (NJSLSA.W6, WHST.6-8.6)*

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
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8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	4 weeks
Topic	
Unit 3 Lesson 1: Mi Comida Favorita	
Alignment to Standards	
<ul style="list-style-type: none"> ● 7.1.NH.IPRET.1, 4, 7, 8 ● 7.1.NH.IPERS.1, 3, 5, 6 ● 7.1.NH.PRSNT.1, 2, 3 	
Learning Objectives & Activities	
<p>Talk about food and beverages Say which foods you like and dislike Present tense of -er and -ir verbs</p>	
Assessments	
<p><u>Formative:</u> Options of</p> <ul style="list-style-type: none"> ● Exit ticket on unit targets ● Oral response on unit targets ● Teacher observation on unit targets ● Communicative activities on unit targets ● Self assessment on unit targets ● Short skits on unit targets <p><u>Summative:</u></p> <ul style="list-style-type: none"> ● Unit 3 Lesson 1 Vocabulary, multiple choice quiz on unit targets <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> ● Unit 2-3 Benchmark at end of 10 week span 	

Alternative:

- Create a short skit / verbal presentations on unit targets
- Create a technology based project on unit targets
- Culminating project on unit targets
- Listening comprehension on unit targets
- Short writing on unit targets

Interdisciplinary Connections

NJ: Grade 7

- *Speaking and Listening*
- *Students will participate in conversations and collaborate with partners on target vocabulary and content (SL.6.1c, SL.6.1d)*

NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 6-8

- *Reading: Science & Technical Subjects*
- *Students will determine central ideas or themes of a text and summarize (NJSLSA.R2, RST.6-8.2)*
- *Writing*
- *Students will use technology to produce writing to interact and collaborate with others (NJSLSA.W6, WHST.6-8.6)*

Career Readiness, Life Literacies, and Key Skills

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Technology Integration

NJ: Grade 7

- *Speaking and Listening*
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NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 6-8

- *Reading: Science & Technical Subjects*

- *Students will determine central ideas or themes of a text and summarize (NJSLSA.R2, RST.6-8.2)*
- *Writing*
- *Students will use technology to produce writing to interact and collaborate with others (NJSLSA.W6, WHST.6-8.6)*

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

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

ML:

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

Supports for Students With IEPs:

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

At-Risk Students:

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

Gifted and Talented:

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

Supports for Students With 504 Plans:

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

Grade 8

Pacing Guide	
Week	Marking Period 1
1	AR/ER/IR Verb Review and Summative Assessment
2	Avancemos Unit 4.1 - Talk About What Clothes You Want to Buy (Stem Changing Verbs: E to IE)

3	Avancemos Unit 4.1 - Say What You Wear in Different Seasons and Summative Assessment
4	Avancemos Unit 4.2 - Describe Places and Events in Town (Stem Changing Verbs: O to UE)
5	Avancemos Unit 4.2 - Talk About Types of Transportation
6	Avancemos Unit 4.2 - Say What You Are Going to Do
7	Avancemos Unit 4.2 Order From a Menu (Stem Changing Verbs: E to I) and Summative Assessment
8	Avancemos Unit 5.1 - Describe a House and Household Items
9	Avancemos Unit 5.1 - Indicate The Order of Things (Ordinal Numbers)
10	Avancemos Unit 5.1 - Describe People and Locations (Ser/Estar) Review & Summative Assessment

Core Instructional & Supplemental Materials including various levels of Texts

Avancemos Textbook and Supplemental Workbook

Time Frame	1 Week
Topic	
Review: AR/ER/IR Present Tense Verb Conjugation	
Alignment to Standards	
<ul style="list-style-type: none"> ● 7.1.NH.IPRET.1, 2, 5, 7 ● 7.1.NH.IPERS.1, 2, 3 ● 7.1.NH.PRSNT.1, 2, 3, 5 	
Learning Objectives & Activities	
<ul style="list-style-type: none"> ● Describe home and school life using -ar, -er, and -ir ending verb conjugations in the present tense ● Communicating using full sentences in the present tense 	
Assessments	
<p><u>Formative:</u></p> <p>Options of</p> <ul style="list-style-type: none"> ● Exit ticket on unit targets ● Oral response on unit targets 	

- Teacher observation on unit targets
- Communicative activities on unit targets
- Self assessment on unit targets
- Short skits on unit targets

Summative:

- Multiple choice quiz on conjugation of regular present tense verbs

Benchmark:

- Unit 4-5 Benchmark at end of 10 week span

Alternative:

- Create a short skit / verbal presentations on unit targets
- Create a technology based project on unit targets
- Culminating project on unit targets
- Listening comprehension on unit targets
- Short writing on unit targets

Interdisciplinary Connections

NJ: Grade 8

- *Speaking and Listening*
- *Students will participate in conversations and collaborate with partners on target vocabulary and content (SL.6.1c, SL.6.1d)*

NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 6-8

- *Reading: Science & Technical Subjects*
- *Students will determine central ideas or themes of a text and summarize (NJSLSA.R2, RST.6-8.2)*
- *Writing*
- *Students will use technology to produce writing to interact and collaborate with others (NJSLSA.W6, WHST.6-8.6)*

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. •
9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

Technology Integration

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	2 Weeks
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Topic

Unit 4 Lesson 1: Vamos de Compras

Alignment to Standards

- 7.1.NH.IPRET.1, 2, 4, 5, 6, 7
- 7.1.NH.IPERS.1, 2, 3, 4, 5
- 7.1.NH.PRSNT.1, 2, 3, 5

Learning Objectives & Activities

-Ar,-er, and -ir verb refresher
Talk about what clothes you want to buy
Say what you wear in different seasons
Conjugate stem-changing verbs e-ie in the present tense

Assessments

Formative:

Options of

- Exit ticket on unit targets
- Oral response on unit targets
- Teacher observation on unit targets
- Communicative activities on unit targets
- Self assessment on unit targets
- Short skits on unit targets

Summative:

- Unit 4 Lesson 1 Vocabulary, multiple choice quiz on unit targets

Benchmark:

- Unit 4-5 Benchmark at end of 10 week span

Alternative:

- Create a short skit / verbal presentations on unit targets
- Create a technology based project on unit targets
- Culminating project on unit targets
- Listening comprehension on unit targets
- Short writing on unit targets

Interdisciplinary Connections

NJ: Grade 8

- *Speaking and Listening*
- *Students will participate in conversations and collaborate with partners on target vocabulary and content (SL.6.1c, SL.6.1d)*

NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 6-8

- *Reading: Science & Technical Subjects*
- *Students will determine central ideas or themes of a text and summarize (NJSLSA.R2, RST.6-8.2)*
- *Writing*
- *Students will use technology to produce writing to interact and collaborate with others (NJSLSA.W6, WHST.6-8.6)*

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. •

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

Technology Integration

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence
- Consider the environmental, social and economic impacts of decisions

Time Frame	4 weeks
Topic	
Unit 4 Lesson 2: ¿Qué hacemos esta noche?	
Alignment to Standards	
<ul style="list-style-type: none"> ● 7.1.NH.IPRET.1, 2, 4, 5, 6, 7 ● 7.1.NH.IPERS.1, 2, 3, 4, 5 ● 7.1.NH.PRSNT.1, 2, 3, 5 	
Learning Objectives & Activities	
<ul style="list-style-type: none"> ● Describe places and events around town (the verb ir + al / a la) ● Talk about types of transportation ● Say what you are going to do (ir + infinitive) ● Order from a menu ● Conjugate stem changing verbs o-ue ● Conjugate stem changing verbs e-i 	
Assessments	
<p><u>Formative:</u> Options of</p> <ul style="list-style-type: none"> ● Exit ticket on unit targets ● Oral response on unit targets ● Teacher observation on unit targets 	

- Communicative activities on unit targets
- Self assessment on unit targets
- Short skits on unit targets

Summative:

- Unit 4 Lesson 2 Vocabulary, multiple choice quiz on unit targets

Benchmark:

- Unit 4-5 Benchmark at end of 10 week span

Alternative:

- Create a short skit / verbal presentations on unit targets
- Create a technology based project on unit targets
- Culminating project on unit targets
- Listening comprehension on unit targets
- Short writing on unit targets

Interdisciplinary Connections

NJ: Grade 6

- *Speaking and Listening*
- *Students will participate in conversations and collaborate with partners on target vocabulary and content (SL.6.1c, SL.6.1d)*

NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 6-8

- *Reading: Science & Technical Subjects*
- *Students will determine central ideas or themes of a text and summarize (NJSLSA.R2, RST.6-8.2)*
- *Writing*
- *Students will use technology to produce writing to interact and collaborate with others (NJSLSA.W6, WHST.6-8.6)*

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. •
9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

Technology Integration

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Time Frame	3 weeks
Topic	
Unit 5 Lesson 1: Vivimos aquí	
Alignment to Standards	
<ul style="list-style-type: none">● 7.1.NH.IPRET.1, 4, 6, 7● 7.1.NH.IPERS.1, 2, 4, 5● 7.1.NH.PRSNT.2, 3, 4, 5	
Learning Objectives & Activities	
Describe a house and household items Indicate the order of things (ordinal numbers) Describe people and locations (ser vs estar)	
Assessments	
<p><u>Formative:</u> Options of</p> <ul style="list-style-type: none">● Exit ticket on unit targets● Oral response on unit targets● Teacher observation on unit targets● Communicative activities on unit targets● Self assessment on unit targets● Short skits on unit targets	

Summative:

- Unit 5 Lesson 1 Vocabulary, multiple choice quiz on unit targets

Benchmark:

- Unit 4-5 Benchmark at end of 10 week span

Alternative:

- Create a short skit / verbal presentations on unit targets
- Create a technology based project on unit targets
- Culminating project on unit targets
- Listening comprehension on unit targets
- Short writing on unit targets

Interdisciplinary Connections

NJ: Grade 6

- *Speaking and Listening*
- *Students will participate in conversations and collaborate with partners on target vocabulary and content (SL.6.1c, SL.6.1d)*

NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 6-8

- *Reading: Science & Technical Subjects*
- *Students will determine central ideas or themes of a text and summarize (NJSLSA.R2, RST.6-8.2)*
- *Writing*
- *Students will use technology to produce writing to interact and collaborate with others (NJSLSA.W6, WHST.6-8.6)*

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. •
9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

Technology Integration

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Career Education

- Act as a responsible and contributing community members and employee
- Demonstrate creativity and innovation
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence
- Utilize critical thinking to make sense of problems and persevere in solving them

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

ML:

- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

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

Gifted and Talented:

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

Supports for Students With 504 Plans:

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