

Bi-Borough

World Language Curriculum K - 6



2015

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Rationale

The study of a second language is linked to cognitive benefits, academic achievement, and the development of positive attitudes toward cultural diversity. In addition, New Jersey's multicultural and multiethnic community and its growing economy demand increased contact and face-to-face interaction with members of other cultures both in New Jersey and around the world.

It is important to provide students with the opportunity to study a world language because it enables them to interact and communicate with others from different cultures who speak a different language while gaining a greater understanding of and respect for other cultural perspectives, practices, and products. The study of a world language provides students awareness of state and national responsibilities in the world community. It facilitates the acquisition of subsequent languages. It can lead to providing a competitive edge in future career choices and professional development. And, it provides students with a sense of personal satisfaction and enjoyment in their ability to communicate with people from other cultures.

One of the reasons that world language is part of the *Core Curriculum Content Standards* is that world languages connect with other disciplines. At the elementary level, world language can reinforce and enhance every subject taught in the mandated curriculum. Research confirms that time spent experiencing a second language is effective in improving native language proficiency.

Including world languages as part of an **elementary** curriculum is especially important as it relates to second language acquisition because one of the most important factors influencing the development of language proficiency is the amount of time working on the language. When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness.

Furthermore, every skill and outcome that is important in society is introduced through the elementary school curriculum. Only if world language is a secure part of the elementary level school curriculum will fluency in a second language become a reality.

Finally, elementary school students are at the crucial age of developing attitudes towards other nations and groups. Children are in the process of moving from egocentricity to reciprocity. The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture by studying a foreign language

**WORLD LANGUAGE
KINDERGARTEN
UNIT ONE: ALL ABOUT ME**

STANDARDS

- 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
- 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 /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 multi-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
- 7.1NM.C.3** Copy/write words, 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

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

Personal characteristics include physical features, personality qualities, age, emotions, and location where one lives

Assessments

- Teacher Observation
- Checklists

ESSENTIAL QUESTIONS

- What are the numbers from 1 to 20 in Spanish?
- How do you say how you are feeling in Spanish (well, bad, so-so, tired, sick)?
- How do you answer how old are you in Spanish?
- How do you ask what is your name in Spanish?
- How do you say the colors blue, white, red, purple, yellow, orange, green, pink, grey, black, and brown in Spanish?
- How do you say father, mother, boy, girl, grandmother, and grandfather in Spanish?

OBJECTIVES

Students will be able to:

- Say the numbers from 1 to 20 in Spanish
- Say the words in Spanish that describe specific feelings
- Say the number that corresponds to the student's age
- Ask what someone's name is and reply with the student's name when asked

- Know how to say the names of colors in Spanish
- Know how to say the names of family roles in Spanish

SUGGESTED LEARNING ACTIVITIES

- Point to colors with fly squatter and say color in Spanish
- Stand and point to clothing and state colors you are wearing
- Color song: Student as teacher points to colors on board as said in song
- Color and Number Sheets: Trace over Spanish words and color
- Numbers 1,2,3, Amigos Song
- 7-Up with number cards
- Hide number cards around classroom and students have to find them and say the numbers and put them in the proper order
- Family Song
- Hide/find family members flashcard
- Student asking student *How are you* in Spanish
- Skit performance on *saying hello, what's your name, goodbye, how old are you*

RESOURCES

BOOKS:

- Teach Them Spanish – Grade K by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom
- Vocabulary Building Bilingual Mini-Books by Merri Gutierrez

WEBSITES:

- Enchanted Learning
- Youtube
- CD:
- Sing, Dance, Laugh and Eat Tacos bu Barbara MacArthur

**WORLD LANGUAGE
KINDERGARTEN
UNIT TWO: SCHOOL DAYS**

STANDARDS

- 7.1NM.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
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- 7.1NM.C.1** Use basic information at the word and memorized-phrase level to create a multi-rich presentation on targeted themes to be shared virtually with a target language audience
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BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding animals.

ENDURING UNDERSTANDINGS

Animals have unique characteristics, survival needs, and habitats. Animals originate from specific geographical locations.

ASSESSMENTS

- Teacher Observation
- Checklists

ESSENTIAL QUESTIONS

- How do you say the names of the various animals in Spanish (cat, dog, bird, bear, cow)?

OBJECTIVES

Students will be able to:

- Say the names of various animals in Spanish

SUGGESTED LEARNING ACTIVITIES

- Animal song
- Animal flashcards-say the name of the animal in Spanish

- 6-Up
- Animal Worksheets-write animal name and color
- Say if you like or dislike each animal
- Charades-act out an animal and student's guess

RESOURCES

BOOKS:

- Teach Them Spanish – Grade K by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom
- Vocabulary Building Bilingual Mini-Books by Merri Gutierrez

Websites:

- Enchanted Learning
- Youtube
-

CD:

- Sing, Laugh, Dance and Eat Tacos by Barbara MacArthur

**WORLD LANGUAGE
GRADE ONE
UNIT ONE: ALL ABOUT ME**

STANDARDS

- 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
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BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

Personal characteristics include physical features, personality qualities, age, emotions, and location where one lives

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- How do you say numbers between 1-39 in Spanish?
- How do you say brother, sister, aunt, uncle, cousin, and baby in Spanish?
- How do you say shirt, pants, dress, shoes, and socks in Spanish?
- How do you say head, eyes, nose, mouth, hair, face, ears, and teeth in Spanish?

OBJECTIVES

Students will be able to:

- Say the numbers between 1-39 in Spanish
- Say brother, sister, aunt, uncle, cousin, and baby in Spanish
- Say shirt, pants, dress, shoes, and socks in Spanish
- Say head, eyes, nose, mouth, hair, face, ears, and teeth in Spanish

SUGGESTED LEARNING ACTIVITIES

- Identify flashcards with numbers 1-39
- Silent Ball Game: pass ball around and count from 1-39. Students eliminated if they say the wrong number or mispronounce it
- Family song with flashcards
- Worksheet: Family Tree-draw and label family members
- Present Family Tree to class saying Tia Mary, Tio John
- Clothing flashcards
- Llevo (I am wearing) and students say the article of clothing and color
- Body parts worksheet: identify and write body parts in Spanish
- Body parts song

RESOURCES

Books:

- Teach Them Spanish – Grade 1 by Winnie Waltzer-Hackett
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- Vocabulary Building Bilingual Mini-Books by Merri Gutierrez

CD:

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**WORLD LANGUAGE
GRADE ONE
UNIT TWO: SCHOOL DAYS**

STANDARDS

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BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

A student's school experience is characterized by the classroom objects and furniture, school supplies, cultural products related to school, and cultural practices related to school.

ASSESSMENTS

- Teacher Observation
- Checklists

ESSENTIAL QUESTIONS

- How do you say circle, triangle, oval, rectangle, and square in Spanish?
- How do you say holiday words such as candy, turkey, pumpkin, Merry Christmas in Spanish?

OBJECTIVES

Students will be able to:

- Say circle, triangle, oval, rectangle, and square in Spanish
- Say holiday words such as candy, turkey, pumpkin, Merry Christmas in Spanish

SUGGESTED LEARNING ACTIVITIES

- Flashcards on shapes and words in Spanish
- Worksheet: Find the number of each shape in the picture
- Flyswatter: Tap shape in classroom and say shape in Spanish
- Shapes Game-Student pulls out colored shapes and state shape and color in Spanish
- Holiday Words: Flashcards-students repeat
- Worksheets-color by word (Ex. El Pavo, the Turkey)
- Greeting Cards-students illustrate a greeting card with the title Feliz Navidad on it

RESOURCES

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CD:

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**WORLD LANGUAGE
GRADE TWO
UNIT ONE: ALL ABOUT ME**

STANDARDS

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BIG IDEAS/COMMON THREADS

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ENDURING UNDERSTANDINGS

Personal characteristics include physical features, personality qualities, age, emotions, and location where one lives

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments (Not done)
- Checklists
- Projects (Not done)

ESSENTIAL QUESTIONS

- How do we use numbers in our daily lives?
- How do we say the numbers between 1-40 in Spanish
- Why is it important to hear the names of body parts in different languages?
- What are family member important?
- How do you say the family member's relationship to you in Spanish?
- Why is family important to you?
- How do we use greetings?
- What greetings do we use on a daily basis?
- How do we say good morning, good afternoon and good night in another language?
- How can we express our feelings?
- How can we say I am happy, I'm sad, and I'm fine in another language?

- Why is knowing the names of colors important?
- How do we use colors in our daily lives?
- How do you say the names of colors in another language?
- What are your favorite colors?
- What are the colors of the rainbow?

OBJECTIVES

Students will be able to:

- Understand the importance of numbers in our daily lives
- Say the numbers between 1-40 in Spanish
- Understand the importance of hearing the names of body parts in different languages
- Understand the reasons that family members are important
- Understand why families are different?
- Say the family member's relationship to you in Spanish
- Understand why is family important to you
- Understand how greetings are used
- Identify what greetings do we use on a daily basis
- Say good morning, good afternoon and good night in another language
- Understand the importance of expressing our feelings
- Say I am happy, I'm sad, and I'm fine in another language
- Understand the importance of knowing the names of colors
- Recognize how we use colors in our daily lives
- Say the names of colors in another language?
- Say their favorite colors?
- Say the colors of the rainbow?

SUGGESTED LEARNING ACTIVITIES

1. YouTube videos on body parts
2. Finger Family video
3. Dice game on describing feelings
4. Labeling body parts of a butterfly
5. Websites on matching words to pictures
6. Puppet activities to review greetings with each other and in front of the class
7. Color songs
8. Color and number bingo

RESOURCES

Books:

- Teach Them Spanish – Grade 2 by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom
- Hablo Espanol bu Lynn Brisson
- Vocabulary Building Bilingual Mini-Books by Merri Gutierrez

CD:

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**WORLD LANGUAGE
GRADE TWO
UNIT TWO: SCHOOL DAYS**

STANDARDS

- 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
- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions
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- 7.1.NM.C.5.** Name and label tangible cultural products and imitate cultural practices from the target culture

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

A student's school experience is characterized by the classroom objects and furniture, school supplies, cultural products related to school, and cultural practices related to school.

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments (Not done)
- Checklists
- Projects (not done)

ESSENTIAL QUESTIONS

- Why are the different days of the week important?
- What do you do on different days of the week?
- What is the first day of the week in Spanish?
- What are the names of the geometric shapes in Spanish?
- Why is it important to learn about other cultural holidays?
- What are the fun activities associated with different cultural holidays?
- Why is it important to learn the names of different school items?
- How do you say book, pencil, paper, and notebook in a different language?

OBJECTIVES

Students will be able to:

- Understand why knowing the different days of the week is important
- Identify the different things you do on different days of the week
- Name the first day of the week in Spanish
- Know the names of the geometric shapes in Spanish
- Understand why it is important to learn about other cultural holidays
- Know what the fun activities that are associated with different cultural holidays
- Understand why it is important to learn the names of different school items
- Know how to say book, pencil, paper, and notebook in a different language

SUGGESTED LEARNING ACTIVITIES

- Days of the week song
- Creating a sequential project requiring putting days of the week in order
- Months song and dance
- TPR when talking about shapes of objects
- Puppet activities (not done)
- Good morning song

RESOURCES

Books:

- Teach Them Spanish – Grade 2 by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom
- Hablo Espanol bu Lynn Brisson
- Vocabulary Building Bilingual Mini-Books by Merri Gutierrez

CD:

- Sing, Dance, Laugh and Eat Tacos by Barbara MacArthur

Website:

- Enchanted Learning

**WORLD LANGUAGE
GRADE TWO
UNIT THREE: ANIMALS**

STANDARDS

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

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

Animals have unique names, physical characteristics, survival needs, habitats, and geographical regions that they originated from.

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments (not done)
- Checklists
- Projects (not done)

ESSENTIAL QUESTIONS

- How do we describe the animals we like and dislike?
- Why are animals important?
- How can we describe animals?
- What adjectives are used to describe an animal in Spanish?

OBJECTIVES

Students will be able to:

- Use the verb 'gustar' to describe the animals they like and dislike
- Understand why animals are important
- Describe animals using adjectives in Spanish

SUGGESTED LEARNING ACTIVITIES

- Animal song
- Flashcard recognition
- Simon Says
- 7-Up
- Review Packets on animals

RESOURCES

Books:

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- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom
- Hablo Espanol bu Lynn Brisson
- Vocabulary Building Bilingual Mini-Books by Merri Gutierrez

CD:

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Website:

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**WORLD LANGUAGE
GRADE THREE
UNIT ONE: ALL ABOUT ME**

STANDARDS

- 7.1NM.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
- 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 /language during greetings, leave-takings, and daily interactions
- 7.1NM.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

- 7.1NM.C.1** Use basic information at the word and memorized-phrase level to create a multi-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
- 7.1NM.C.3** Copy/write words, 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
- 9.1.4.A.1** Recognize a problem and brainstorm ways to solve the problem individually and collaboratively
- 9.1.4.B.1** Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

Personal characteristics include physical features, personality qualities, age, emotions, and location where one lives

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- How many brothers and sisters do you have?
- How many cousins do you have?
- How many aunts and uncles do you have?
- What are the numbers from 1-40?
- What are the names of the following body parts in Spanish: head, shoulders, knees, toes, eyes, ears, nose, mouth, hair?

- How do you say “How old are you” in Spanish?
- How do you answer “I am _____ years old?”
- How do you answer “My birthday is *the day of the month*?”
- How do you sing Happy Birthday in Spanish?
- How do you say, “I am hungry and I am thirsty”?
- How do you say, “I am hot and I am cold”?

OBJECTIVES

Students will be able to:

- Answer the question of how many brothers and sisters he/she has
- Answer the question of how many cousins he/she has?
- Answer the question of how many aunts and uncles he/she has
- Say the numbers from 1-40 in Spanish
- Say the names of the following body parts in Spanish: head, shoulders, knees, toes, eyes, ears, nose, mouth, hair
- Say “How old are you” in Spanish
- Reply in Spanish that “I am _____ years old
- Reply in Spanish regarding the month and day you were born
- Sing Happy Birthday in Spanish
- Say, “I am hungry and I am thirsty”
- Say, “I am hot and I am cold”

SUGGESTED LEARNING ACTIVITIES

- Viewing a Family Video from Discovery Education
- Creating a family tree with pictures of family or famous people to be used as family
- Computer matching game-word to picture
- Presenting family tree to the class
- Create a song on body parts based on learned vocabulary

RESOURCES

Books:

- Teach Them Spanish – Grade 3 by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom

CD:

- Sing, Dance, Laugh and Eat Tacos by Barbara MacArthur

Website:

- Enchanted Learning

**WORLD LANGUAGE
GRADE THREE
UNIT TWO: SCHOOL DAYS**

STANDARDS

- 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
- 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 /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 multi-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, 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

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

A student's school experience is characterized by the classroom objects and furniture, school supplies, cultural products related to school, and cultural practices related to school.

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- What day is it today?
- What day is it tomorrow?
- What day was yesterday?
- How do you say the names of the months in Spanish?
- What are the seasons?
- What are the names of these school supplies in Spanish: notebook, pencil, pen, paper, ruler, backpack, desk, books, scissors, and glue?

OBJECTIVES

Students will be able to:

- Answer what day is it today
- Answer what day is it tomorrow
- Answer what day it was yesterday
- Say the names of the months in Spanish
- Say the seasons in Spanish
- Say the names of these school supplies in Spanish: notebook, pencil, pen, paper, ruler, backpack, desk, books, scissors, and glue

SUGGESTED LEARNING ACTIVITIES

- View drawings that show the seasons and naming the correct season in Spanish
- Constructing a calendar using individual and smart board calendars
- Backpack song-students listen and then sing along
- Students create a backpack and put pictures of classroom objects in it and will present to class
- Go Fish in Spanish with vocabulary and tener
- TPR for commands stand up, raise your hand, no talking, listen, look

RESOURCES

Books:

- Teach Them Spanish – Grade 3 by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom

CD:

- Sing, Dance, Laugh and Eat Tacos by Barbara MacArthur

Website:

- Enchanted Learning

**WORLD LANGUAGE
GRADE THREE
UNIT THREE: FOOD GLORIOUS FOOD**

STANDARDS

- 7.1NM.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
- 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 /language during greetings, leave-takings, and daily interactions
- 7.1NM.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 multi-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, 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
- 9.1.4.D.3** Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

Food preferences can be expressed by knowing the names of vegetables, fruits, grains, proteins, and dairy items and adjectives to describe them

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- How do you say “I like”?
- How do you say “I don’t like”?
- What are the names of the following foods in Spanish: milk, bread, eggs, hamburger, French fries, cheese, water, salad, cereal, chicken, potato, rice?

OBJECTIVES

Students will be able to:

- Express that they like a food in Spanish
- Express that they don't like a food in Spanish
- Say the names of the following foods in Spanish: milk, bread, eggs, hamburger, French fries, cheese, water, salad, cereal, chicken, potato, rice

SUGGESTED LEARNING ACTIVITIES

- Hot Potato with foods
- Saying whether they like the food or not
- Create a placemat with foods they like
- 7 up
- Review Packets on food
- Practice cultural etiquette in restaurants
- International Day-learning about different country's cultures

RESOURCES

BOOKS:

- Teach Them Spanish – Grade 3 by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom
- Vocabulary Building Bilingual Mini-Books by Merri Gutierrez

CD:

- Sing, Dance, Laugh and Eat Tacos by Barbara MacArthur

Website:

- Enchanted Learning

**WORLD LANGUAGE
GRADE FOUR
UNIT ONE: PASTIME ACTIVITIES**

STANDARDS

- 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
- 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 /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

- 7.1NM.C.1** Use basic information at the word and memorized-phrase level to create a multi-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
- 7.1NM.C.3** Copy/write words, 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

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

Everyone has preferences related to pastime activities that vary with different cultures

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- What activities do you like?
- What activities do you dislike?
- How do you use the verb gustar to express likes and dislikes
- How do you say the following vocabulary words in Spanish: sing, shop, paint, dance, act, read?
- How are popular sports from different cultures similar and different?
- Make a survey of your favorite sport or hobby.

OBJECTIVES

Students will be able to:

- State the activities that they like in Spanish
- State the activities that they do not like in Spanish
- Learn vocabulary in Spanish related to pastime activities
- Recognize the similarities and differences in favorite sports activities in different cultures

SUGGESTED LEARNING ACTIVITIES

- Review a Power Point that shows different hobbies and activities
- Show pictures of activities and students write whether they like or dislike them
- Students create a Sports Card with personal statistics and information about the activity

RESOURCES

Books:

- Teach Them Spanish – Grade 4 by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom

CD:

- Sing, Dance, Laugh and Eat Tacos by Barbara MacArthur

Website:

- Enchanted Learning
- www.myspanishgames.com/Spanish-games
- <http://www.spanish.cl/Grammar/Games/Adjetivos.htm> (Adjectives)
- www.123teachme.com/learn-spanish/verb-gustar-theory (Verb Gustar/I like)
- <https://youtu.be/q0K6Yg9IFK8> (Verb Gustar/ I like)
- <https://conjuguemos.com/index.php>
- www.discoveryeducation.com
- www.spanishspanish.com
- www.studyspanish.com

**WORLD LANGUAGE
GRADE FOUR
UNIT TWO: SCHOOL DAYS**

STANDARDS

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

- 7.1NM.C.1** Use basic information at the word and memorized-phrase level to create a multi-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
- 7.1NM.C.3** Copy/write words, 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
- 9.1.4.A.1** Recognize a problem and brainstorm ways to solve the problem individually and collaboratively

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDING

A student's school experience is characterized by the classroom objects and furniture, school supplies, cultural products related to school, and cultural practices related to school

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- What is today's date?
- What is the weather like today?
- What season are we in?
- How would you describe yourself and your classmates using the adjectives big, pretty, tall, athletic, little, handsome, short, artistic, nice, young, old, intelligent

OBJECTIVES

Students will be able to:

- Say today's date in Spanish
- Describe in Spanish the daily weather conditions
- Say the seasons in Spanish
- Learn adjectives in Spanish that describe the personal qualities of classmates

SUGGESTED LEARNING ACTIVITIES

- Create a calendar individually or on the smart board that shows the date
- Discuss daily weather
- Describe oneself and others
- Create a snowflake with adjectives to show that we are all different
- Describe things around the room; school and personal property
- Make a poster about weather in Spanish countries
- Search the weather of Spanish countries

RESOURCES

Books:

- Teach Them Spanish – Grade 4 by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom

CD:

- Sing, Dance, Laugh and Eat Tacos by Barbara MacArthur

Websites:

- Enchanted Learning
- <http://www.cram.com/flashcards/games/vocabulario-de-la-escuela-2119839> (Vocabulary "la escuela)
- <http://www.myspanishgames.com/> (weather)
- <https://youtu.be/8iF3Dv57oZM> (Spanish countries Rap)
- http://www.123teachme.com/learn_spanish/spanish_speaking_countries
- http://www.123teachme.com/spanish_flash_cards/category/countries
- www.discoveryeducation.com
- www.myspanishgames.com/Spanish-games
- www.spanishspanish.com

**WORLD LANGUAGE
GRADE FOUR
UNIT THREE: ALL ABOUT ME**

STANDARDS

- 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
- 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 /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 multi-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
- 7.1NM.C.3** Copy/write words, 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

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

Personal characteristics include physical features, personality qualities, age, emotions, and location where one lives

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- What are the names of the different articles of clothes that you wear?
- What are the colors of the different articles of clothes that you wear?
- What kind of clothes do people wear in summer, winter, fall, spring?
- Can you name the clothes you're wearing?

OBJECTIVES

Students will be able to:

- Describe the different articles of clothes worn in Spanish
- Describe the colors of the different articles of clothes worn in Spanish

SUGGESTED LEARNING ACTIVITIES

- Paper Doll-Color and describe his/her clothing
- Fashion Show-describe each other's doll's clothing
- Suitcase/brochure project with clothes and labels as to color and item to practice noun/adjective agreement

RESOURCES

Books:

- Teach Them Spanish – Grade 4 by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom

CD:

- Sing, Dance, Laugh and Eat Tacos by Barbara MacArthur

Website:

- Enchanted Learning
- <https://youtu.be/nFo04GGjCkk> (La Ropa/ Clothes)
- <https://youtu.be/dBTGxLc-lv0>(la bufanda song)
- <http://www.brighthouse.com/education/languages/articles/105119.aspx>.

To find vocabulary words in Spanish on “clothes”, use the following link:

- <http://www.braser.com/spanish-basic-vocabulary/spanish-clothing.html>

To find vocabulary word in both English and Spanish on “clothes”, use the following link:

- http://www.e-spanyol.hu/en/vocabulary/words_clothes.php
- www.discoveryeducation.com
- www.myspanishgames.com/Spanish-games (la ropa)
- www.spanishspanish.com (La ropa)

**WORLD LANGUAGE
GRADE FIVE
UNIT ONE: HOME SWEET HOME**

STANDARDS

- 7.1NM.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
- 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 /language during greetings, leave-takings, and daily interactions
- 7.1NM.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
- 7.1NM.C.1** Use basic information at the word and memorized-phrase level to create a multi-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
- 7.1NM.C.3** Copy/write words, 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

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

Homes are comprised of different rooms and types of furniture. The characteristics of a home and the products used in a home can vary based on culture.

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- Where do you live?
- What are the places in your community?
- Where is one place in relation to another place in the community?
- How many rooms are in your house?
- What rooms are in your house?
- What do houses look like in Spanish countries compared to houses in the U.S.?
- Where are Spanish countries located?
- What is the weather like in Spanish countries

OBJECTIVES

Students will be able to:

- Say where they live in Spanish
- Name the places in their community in Spanish
- Use words in Spanish that describe where one place is in relation to another place in the community
- Say how many rooms are in your house in Spanish
- Describe the purpose of different rooms in Spanish
- Identify differences of houses look in Spanish countries compared to houses in the U.S.
- Identify where Spanish countries are located?
- Say what the weather is like in Spanish countries

SUGGESTED LEARNING ACTIVITIES

- Make a map of the River Edge/Oradell community
- View power points of pictures of communities
- View a video of the Plaza in Mexico
- Identify places in a community
- Learn Spanish vocabulary associated with shopping in a community
- Use flashcards to reinforce vocabulary
- Make a brochure about places in a community
- Role play a shopping activity
- Convert dollars to pesos to euros
- Create a catalog for clothing
- Practice prepositions that indicate direction
- Power point with vocabulary related to parts of a house
- Look at pictures of different houses in Spanish countries
- Label room of the house worksheet
- Make a blue print of a house
- Create an advertisement for the sale of a house
- Video your house and describe it in Spanish
- Make a diorama of the house
- Worksheets with Interrogative words
- View maps of Hispanic countries

RESOURCES

Books:

- Teach Them Spanish – Grade 5 by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom

CD:

- Sing, Dance, Laugh and Eat Tacos by Barbara MacArthur

Website:

- Enchanted Learning
- <http://www.urbanbarn.com/category/room+planner.do> (Make room)
- www.homestyler.com/desig
- spanishspanish.com (vocabulary house)
- Spanish Speaking Countries- (Maps,Capitals,and Games
- http://www.123teachme.com/learn_spanish/spanish_speaking_countriesAll of South and Central America Countries
- http://www.sheppardsoftware.com/South_America_Geography.htm
- Spanish Speaking Countries and Capitals Rap Song <http://youtu.be/-ocl9QCV1xM>
- www.discoveryeducation.com

**WORLD LANGUAGE
GRADE FIVE
UNIT TWO: SCHOOL DAYS**

STANDARDS

- 7.1NM.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
- 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 /language during greetings, leave-takings, and daily interactions
- 7.1NM.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

- 7.1NM.C.1** Use basic information at the word and memorized-phrase level to create a multi-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
- 7.1NM.C.3** Copy/write words, 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
- 9.1.4.C.1** Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings
- 8.1.4.A.1** Demonstrate input of text and data using input device

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

A student's school experience is characterized by the classroom objects and furniture, school supplies, cultural products related to school, and cultural practices related to school

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- What school supplies do you have?
- How do you describe different objects in school?
- What is today's date?
- What do schools look like Spanish countries compared to schools in the U.S.

OBJECTIVES

Students will be able to:

- Name the school supplies that they use in Spanish
- Be able to describe different objects found in school in Spanish
- Say today's date in Spanish

SUGGESTED LEARNING ACTIVITIES

- Show power point with the different school supplies in Spanish
- Use Staples magazine for school supply shopping
- Flash cards and Bingo of seasons and weather
- Create a group presentation on weather in a foreign country
- Look up weather on-line
- Calendario worksheets

RESOURCES

Books:

- Teach Them Spanish – Grade 5 by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom

CD:

- Sing, Dance, Laugh and Eat Tacos by Barbara MacArthur

Website:

- Enchanted Learning
- <http://www.myspanishgames.com> (la escuela)
- <http://spanishspanish.com> (la escuela)
- www.discoveryeducation.com
- www.superteacherworksheets.com
- <http://www.123teachme.com/>
- www.quizlet.com

**WORLD LANGUAGE
GRADE FIVE
UNIT THREE: ALL ABOUT ME**

STANDARDS

- 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
- 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 /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 multi-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

7.1NM.C.3 Copy/write words, 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

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

Personal characteristics include physical features, personality qualities, age, emotions, and location where one lives

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- How do you count from 1-50?
- How would you describe the clothes you and others are wearing
- When is your birthday?
- How old are you?

OBJECTIVES

Students will be able to:

- Count from 1-50 in Spanish
- Be able to describe the clothes they and others are wearing in Spanish
- Say when their birthday is in Spanish
- Say how old they are in Spanish

SUGGESTED LEARNING ACTIVITIES

- Write the numbers worksheet
- Beach ball recite numbers
- Bingo and game numbers
- Power point with pictures of clothing
- Practice naming real clothing items
- Role play shopping for clothing
- Create a catalog of clothing
- Smart Board clothing activity
- Youtube video La Moda “desfile de modas”
- Pinterest de compras video

RESOURCES

Books:

- Teach Them Spanish – Grade 5 by Winnie Waltzer-Hackett
- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom

CD:

- Sing, Dance, Laugh and Eat Tacos by Barbara MacArthur

Website:

- Enchanted Learning
- <https://www.pinterest.com/>
- <http://www.discoveryeducation.com/>
- <http://www.myspanishgames.com> (LA ROPA)
- <http://spanishspanish.com> (la ropa))
- www.superteacherworksheets.com
http://www.123teachme.com/spanish_flash_cards
- www.quizlet.com
- <https://youtu.be/HQTVw8rm7qg> (video de compras)

**WORLD LANGUAGE
GRADE SIX
UNIT ONE: FOOD GLORIOUS FOOD**

STANDARDS

- 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
- 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 /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 multi-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, 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
- 9.1.4.E.1** Explain how digital media are used in daily life in a variety of settings

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

Food preferences can be expressed by knowing the names of vegetables, fruits, grains, proteins, and dairy items and adjectives to describe them

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- How can we describe food in another language?
- How can we order food in a restaurant?
- What are unique features of menus?
- Why is it important to eat with your family?
- How do restaurants in other countries compare to ours
- What utensils are included in a place setting?

OBJECTIVES

Students will be able to:

- Describe food in Spanish
- Order food in a restaurant in Spanish
- Identify unique features of a menu
- Understand the importance of eating with family
- Understand the differences in restaurants in other countries compared to ours
- Know how to say fork, spoon, knife, plate, napkin, bowl in Spanish

SUGGESTED LEARNING ACTIVITIES

- Create a menu in Spanish
- Role play interactions in a restaurant
- View videos showing scenes from a restaurant
- Use QR codes to communicate menus to students in different schools
- Video tape recording a recipe in Spanish

RESOURCES

Books:

- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom
- The Complete Book of Spanish by American Education Publishing

Websites:

- <http://www.discoveryeducation.com/>
- <http://www.myspanishgames.com> (la comida)
- <http://spanishspanish.com> (la comida)
- www.superteacherworksheets.com
http://www.123teachme.com/spanish_flash_cards
- www.quizlet.com
- [p://iteachspanish2.com/Spanish_for_Teachers/la_comida.html](http://iteachspanish2.com/Spanish_for_Teachers/la_comida.html)

**WORLD LANGUAGE
GRADE SIX
UNIT TWO: SCHOOL DAYS**

STANDARDS

- 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
- 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 /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 multi-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
- 7.1NM.C.3** Copy/write words, 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
- 9.1.4.E.1** Explain how digital media are used in daily life in a variety of settings

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

A student's school experience is characterized by the classroom objects and furniture, school supplies, cultural products related to school, and cultural practices related to school.

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- How do you conjugate regular verbs in the present tense?
- What are verbs
- How can you say numbers between 1-100 in Spanish?
- Why are numbers important?
- How can we use numbers to convey personal information?
- How do you say the time in Spanish?
- What are the differences between military time and regular time
- What characteristics make a good school class

- What are the differences between a U.S. school schedule and a Spanish school schedule?

OBJECTIVES

Students will be able to:

- Conjugate regular verbs in the present tense
- Identify verbs in a sentence
- Say numbers between 1-100 in Spanish
- Understand why numbers are important
- Understand how we use numbers to convey personal information
- Be able to give the time in Spanish
- Know how to give time in military time and regular time
- Describe the characteristics that make a good school class in Spanish
- Identify the differences between a U.S. school schedule and a Spanish school schedule
- Use Google applications to create a Mother's Day Card in Spanish
- Create a digital image of 100 days of school

SUGGESTED LEARNING ACTIVITIES

- Create opportunities for students to give and ask for time
- Create an ideal school schedule with times and school subjects
- AR verb project-create with AR conjugations
- Create a song with AR verbs

RESOURCES

Books:

- A Bit of Everything by Liza Sernett
- Languages For Kids: Easy Spanish Activities by Catherine Bedard & Lisa Haughom

Websites:

- <http://www.discoveryeducation.com/>
- <http://www.myspanishgames.com> (LA HORA)
- <http://spanishspanish.com> (la hora)
- <http://www.purposegames.com/game/a6d8031be7> (Que hora es?)
- www.superteacherworksheets.com
- http://www.123teachme.com/spanish_flash_cards

- <https://youtu.be/1RuevxWIoCM> (AR verbs)
- <https://youtu.be/4Ex3k3yKjYk> (Ar verbs)
- www.quizlet.com
- www.conjuguemos.com

**WORLD LANGUAGE
GRADE SIX
UNIT THREE: HOME SWEET HOME**

STANDARDS

- 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
- 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 /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 multi-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
- 7.1NM.C.3** Copy/write words, 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

BIG IDEAS/COMMON THREADS

People should be able to use world languages in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas regarding their persons and family.

ENDURING UNDERSTANDINGS

Homes are comprised of different rooms and types of furniture. The characteristics of a home and the products used in a home can vary based on culture.

ASSESSMENTS

- Teacher Observation
- Paper and Pencil Assessments
- Checklists
- Projects

ESSENTIAL QUESTIONS

- Why is it important to have furniture in the house?
- How do you say the names of different types of furniture in the house?
- How does a home contribute to a community?
- What are the features of different rooms in the house?
- What are the names in Spanish of different rooms in the house?
- What makes your home special?
- How can we use ordinal numbers to communicate about homes?
- How can we use interrogatives to find out more about someone's home?

OBJECTIVES

Students will be able to:

- Understand the importance to have furniture in the house
- Say the names of different types of furniture in the house in Spanish
- Understand how a home contributes to a community
- Describe the features of different rooms in the house in Spanish
- Say the names in Spanish of different rooms in the house?
- Describe what makes their home special
- Understand how to use ordinal numbers in Spanish to communicate about homes
- Understand how to use interrogatives to find out more about someone's home

SUGGESTED LEARNING ACTIVITIES

- Create a Diorama to show house furniture
- Present the diorama to the class using ordinal numbers to show different floor levels
- Create a presentation of your dream bedroom
- Song canción de los interrogativos (youtube)
- Create interrogatives package

RESOURCES

Books:

The Complete Book of Spanish by American Education Publishing

Websites:

- <https://youtu.be/IDY3V3OuMEs> (interrogativas)
- <http://www.discoveryeducation.com/>
- <http://www.myspanishgames.com> (house furniture)
- <http://spanishspanish.com> (house furniture)
- www.superteacherworksheets.com
- www.123123teachme.com
- www.quizlet.com
- www.studyspanish.com

World Language Addendum

N.J.A.C. 6A: 8-3.1 Curriculum and instruction

(a) District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the CCCS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

District boards of education shall be responsible for developing for all students with disabilities educational programs aligned with the CCCS with appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

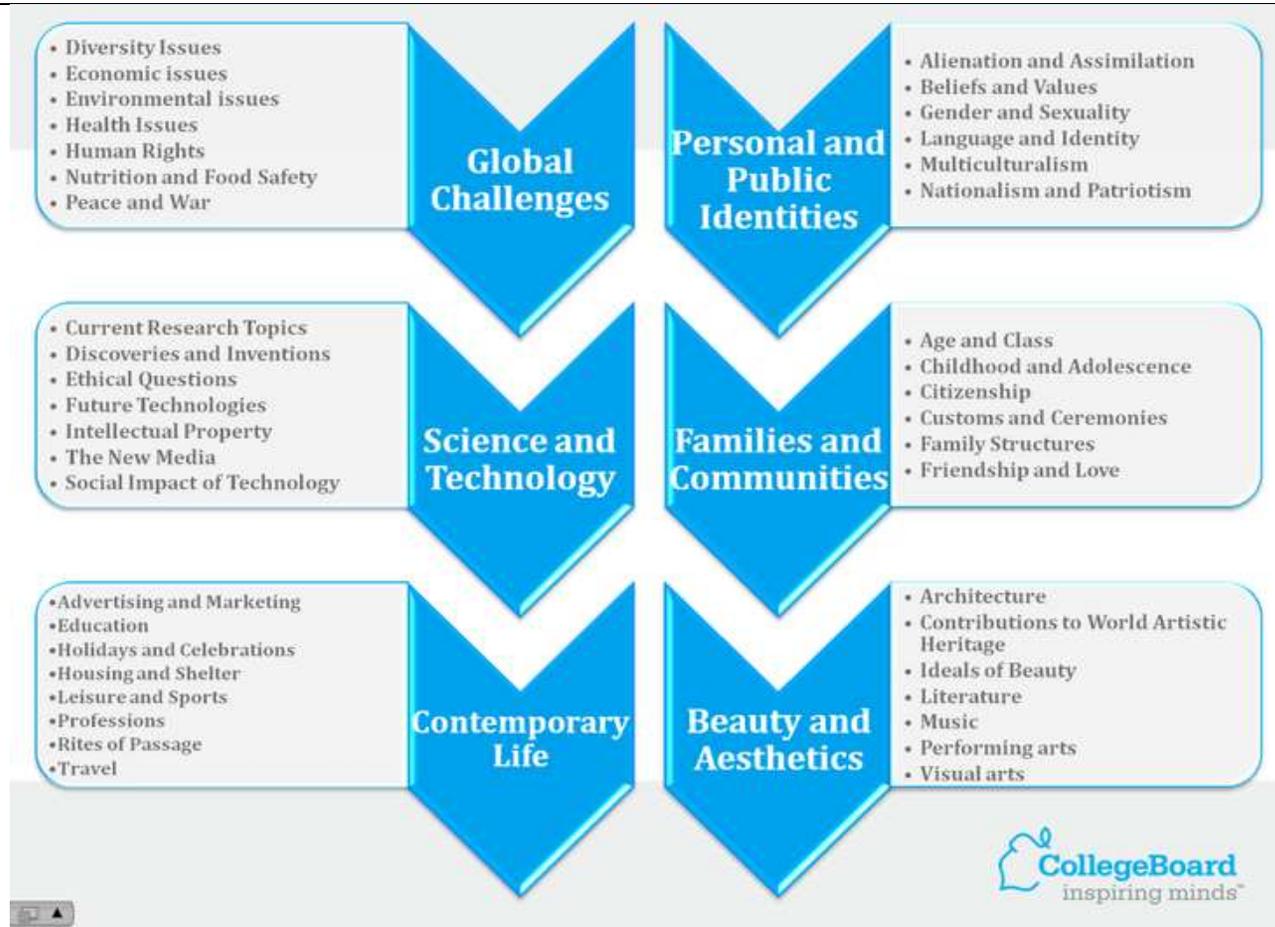
District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating **content, process, products, and learning environment**.

District boards of education shall be responsible for developing for ELLs English language assistance programs that are aligned to the CCCS and the English language development standards.

District boards of education shall provide the time and resources to develop, review, and enhance interdisciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills. The tools include, but are not limited to:

- i. A pacing guide;
- ii. A list of core instructional materials, including various levels of texts at each grade level;
- iii. Benchmark assessments; and
- iv. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

Content Area Unit Name	World Language K-12
Interdisciplinary Connections <i>(including WIDA standards if applicable)</i>	<p>The world language curriculum intentionally integrates content across disciplines and is designed to make natural connections to students' global learning in other disciplines, interests, and community.</p> <p>Where do the connections between other disciplines occur?</p> <ul style="list-style-type: none"> ● History ● Mathematics ● Architectural ● Music ● Science ● English Language Arts / Literature ● Economics ● Health ● Arts / Fine Arts <p>Use the world language common themes as a framework to design interdisciplinary connections, including global challenges, science and technology, families and communities, contemporary life, beauty and aesthetics, personal and public identities (as identified by College Board).</p>



Examples of Interdisciplinary Tasks:

Novice:

-Students read several authentic menus and identify which would be appropriate for different people based on likes/dislikes and special dietary needs.

-Students team with another class in a target language country to identify and compare endangered species in both countries, and collaborate to produce a multi-media informational presentation for their peers using basic information in the target language.

-Students develop a survey to investigate the eating habits of the class, interview students, analyze the data in terms of good nutritional habits, synthesize it into a graph, and create a document to share the results with others.

-Using a word cloud generator, present students with a graphic visualization of a text (poem, song, rhyme, fable) and have them predict (whole class, groups or pairs) the main theme, idea or key concepts.

-Students research activities of various United Nations theme days (for example, World Food Day, World AIDS Day) on websites from the United Nations and target language countries. Each student (or student team) selects a participating country and develops a digital poster of its activities related to the celebration.

Intermediate:

- Students prepare an electronic info brief in the target language that provides information about daily life in the United States to prepare for a visit from an e-pal from the target language country.

- During career week at school, students research job ads in the target language on Internet databases (or in print media) to locate jobs in which they are interested. They choose one each and prepare themselves for an interview by writing a resumé and cover letter and submitting it to classmates. Students conduct interviews in an open-panel format.

-Students choose a global topic and throughout the semester use their free reading time as well as time outside of the classroom to find authentic resources in the target language in order to advance their understanding about the topic. Students summarize their learning at the end of the year by sharing it with their classmates in an online space such a blog, wiki, etc.

- Using the Internet, students participate in a "walking tour" of a city in a target language country. Students "shop" for clothing on the website of a department store, using the "currency" of the target language country, and explain to their

	<p><i>classmates the items they bought and why they bought them. Students "visit" art museums in the country of their target language culture and give a guided tour of the art works to "tourists" (their classmates).</i></p> <p>Advanced:</p> <p><i>-In small groups, students design a product and develop a marketing campaign for this product to sell it to consumers in a target country. Students present their marketing campaigns to students in the target language country via target language media outlets.</i></p> <p><i>-Students work in groups of 3-4 to prepare a live news broadcast using websites from various news sites. Students will use information on local, regional, and world news from a target language website to produce a news broadcast.</i></p> <p><i>-Students listen to online programming of the news from the target language country related to a current U.S. event and analyze how the target culture perspectives influence how that event is covered.</i></p> <p><i>-Students write and post book reviews to a target language website after reading a book in the target language.</i></p> <p><i>-Students create a virtual or real museum on a topic of current interest or relevance to the target culture. -Students determine the theme, quantity, and nature of exhibits, plan for advertising and create or collect all necessary materials.</i></p>
<p>Core Instructional Materials including digital tools</p>	<p>To develop novice, intermediate and advanced language communicative proficiencies, culturally authentic resources can include online newspapers, magazines, blogs, wikis, podcasts, radio, videos, music, info graphics, government websites, etc. to provide current information on products, perspectives and practices of the target culture on local, national, and global problems/issues.</p> <p>Some suggested online resources include online flashcards, using Skype to speak with native speakers, digital recording tools for podcasting, and/or creating digital video presentations.</p>

	<p>Presentation/Digital Storytelling Tools: Google Slides, Prezi, Go Animate, Storybird, ToonDoo, ZooBurst,</p> <p>Online Speaking/Recording Tools: Voicethread, clear.msu, Audacity, Vocaroo, Aviary, Voki, Chatterpix</p> <p>Backchanneling: TodaysMeet, Polleverywhere, Padlet</p> <p>Video Tools: YouTube, TubeChop, educanon, blubbr.tv, edpuzzle,</p> <p>QR Codes: QR Code Generator</p> <p>Game-based Response Tools: Kahoot!, Socrative,</p> <p>Word clouds: Tagxedo, Wordle</p> <p>Interpersonal Communicative Tools: Skype, Google Hangouts, Twitter, Learning Management Systems such as Edmodo, Schoology, Canvas, Blackboard, etc.</p> <p>E-Portfolios: Google Drive, Pinterest, LiveBinder</p> <p>Self-Assessment Tools: Can-Do Descriptors, Linguafolio</p>
<p>21st Century Themes and Skills</p> <p>ACTFL 21st Century Skills Map</p>	<p style="text-align: center;"><u>New Jersey World Languages 7.1</u></p> <p style="text-align: center;"><u>Novice - Advanced Proficiency Levels</u></p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p style="text-align: center;"><u>21st Century Skills</u></p>

Novice Range (Interpretive, Interpersonal and Presentational Modes)

Communication:

*Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students in the **novice range** are able to comprehend and use short memorized phrases and sentences.*

Intermediate Range (Interpretive, Interpersonal and Presentational Modes)

Communication:

*Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students are able to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Students use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade). Students communicate effectively in diverse multi-lingual environments. Students in the **intermediate range** are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences and strings of sentences. They comprehend general concepts and messages about familiar and occasionally unfamiliar topics. They can ask questions on familiar topics.*

Advanced Range (Interpretive, Interpersonal and Presentational Modes)

Communication:

Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students are able to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Students use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade). Students

*communicate effectively in diverse multi-lingual environments. Students in the **advanced range** are able to narrate and describe using connected sentences and paragraphs in at least three time frames when discussing topics of personal, school, and community interest and can comprehend main ideas and significant details regarding a variety of topics.*

Novice, Intermediate and Advanced Ranges (Interpretive, Interpersonal and Presentational Modes)

Collaboration:

Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

Critical Thinking & Problem Solving:

Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.

Creativity & Innovation:

Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.

Informational Literacy:

Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.

Media Literacy:

Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

Technology Literacy:

Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.

Flexibility and Adaptability:

Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.

Initiative and Self-Direction:

Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.

Social and Cross-Cultural Skills:

Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.

Productivity and Accountability:

Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.

Leadership and Responsibility:

Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.

ractices

		<p style="text-align: center;">K-3</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>	
		<p style="text-align: center;">4-8</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	

			<p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global</p>	
		<p>9-12</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence</p>	

<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p style="text-align: center;">K-3</p>	<p>8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., museums, games).</p> <p>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.</p>
	<p style="text-align: center;">4-8</p>	<p>8.1.5.A.2: Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3: Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.8.C.1: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.</p> <p>8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.</p>
	<p style="text-align: center;">9-12</p>	<p>8.1.12.A.1: Create a personal digital portfolio, which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resource.</p> <p>8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.D.2: Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.</p> <p>8.1.12.D.4: Research and understand the positive and negative impact of one’s digital footprint.</p>

	<p>Each district should review their local technology resources and determine applicable strategies to meet standards</p>
<p>Pacing Guide</p> <p>(Source: Ohio Department of Education: World Languages)</p>	<p>Each district should review their local curriculum map and instructional program, in consideration of grade level seat time, and determine pacing for each subject area</p> <p>Level I Languages: French, Italian, Latin, Portuguese and Spanish</p> <p>Level II Languages: ASL, German, Swahili</p>

MODE AND SKILL	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V	LEVEL VI
	135-150 hours	270-300 hours	405-450 hours	540-600 hours	675-750 hours	825-900 hours
INTERPRETIVE Listening	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Int. High
			Int. High	Adv. Low		
INTERPRETIVE Reading	Novice Mid	Novice High	Int. Low	Int. Mid	Int. Mid	Int. High
					Int. High	
INTERPERSONAL Speaking	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Int. High
						Adv. Low
PRESENTATIONAL Speaking	Nov. Low	Nov. Mid	Nov. High	Int. Low	Int. Mid	Int. High
	Nov. Mid	Nov. High	Int. Low	Int. Mid		
PRESENTATIONAL Writing	Novice Mid	Novice High	Int. Low	Int. Mid	Int. Mid	Int. High
					Int. High	

Level III Languages: Greek (modern), Hebrew, Hindi, Polish, Russian, Somali

Level IV Languages: Arabic, Japanese, Korean, Mandarin Chinese

	LEVEL I 135-150 hours	LEVEL II 270-300 hours	LEVEL III 405-450 hours	LEVEL IV 540-600 hours	LEVEL V 675-750 hours	LEVEL VI 825-900 hours
INTERPRETIVE Listening	Novice Mid	Nov. Mid Nov. High	Novice High	Int. Low	Int. Low Int. Mid	Int. Mid
INTERPRETIVE Reading	Novice Low	Novice Mid	Novice Mid Novice High	Novice High	Int. Low	Int. Low
INTERPERSONAL Speaking	Novice Mid.	Nov. Mid Nov. High	Novice High	Int. Low	Int. Low Int. Mid	Int. Mid
PRESENTATIONAL Speaking	Novice Low	Novice Mid.	Novice Mid. Novice High	Novice High	Int. Low	Int. Low
PRESENTATIONAL Writing	Novice Low	Novice Mid	Novice Mid Novice High	Novice High	Int. Low	Int. Low

<p>Assessments</p>	<p>The World Languages Standard are benchmarked by proficiency levels. As per ACTFL's Performance Descriptors for Language Learners 2012, students are assessed based on their communicative proficiency within the interpretive, interpersonal and presentational modes. Within each proficiency range, students demonstrate their abilities through a variety of assessments targeting the modes of communication:</p> <p>Interpretive Listening</p> <p>Interpretive Reading</p> <p>Interpersonal (Person-to Person Communication)</p> <p>Presentational Speaking (Spoken Productions)</p> <p>Presentational Writing (Written Production)</p> <p>Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.</p> <p>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.</p>

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.

Performance- Based Assessments are used to evaluate end of unit performance for any language level. Assessing performance is based on classroom instruction using practiced/rehearsed tasks within a familiar content/context. A Performance-Based IPA is given as a summative assessment at the end of an

Instructional unit to determine learner achievement relative to the concepts that were taught. Tasks are based on material from that unit. Learners can prepare to do these tasks through rehearsal throughout the course of the unit. Tasks are based on a central theme across the three modes of communication. Discrete grammar and vocabulary points are **not** assessed

Proficiency- Based Assessments are used for evaluate communicative proficiencies in the novice, intermediate and advanced levels through the interpretive, interpersonal and presentational modes. Assessing proficiency is based on a spontaneous task with a broad context/content. A Proficiency-Based IPA is given as a summative assessment at the end of an extended period of time to demonstrate student proficiency in a non-rehearsed context. This can be used as a pre/post-assessment for evaluative purposes, or as a semester/final exam. Tasks are spontaneous and not prepared for ahead of time. Tasks are based on a central theme across the three modes of communication. The theme should not have been recently covered. Students draw on any language they have acquired in order to accomplish the communicative tasks. Discrete grammar and vocabulary points are **not** assessed.

Differentiation/Accommodations/Modifications

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.</p> <p>Use of technological device to gain access to online resources in order to research and explore current events and cultural practices.</p> <p>Use advanced supplementary / reading materials</p>	<p>Modifications for Classroom</p> <p>Multi-sensory approach</p> <p>Pair Visual Prompts with verbal presentation</p> <p>Provide repetition and practice</p> <p>Restate Directions (verbal or written)</p> <p>Model skills / techniques to be mastered</p> <p>Provide summary of text or study guides</p> <p>Native Language Translation (peer, online</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p>

<p>Use of authentic resources to promote a deeper understanding of culture.</p> <p>Provide opportunities for open-ended, self-directed activities</p> <p>Communication outside the language classroom for travel, study, work, and/or interviews with community members.</p> <p>Encourage the use of creativity /</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.)</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural</p>	<p>assistive technology, translation device, bilingual dictionary)</p> <p>Use graphic organizers</p> <p>Highlight key vocabulary</p> <p>Extended time for assignment completion as needed</p> <p>Assess comprehension through demonstration such as gestures, drawing and retelling.</p> <p>Modified tests (orally)</p> <p>Use anecdotal records or portfolio work as a form of assessment</p> <p>Modifications for Homework/Assignments</p>	<p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>
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<p>importance.</p> <p>Authentic listening and reading sources that provides data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated</p>	<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete</p>
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		<p>(written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>
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			<p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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