

Deal School Curriculum



World Languages Curriculum Guide Grades K - 8

Deal School

Deal, New Jersey

2004

Board of Education

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Course Introduction

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates 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 enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering 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 is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or 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 requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

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. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected [data](#) from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th- grade students present 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 show 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 New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001). The levels are fully defined in the [World Languages Performance Level Descriptors Table](#) and are summarily reflected in the following proficiency statements:

- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** 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 Level:** 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 Level:** 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 Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.
- **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Proficiency 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](#)). However, according to ACTFL, the proficiency levels generally align with grade-level achievement as follows:

- **Novice-Mid Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 2*.
- **Novice-High Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level *by the end of grade 5*.
- **Intermediate-Low Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level *by the end of grade 8*.
- **Intermediate-Mid Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-Mid level *by the end of grade 10*.
- **Intermediate-High Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-High level *by the end of grade 12*.
- **Advanced-Low Level:** Heritage students and students who have significant experiences with the language outside of the classroom should meet the cumulative progress indicators for the Advanced- Low level *by the end of grade 12*.

Philosophy and Goals

The New Jersey world languages standard and indicators 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). 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 the world languages standard for particular languages or language groups:

- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.
- **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.

Deal School Curriculum

Grades K – 8 World Languages Curriculum

Novice - Mid

Desired Outcomes

- 7.1.NM.A.1** Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2** Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3** Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5** Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
- 7.1.NM.B.1** Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes
- 7.1.NM.B.2** Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3** Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5** Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- 7.1.NM.C.1** Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3**
Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5** Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

1. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in

Essential Questions

- Why learn another language?
- How will learning a language enhance my life?
- How might learning a language open “doors of opportunity”?

<p>home and global communities.</p>	<ul style="list-style-type: none"> ● What strategies can I use to communicate more effectively? ● What is culture? ● Why study another culture? ● How does where I live shape who I am? ● How does your language “define” you? ● How can learning and using a language help me assimilate into a new culture? ● How can cultural awareness enhance my language learning and vice versa?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. ● Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. ● Healthy eating habits and fitness practices may vary across cultures. ● Many products and practices related to home and community are shared across cultures; others are culture-specific. ● What is perceived as “basic needs” varies among and within cultures. ● Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. ● Learning about age- and developmentally appropriate 	<ul style="list-style-type: none"> ● Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. ● Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● Recognize a few common gestures and cultural practices associated with the target culture(s). ● Identify familiar people, places, and objects based on simple oral and/or written descriptions. ● Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics

<p>content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p>	
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Assessment Evidence

Formative

- Exit Slips
- Think Pair Share
- Self Assessment
- Dry Erase Board Assessments
- Class Participation Checklist
- Kahoot

Summative

- Unit Tests
- Lesson Quizzes
- Kahoot

Alternative

- Project Specific Rubrics

Suggested Learning Plan

All World Language lessons will be taught in a 44-minute period, twice a week per grade.

One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.

TPR = Total Physical Response

Day One: Introduce new vocabulary– usually three words TPR practice new vocabulary •Use a variety of TPR practice techniques. Hands-on activity, time permitting

Day Two: Review vocabulary from previous day. More TPR practice • songs, games and activities to practice new vocabulary Introduce a mini-story (time permitting).

Day Three: Review the vocabulary. Introduce and/or practice the mini-story (stories). • Use illustrations from overhead. • Tell story with puppets. • Have students act out story in their seats (simultaneously) as you narrate. • Have partners act out the story as you narrate. • Have volunteers come up front to act out the story as you narrate. • Ask either/or questions about the mini-story. • Have

students fill in blanks about mini-story. • Make mistakes and have students correct you. Student Activity: make copies of the mini-story (stories) and have students color the illustrations. Use students' illustrations to retell the story. Mini-story revisions • teacher-generated revisions • student-driven revisions

Day Four: Communicative activity or game centered on the mini-story (stories) • Play any of the games from the Games Section. • Do one of the communicative activities, such as Directed Draw, Illustration Communication, etc. Introduce new vocabulary. TPR practice new vocabulary.

Day Five: Review week's vocabulary. TPR practice all new vocabulary. • songs, games and activities to practice all new vocabulary Use all vocabulary in personalized mini-situations. Introduce mini-story, time permitting.

Instructional/ Learning Resources

Hola Ninos by Fluency Matters
Cuentame by Fluency Matters
Cuentame Mas by Fluency Matters
Various read-aloud books
Teacher's Discovery Student Spanish/English Dictionaries
Spanish Basics Bingo
Colors/Shapes Bingo
Numbers Bingo
Viva El Espanol System A and B Flashcards, Workbooks
Viva El Espanol Hola Workbooks
Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)
Youtube.com
Spanishplayground.net
<http://www.santillanausa.com/spanish-classroom.html>
www.pinterest.com
www.teacherspayteachers.com
Smart Notebook
Smart Response
Maracas Spanish Program for Young Learners Las Ciencias
duolingo.com

Career Ready Practices and 21st Century Skills

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

English Language Learners

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

Students with IEPs/504s

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.
- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

At-Risk Learners

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.

Interdisciplinary Connections/Cross Curricular Opportunities

ELA

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

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.

Engineering

8.2.2.E.1 List and demonstrate the steps to an everyday task.

Math

K.CC.A.1 Count to 100 by ones and by tens

K.CC.A.2 Count forward beginning from a given number within the known sequence.

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1

K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

Science

2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Health and Physical Education

2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

2.2.2.A.1 Express needs wants and feelings in health- and safety-related situations.

2.4.2.A.1 Compare and contrast different kinds of families locally and globally.

2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e. skill practice) and applied settings (i.e. games sports dance and recreational activities).

Visual and Performing Arts

1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

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

1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Pacing Guide

[Deal World Language Pacing Guide](#)

Deal School Curriculum

Grades K – 8 World Languages Curriculum

Novice - High

Desired Outcomes

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.

7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.3 Describe in writing people and things from the home and school environment.

7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Enduring Understandings

1. Through language study, all

Essential Questions

● Why learn another language?

<p>students will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	<ul style="list-style-type: none"> ● How will learning a language enhance my life? ● How might learning a language open “doors of opportunity”? ● What strategies can I use to communicate more effectively? ● What is culture? ● Why study another culture? ● How does where I live shape who I am? ● How does your language “define” you? ● How can learning and using a language help me assimilate into a new culture? ● How can cultural awareness enhance my language learning and vice versa?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Immigration changes both the community of origin and the new community. ● The study of another language and culture deepens understanding of where and how people live and why events occur. ● Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. ● Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. ● Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. ● The amount of leisure time available and how it is spent varies among cultures. ● Wellness practices may vary across cultures. ● Online newspapers, magazines, 	<ul style="list-style-type: none"> ● Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. ● Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. ● Describe in writing people and things from the home and school environment. ● Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. ● Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

<p>blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues.</p> <ul style="list-style-type: none"> ● Current trends and issues influence popular culture. 	
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Assessment Evidence

<p>Formative</p> <ul style="list-style-type: none"> ● Exit Slips ● Think Pair Share ● Self Assessment ● Dry Erase Board Assessments ● Class Participation Checklist ● Kahoot <p>Summative</p> <ul style="list-style-type: none"> ● Unit Tests ● Lesson Quizzes ● Kahoot <p>Alternative</p> <ul style="list-style-type: none"> ● Project Specific Rubrics

Suggested Learning Plan

<p>All World Language lessons will be taught in a 44-minute period, twice a week per grade.</p> <p>One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.</p> <p>TPR = Total Physical Response</p> <p>Day 1 Vocab Group A - TPR Practice</p> <ul style="list-style-type: none"> Mini - Lectura 1:A1 - Present and Practice Mini - Lectura 1:A2 Mini - Lecture 1:A3 <p>Read Lectura - Episodio 1: Mini-lectura A</p> <p>Day 2 Warm-up with Vocab Group #1 - TPR Practice</p> <ul style="list-style-type: none"> Review Mini-Lectura A Revise Mini-Story A - Creative Recombinations of Vocabulary Vocab Group B - TPR Practice Mini - Lectura 1:B1 - Present and Practice Mini - Lectura 1:B2

Read Lectura - Episodio 1: Mini-lectura B

Day 3 Review Mini-Story B

Revise Mini-Story B - Creative Recombinations of Vocabulary

Vocab Group C - TPR Practice

Mini - Lectura 1:C1 - Present and Practice

Mini - Lectura 1:C2

Read Lectura - Episodio 1: Mini-lectura C

Day 4 Warm-up with Vocab Group A, B, and C

Episode 1 Main Story

Show the corresponding picture

Ask lots of questions

Have students do gestures for each structure

Compare Gabi to some of your students

Add actors and repeat the story

Add more details to the story

Day 5 Warm-up with Vocab Group A, B, and C

Episode 1 Main Story

Read "Episodio 1" in the student reader

Exercise #2 - Listening Comprehension Cues

Exercise #6 - Listening Comprehension Cues

Day 6 Quiz

Optional:

Student Enrichment Activities

Add Thematic Vocabulary Building Unit

Add Cultural Unit

Suggested Learning Resources

Hola Ninos by Fluency Matters

Cuentame by Fluency Matters

Cuentame Mas by Fluency Matters

Various read-aloud books

Teacher's Discovery Student Spanish/English Dictionaries

Spanish Basics Bingo

Colors/Shapes Bingo

Numbers Bingo

Viva El Espanol System A and B Flashcards, Workbooks

Viva El Espanol Hola Workbooks
Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)
Youtube.com
Spanishplayground.net
<http://www.santillanausa.com/spanish-classroom.html>
www.pinterest.com
www.teacherspayteachers.com
Smart Notebook
Smart Response
Maracas Spanish Program for Young Learners Las Ciencias
duolingo.com

Career Ready Practices and 21st Century Skills

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

English Language Learners

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

Students with IEPs/504s

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.
- Small group instruction

- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

At-Risk Learners

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.

Interdisciplinary Connections/Cross Curricular Opportunities

ELA

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

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.

Engineering

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

Health and Physical Education

2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.

2.5.4.A.3 Explain and demonstrate movement sequences individually and with others in response to various tempos rhythms and musical styles.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

2.5.6.A.3 Create and demonstrate planned movement sequences individually and with others based on tempo beat rhythm and music (creative cultural social and fitness dance).

2.5.6.C.3 Relate the origin and rules associated with certain games sports and dances to different cultures.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

Social Studies

6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they

encountered.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

Visual and Performing Arts

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.

1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Pacing Guide

[Deal World Language Pacing Guide](#)

Deal School Curriculum

Grades K – 8 World Languages Curriculum Intermediate - Low

Desired Outcomes

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through

simulation.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Enduring Understandings	Essential Questions
1. Through language study, all students will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	<ul style="list-style-type: none">● Why learn another language?● How will learning a language enhance my life?● How might learning a language open “doors of opportunity”?● What strategies can I use to communicate more effectively?● What is culture?● Why study another culture?● How does where I live shape who I am?● How does your language “define” you?● How can learning and using a language help me assimilate into a new culture?● How can cultural awareness enhance my language learning and vice versa? 1.
Learners will know...	Learners will be able to....
<ul style="list-style-type: none">● Immigration changes both the community of origin and the new community.● The study of another language and culture deepens understanding of where and how people live and why events occur.● Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives.● Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.● Personal preferences and skills are key factors to consider when making decisions about postsecondary plans.	<ul style="list-style-type: none">● Use digital tools to participate in short conversations and to exchange information related to targeted themes.● Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.● Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.● Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.● Engage in short conversations

<ul style="list-style-type: none"> ● The amount of leisure time available and how it is spent varies among cultures. ● Wellness practices may vary across cultures. ● Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. ● Current trends and issues influence popular culture. 	<p>about personal experiences or events and/or topics studied in other content areas.</p>
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Assessment Evidence

<p>Formative</p> <ul style="list-style-type: none"> ● Exit Slips ● Think Pair Share ● Self Assessment ● Dry Erase Board Assessments ● Class Participation Checklist ● Kahoot <p>Summative</p> <ul style="list-style-type: none"> ● Unit Tests ● Lesson Quizzes ● Kahoot <p>Alternative</p> <ul style="list-style-type: none"> ● Project Specific Rubrics

Suggested Learning Plan

<p>All World Language lessons will be taught in a 44-minute period, twice a week per grade.</p> <p>One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.</p> <p>TPR = Total Physical Response S&P = Study and Practice</p> <p>Day 1 Vocab Group #1 - TPR Practice Mini - Story #1 - Present and Practice</p> <p>Homework - S & P (Study & Practice) Log #1 - #2</p>

Day 2 Warm-up with Vocab Group #1 - TPR Practice

Review Mini-Story #1

Revise Mini-Story #1 - Creative Recombinations of Vocabulary

Vocab Group #2 - TPR Practice

Mini-Story #2 - Present and Practice

Homework - S & P Log #3 - #6

Day 3 Review Mini-Story #2

Revise Mini-Story #2 - Creative Recombinations of Vocabulary

No new material today - work with materials from Day 1 and Day 2

Homework - S & P Log #7

Day 4 Warm-up with Vocab Group 1 and 2

Vocab Group #3 - TPR Practice

Mini - Story #3 - Present and Practice

Homework - S & P Log #8 - #12

Day 5 Warm-up with Vocab Group #3 - TPR Practice

Review Mini-Story #3

Revise Mini-Story #3 - Creative Recombinations of Vocabulary

Vocab Group #4 - TPR Practice

Mini-Story #4 - Present and Practice

Homework - S & P Log #13 - #16

Day 6 Review Mini-Story #4

Revise Mini-Story #4 - Creative Recombinations of Vocabulary

No new material today - work with materials from Day 4 and 5

Homework - S & P Log #17 - #20

Day 7 Main Story - Present and Practice

Text Exercises #1 - #3

Homework - S & P Log #21 - #22

Day 8 Imagine - Creative Extension of the Main Story

Text Exercises #4 - #6

Homework - S & P Log #23

Day 9 Revisions of the Main Story (Text Exercises #7 & #8)

Homework - S & P Log #24 - #26

Day 10 Creative Work

Text Exercises #9 - #10

Homework - S & P Log #27 - #28

Day 11 Creative Work

Text Exercises #11 - #12

Homework - S & P Log #29

Day 12 Reading Exercises (Text Exercise #13)

Homework - S & P Log #30

Day 13 Extra Day for Creative Activities, Games or Chapter Review

Homework - S & P Log #31

Prepare for Test

Day 14 CHAPTER TEST

Suggested Learning Resources

Hola Ninos by Fluency Matters

Cuentame by Fluency Matters

Cuentame Mas by Fluency Matters

Various read-aloud books

Teacher's Discovery Student Spanish/English Dictionaries

Spanish Basics Bingo

Colors/Shapes Bingo

Numbers Bingo

Viva El Espanol System A and B Flashcards, Workbooks

Viva El Espanol Hola Workbooks

Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)

Youtube.com

Spanishplayground.net
<http://www.santillanausa.com/spanish-classroom.html>
www.pinterest.com
www.teacherspayteachers.com
Smart Notebook
Smart Response
Maracas Spanish Program for Young Learners Las Ciencias
duolingo.com

Career Ready Practices and 21st Century Skills

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

English Language Learners

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

Students with IEPs/504s

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.
- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

At-Risk Learners

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.

Interdisciplinary Connections/Cross Curricular Opportunities**ELA**

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

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.

Engineering

8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.

Visual and Performing Arts

1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Pacing Guide

[Deal World Language Pacing Guide](#)

Deal School Curriculum

Grades K – 8 World Languages Curriculum

Intermediate - High

Desired Outcomes

- 7.1.IM.A.1** Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IM.A.2** Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3** Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.A.4** Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5** Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.6** Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IM.A.7** Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8** Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.B.1** Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.2** Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1.IM.B.3** Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.4** Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5** Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.C.1** Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IM.C.2** Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3** Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4** Synthesize information found in age- and level-appropriate culturally authentic materials.
- 7.1.IM.C.5** Compare the cultural perspectives of the target culture(s) with those of

one's own culture, as evidenced through the cultural products and cultural practices associated with each.

<p>Enduring Understandings</p>	<p>Essential Questions</p>
<p>1. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	<ul style="list-style-type: none"> ● Why learn another language? ● How will learning a language enhance my life? ● How might learning a language open “doors of opportunity”? ● What strategies can I use to communicate more effectively? ● What is culture? ● Why study another culture? ● How does where I live shape who I am? ● How does your language “define” you? ● How can learning and using a language help me assimilate into a new culture? ● How can cultural awareness enhance my language learning and vice versa?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. ● Being able to view one's own culture through the lens of others assists in understanding global issues. ● Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. ● Citizens who can communicate in more than one language have unprecedented career 	<ul style="list-style-type: none"> ● Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics. ● Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. ● Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

<p>opportunities, marketability, and earning potential.</p> <ul style="list-style-type: none"> ● Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. ● Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current socio political landscape. 	<ul style="list-style-type: none"> ● Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. ● Synthesize information from oral and written discourse dealing with a variety of topics. ● Analyze and critique readings from culturally authentic materials. ● Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. ● Analyze structures of the target language and comparable linguistic structures in English.
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Assessment Evidence

<p>Formative</p> <ul style="list-style-type: none"> ● Exit Slips ● Think Pair Share ● Self Assessment ● Dry Erase Board Assessments ● Class Participation Checklist ● Kahoot <p>Summative</p> <ul style="list-style-type: none"> ● Unit Tests ● Lesson Quizzes ● Kahoot <p>Alternative</p> <ul style="list-style-type: none"> ● Project Specific Rubrics

Suggested Learning Plan

<p>All World Language lessons will be taught in a 44-minute period, twice a week per grade.</p> <p>One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.</p> <p>TPR = Total Physical Response S&P = Study and Practice</p> <p>Day 1 Vocab Group #1 - TPR Practice Mini - Story #1 - Present and Practice</p>
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Homework - S & P (Study & Practice) Log #1 - #2

Day 2 Warm-up with Vocab Group #1 - TPR Practice
Review Mini-Story #1
Revise Mini-Story #1 - Creative Recombinations of Vocabulary
Vocab Group #2 - TPR Practice
Mini-Story #2 - Present and Practice

Homework - S & P Log #3 - #6

Day 3 Review Mini-Story #2
Revise Mini-Story #2 - Creative Recombinations of Vocabulary
No new material today - work with materials from Day 1 and Day 2

Homework - S & P Log #7

Day 4 Warm-up with Vocab Group 1 and 2
Vocab Group #3 - TPR Practice
Mini - Story #3 - Present and Practice

Homework - S & P Log #8 - #12

Day 5 Warm-up with Vocab Group #3 - TPR Practice
Review Mini-Story #3
Revise Mini-Story #3 - Creative Recombinations of Vocabulary
Vocab Group #4 - TPR Practice
Mini-Story #4 - Present and Practice

Homework - S & P Log #13 - #16

Day 6 Review Mini-Story #4
Revise Mini-Story #4 - Creative Recombinations of Vocabulary
No new material today - work with materials from Day 4 and 5

Homework - S & P Log #17 - #20

Day 7 Main Story - Present and Practice
Text Exercises #1 - #3

Homework - S & P Log #21 - #22
Day 8 Imagine - Creative Extension of the Main Story
Text Exercises #4 - #6

Homework - S & P Log #23

Day 9 Revisions of the Main Story (Text Exercises #7 & #8)

Homework - S & P Log #24 - #26

Day 10 Creative Work
Text Exercises #9 - #10

Homework - S & P Log #27 - #28

Day 11 Creative Work
Text Exercises #11 - #12

Homework - S & P Log #29

Day 12 Reading Exercises (Text Exercise #13)

Homework - S & P Log #30

Day 13 Extra Day for Creative Activities, Games or Chapter Review

Homework - S & P Log #31
Prepare for Test

Day 14 CHAPTER TEST

Suggested Learning Resources

Hola Ninos by Fluency Matters
Cuentame by Fluency Matters
Cuentame Mas by Fluency Matters
Various read-aloud books
Teacher's Discovery Student Spanish/English Dictionaries
Spanish Basics Bingo
Colors/Shapes Bingo
Numbers Bingo
Viva El Espanol System A and B Flashcards, Workbooks

Viva El Espanol Hola Workbooks
Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)
Youtube.com
Spanishplayground.net
<http://www.santillanausa.com/spanish-classroom.html>
www.pinterest.com
www.teacherspayteachers.com
Smart Notebook
Smart Response
Maracas Spanish Program for Young Learners Las Ciencias
duolingo.com

Career Ready Practices and 21st Century Skills

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

English Language Learners

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

Students with IEPs/504s

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.
- Small group instruction

- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

At-Risk Learners

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.

Interdisciplinary Connections/Cross Curricular Opportunities

ELA

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

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.

Engineering

8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.

Visual and Performing Arts

1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Pacing Guide

[Deal World Language Pacing Guide](#)

Deal School Curriculum

Grades K – 8 World Languages Curriculum

Intermediate - High

Desired Outcomes

- 7.1.IH.A.1** Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics.
- 7.1.IH.A.2** Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.A.3** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.A.4** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.5** Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.6** Analyze and critique readings from culturally authentic materials.
- 7.1.IH.A.7** Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.A.8** Analyze structures of the target language and comparable linguistic structures in English.
- 7.1.IH.B.1** Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
- 7.1.IH.B.2** Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
- 7.1.IH.B.3** Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.IH.B.4** Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
- 7.1.IH.B.5** Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
- 7.1.IH.B.6** Use language in a variety of settings to further personal and/or academic goals.
- 7.1.IH.C.1** Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.IH.C.2** Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
- 7.1.IH.C.3** Use language creatively in writing for a variety of purposes.

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture.

7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Enduring Understandings	Essential Questions
<p>1. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	<ul style="list-style-type: none"> ● Why learn another language? ● How will learning a language enhance my life? ● How might learning a language open “doors of opportunity”? ● What strategies can I use to communicate more effectively? ● What is culture? ● Why study another culture? ● How does where I live shape who I am? ● How does your language “define” you? ● How can learning and using a language help me assimilate into a new culture? ● How can cultural awareness enhance my language learning and vice versa?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. ● Being able to view one’s own culture through the lens of others assists in understanding global issues. ● Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. ● Citizens who can communicate in 	<ul style="list-style-type: none"> ● Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics. ● Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. ● Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target

<p>more than one language have unprecedented career opportunities, marketability, and earning potential.</p> <ul style="list-style-type: none"> ● Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. ● Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current socio political landscape. 	<p>culture(s) and in one’s own culture.</p> <ul style="list-style-type: none"> ● Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. ● Synthesize information from oral and written discourse dealing with a variety of topics. ● Analyze and critique readings from culturally authentic materials. ● Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. ● Analyze structures of the target language and comparable linguistic structures in English.
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Assessment Evidence

<p>Formative</p> <ul style="list-style-type: none"> ● Exit Slips ● Think Pair Share ● Self Assessment ● Dry Erase Board Assessments ● Class Participation Checklist ● Kahoot <p>Summative</p> <ul style="list-style-type: none"> ● Unit Tests ● Lesson Quizzes ● Kahoot <p>Alternative</p> <ul style="list-style-type: none"> ● Project Specific Rubrics

Suggested Learning Plan

All World Language lessons will be taught in a 44-minute period, twice a week per grade.

One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.

TPR = Total Physical Response
S&P = Study and Practice

Day 1 Vocab Group #1 - TPR Practice
Mini - Story #1 - Present and Practice

Homework - S & P (Study & Practice) Log #1 - #2

Day 2 Warm-up with Vocab Group #1 - TPR Practice
Review Mini-Story #1
Revise Mini-Story #1 - Creative Recombinations of Vocabulary
Vocab Group #2 - TPR Practice
Mini-Story #2 - Present and Practice

Homework - S & P Log #3 - #6

Day 3 Review Mini-Story #2
Revise Mini-Story #2 - Creative Recombinations of Vocabulary
No new material today - work with materials from Day 1 and Day 2

Homework - S & P Log #7

Day 4 Warm-up with Vocab Group 1 and 2
Vocab Group #3 - TPR Practice
Mini - Story #3 - Present and Practice

Homework - S & P Log #8 - #12

Day 5 Warm-up with Vocab Group #3 - TPR Practice
Review Mini-Story #3
Revise Mini-Story #3 - Creative Recombinations of Vocabulary
Vocab Group #4 - TPR Practice
Mini-Story #4 - Present and Practice

Homework - S & P Log #13 - #16

Day 6 Review Mini-Story #4
Revise Mini-Story #4 - Creative Recombinations of Vocabulary
No new material today - work with materials from Day 4 and 5

Homework - S & P Log #17 - #20

Day 7 Main Story - Present and Practice

Text Exercises #1 - #3

Homework - S & P Log #21 - #22

Day 8 Imagine - Creative Extension of the Main Story

Text Exercises #4 - #6

Homework - S & P Log #23

Day 9 Revisions of the Main Story (Text Exercises #7 & #8)

Homework - S & P Log #24 - #26

Day 10 Creative Work

Text Exercises #9 - #10

Homework - S & P Log #27 - #28

Day 11 Creative Work

Text Exercises #11 - #12

Homework - S & P Log #29

Day 12 Reading Exercises (Text Exercise #13)

Homework - S & P Log #30

Day 13 Extra Day for Creative Activities, Games or Chapter Review

Homework - S & P Log #31

Prepare for Test

Day 14 CHAPTER TEST

Suggested Learning Resources

Hola Ninos by Fluency Matters

Cuentame by Fluency Matters

Cuentame Mas by Fluency Matters

Various read-aloud books

Teacher's Discovery Student Spanish/English Dictionaries

Spanish Basics Bingo

Colors/Shapes Bingo
Numbers Bingo
Viva El Espanol System A and B Flashcards, Workbooks
Viva El Espanol Hola Workbooks
Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)
Youtube.com
Spanishplayground.net
<http://www.santillanausa.com/spanish-classroom.html>
www.pinterest.com
www.teacherspayteachers.com
Smart Notebook
Smart Response
Maracas Spanish Program for Young Learners Las Ciencias
duolingo.com

Career Ready Practices and 21st Century Skills

Career Ready Practices

- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP12.** Work productively in teams while using cultural global competence.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

English Language Learners

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

Students with IEPs/504s

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.

- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.
- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

At-Risk Learners

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.

Interdisciplinary Connections/Cross Curricular Opportunities

ELA

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

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.

Engineering

8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.

Visual and Performing Arts

1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Pacing Guide

[Deal World Language Pacing Guide](#)

Deal School Curriculum

Grades K – 8 World Languages Curriculum Advanced - Low

Desired Outcomes

7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.

7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.

Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.

7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.

7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

7.1.AL.C.3 Use language creatively in writing for personal, career, or academic

purposes.

7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.

7.1.AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Through language study, students make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. 	<ul style="list-style-type: none"> ● Why learn another language? ● How will learning a language enhance my life? ● How might learning a language open “doors of opportunity”? ● What strategies can I use to communicate more effectively? ● What is culture? ● Why study another culture? ● How does where I live shape who I am? ● How does your language “define” you? ● How can learning and using a language help me assimilate into a new culture? ● How can cultural awareness enhance my language learning and vice versa?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. ● Being able to view one’s own culture through the lens of others assists in understanding global issues. ● Observing and/or participating in the four art forms, across and 	<ul style="list-style-type: none"> ● Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. ● Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings. ● Analyze the use of verbal and non-verbal etiquette in the target

<p>within cultures, lead to an understanding of the shared human experience.</p> <ul style="list-style-type: none"> ● Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. ● Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. ● Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current socio political landscape. 	<p>culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.</p> <ul style="list-style-type: none"> ● Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. ● Evaluate information from oral and written discourse dealing with a variety of topics. ● Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres. ● Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. ● Analyze elements of the target language that do not have a comparable linguistic element in English.
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Assessment Evidence

Formative

- Exit Slips
- Think Pair Share
- Self Assessment
- Dry Erase Board Assessments
- Class Participation Checklist
- Kahoot

Summative

- Unit Tests
- Lesson Quizzes
- Kahoot

Alternative

- Project Specific Rubrics

Suggested Learning Plan

All World Language lessons will be taught in a 44-minute period, twice a week per grade.

One time per week, class begins with a morning meeting in the target language. The second class of the week begins with a bell ringer activity.

TPR = Total Physical Response

S&P = Study and Practice

Day 1 Vocab Group #1 - TPR Practice

Mini - Story #1 - Present and Practice

Homework - S & P (Study & Practice) Log #1 - #2

Day 2 Warm-up with Vocab Group #1 - TPR Practice

Review Mini-Story #1

Revise Mini-Story #1 - Creative Recombinations of Vocabulary

Vocab Group #2 - TPR Practice

Mini-Story #2 - Present and Practice

Homework - S & P Log #3 - #6

Day 3 Review Mini-Story #2

Revise Mini-Story #2 - Creative Recombinations of Vocabulary

No new material today - work with materials from Day 1 and Day 2

Homework - S & P Log #7

Day 4 Warm-up with Vocab Group 1 and 2

Vocab Group #3 - TPR Practice

Mini - Story #3 - Present and Practice

Homework - S & P Log #8 - #12

Day 5 Warm-up with Vocab Group #3 - TPR Practice

Review Mini-Story #3

Revise Mini-Story #3 - Creative Recombinations of Vocabulary

Vocab Group #4 - TPR Practice

Mini-Story #4 - Present and Practice

Homework - S & P Log #13 - #16

Day 6 Review Mini-Story #4

Revise Mini-Story #4 - Creative Recombinations of Vocabulary
No new material today - work with materials from Day 4 and 5

Homework - S & P Log #17 - #20

Day 7 Main Story - Present and Practice

Text Exercises #1 - #3

Homework - S & P Log #21 - #22

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Text Exercises #4 - #6

Homework - S & P Log #23

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Homework - S & P Log #24 - #26

Day 10 Creative Work

Text Exercises #9 - #10

Homework - S & P Log #27 - #28

Day 11 Creative Work

Text Exercises #11 - #12

Homework - S & P Log #29

Day 12 Reading Exercises (Text Exercise #13)

Homework - S & P Log #30

Day 13 Extra Day for Creative Activities, Games or Chapter Review

Homework - S & P Log #31

Prepare for Test

Day 14 CHAPTER TEST

Suggested Learning Resources

Hola Ninos by Fluency Matters
Cuentame by Fluency Matters
Cuentame Mas by Fluency Matters
Various read-aloud books
Teacher's Discovery Student Spanish/English Dictionaries
Spanish Basics Bingo
Colors/Shapes Bingo
Numbers Bingo
Viva El Espanol System A and B Flashcards, Workbooks
Viva El Espanol Hola Workbooks
Teach them Spanish! Grade K, 1, 2, 3, 4, 5 (all separate books)
Youtube.com
Spanishplayground.net
<http://www.santillanausa.com/spanish-classroom.html>
www.pinterest.com
www.teacherspayteachers.com
Smart Notebook
Smart Response
Maracas Spanish Program for Young Learners Las Ciencias
duolingo.com

Career Ready Practices and 21st Century Skills

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

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9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.
- Students may serve as teacher for their peers.

English Language Learners

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.
- Pictures and relevant captions/labels can be drawn.

Students with IEPs/504s

- Review student individual education plan and/or 504 plan

- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Pictures and relevant captions/labels can be drawn.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.
- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.

At-Risk Learners

- Small group instruction
- Guided notes can be provided in both English and Spanish.
- Teachers will model the meaning of words and phrases by acting out the information.
- Students will listen to information in English and Spanish as necessary.
- Assessments will be modified as necessary.
- Students will complete skits, role playing scenarios, comic strips, and menu tasks to connect to the information.

Interdisciplinary Connections/Cross Curricular Opportunities

ELA

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

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8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.

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1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

Integration of Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Pacing Guide

[Deal World Language Pacing Guide](#)

Annual Pacing Guide

Grade Level: K-8

Subject: Spanish

September	October	November	December	January
<ul style="list-style-type: none">• Colors• Numbers to 10• Stating one's name• Hispanic Heritage Month (Culture)	<ul style="list-style-type: none">• Hispanic Heritage Month (Culture)• Common Courtesies and Greetings• Day of the Dead (Culture)	<ul style="list-style-type: none">• Physical Descriptions• State of being	<ul style="list-style-type: none">• Days of the Week• Food and Eating• Christmas (Culture)	<ul style="list-style-type: none">• Stating Hunger/Thirst• Counting 11-20• The Body• Winter

February	March	April	May	June
<ul style="list-style-type: none">• The Family• Statements of Going and Coming	<ul style="list-style-type: none">• School Vocabulary• Nationalities and Countries	<ul style="list-style-type: none">• Stating Wants and Likes• Modes of Transportation	<ul style="list-style-type: none">• Numbers 21-50• Clothing• Getting Dressed• Cinco de Mayo (Culture)	<ul style="list-style-type: none">• Weather• Summer• Months• Date• Age



Working document.

Update as needed

Annual Pacing Guide

Grade Level: K-8

Subject: Spanish

September	October	November	December	January
<ul style="list-style-type: none">Review of previously learned skills and vocabHispanic Heritage Month (Culture)	<ul style="list-style-type: none">Hispanic Heritage Month (Culture)Day of the Dead (Culture)	<ul style="list-style-type: none">Household 1	<ul style="list-style-type: none">Household 2Holiday Traditions (Culture)	<ul style="list-style-type: none">WinterDaily Routine
February	March	April	May	June
<ul style="list-style-type: none">School 1	<ul style="list-style-type: none">Clothing	<ul style="list-style-type: none">SpringSchool 2	<ul style="list-style-type: none">Cinco de Mayo (Culture)Neighborhood	<ul style="list-style-type: none">Summer



Working document.

Update as needed

Annual Pacing Guide

Grade Level: K-8

Subject: Spanish

September	October	November	December	January
<ul style="list-style-type: none">• Travel 1• Hispanic Heritage Month (Culture)	<ul style="list-style-type: none">• Hispanic Heritage Month (Culture)• Day of the Dead (Culture)	<ul style="list-style-type: none">• Ocean	<ul style="list-style-type: none">• Travel 2• La Navidad (Culture)	<ul style="list-style-type: none">• El Invierno• The Jungle
February	March	April	May	June
<ul style="list-style-type: none">• The Tropics	<ul style="list-style-type: none">• Cold Climate 1	<ul style="list-style-type: none">• La Primavera• Cold Climate 2	<ul style="list-style-type: none">• Cinco de Mayo (Culture)• The Bank	<ul style="list-style-type: none">• El Verano• The Police



Working document.

Update as needed

Annual Pacing Guide

Grade Level: K-8

Subject: Spanish

September	October	November	December	January
<ul style="list-style-type: none">• The Media• Hispanic Heritage Month (Culture)	<ul style="list-style-type: none">• Hispanic Heritage Month (Culture)• Day of the Dead (Culture)	<ul style="list-style-type: none">• The Doctor	<ul style="list-style-type: none">• Dance• La Navidad (Culture)	<ul style="list-style-type: none">• El Invierno• Space
February	March	April	May	June
<ul style="list-style-type: none">• Pastimes	<ul style="list-style-type: none">• Daily Routine	<ul style="list-style-type: none">• La Primavera	<ul style="list-style-type: none">• Cinco de Mayo (Culture)• Emotions	<ul style="list-style-type: none">• El Verano



Working document.

Update as needed

Annual Pacing Guide

Grade Level: K-8

Subject: Spanish

September	October	November	December	January
<ul style="list-style-type: none"> • Introductory Unit (colors, shapes, animals, body parts, numbers, classroom vocab) • Hispanic Heritage Month (Culture) 	<ul style="list-style-type: none"> • Hispanic Heritage Month (Culture) • Day of the Dead (Culture) 	<ul style="list-style-type: none"> • The Family, phrases for expressing hunger in third person singular, personal descriptions 	<ul style="list-style-type: none"> • The Family, Phrases for expressing hunger in third person singular, personal descriptions, Cont'd • Holiday Traditions (Culture) 	<ul style="list-style-type: none"> • Personal Descriptions, phrases concerning hunger in third person singular, reflexive verb phrases, use of indirect object pronouns, prepositions
February	March	April	May	June
<ul style="list-style-type: none"> • Personal descriptions, phrases concerning hunger in third person singular, reflexive verb phrases, use of indirect object pronouns, Cont'd 	<ul style="list-style-type: none"> • Va+a, length of time with por, quiere+infinitives, statements of being, stating fear, singular to plural nouns 	<ul style="list-style-type: none"> • Va+a, length of time with por, quiere+infinitives, statements of being, stating fear, singular to plural nouns Cont'd 	<ul style="list-style-type: none"> • Cinco de Mayo (Culture) • Days of the week, quiere+infinitive, telling time, descriptions, reflexive verbs 	<ul style="list-style-type: none"> • Days of the week, quiere+infinitive, telling time, descriptions, reflexive verbs Cont'd



Working document.

Update as needed.

Annual Pacing Guide

Grade Level: K-8

Subject: Spanish

September	October	November	December	January
<ul style="list-style-type: none"> • Introductory Unit (colors, shapes, animals, body parts, numbers, classroom vocab) • Hispanic Heritage Month (Culture) 	<ul style="list-style-type: none"> • Hispanic Heritage Month (Culture) • Day of the Dead (Culture) 	<ul style="list-style-type: none"> • Personal descriptions, telling time, reflexive verbs 	<ul style="list-style-type: none"> • Reflexive verbs, stating feelings in third person singular, rooms of a house, household furniture, body parts, prepositions • La Navidad (Culture) 	<ul style="list-style-type: none"> • El Invierno • Reflexive verb stating feelings in third person singular, rooms of a house, household furniture, body parts, prepositions
February	March	April	May	June
<ul style="list-style-type: none"> • (No) puede + infinitive in third person singular, time of day 	<ul style="list-style-type: none"> • (No) puede + infinitive in third person singular, time of day, Cont'd 	<ul style="list-style-type: none"> • La Primavera • Kitchen vocab, phrases pertaining to pastimes, stating feelings, months of the year 	<ul style="list-style-type: none"> • Cinco de Mayo (Culture) • Kitchen vocab, phrases pertaining to pastimes, stating feelings, months of the year, Cont 	<ul style="list-style-type: none"> • El Verano • Year End Review



Working document.

Update as needed