

**NORTHERN VALLEY SCHOOLS CONSORTIUM
OFFICE OF CURRICULUM AND INSTRUCTION**

WORLD LANGUAGE CURRICULUM GUIDE

K – 8



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NORTHERN VALLEY SCHOOLS CONSORTIUM
Member Districts

CLOSTER
DEMAREST
HARRINGTON PARK
HAWORTH
NORTHVALE
NORWOOD
OLD TAPPAN

NORTHERN VALLEY REGIONAL HIGH SCHOOL DISTRICT

Bergen County, New Jersey

WORLD LANGUAGE CURRICULUM GUIDE

K - 8

OFFICE OF CURRICULUM AND INSTRUCTION

NORTHERN VALLEY SCHOOLS CONSORTIUM

CURRICULUM CENTER

DEMAREST, NEW JERSEY 07627

Ms. Kathleen O'Flynn, Director

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NORTHERN VALLEY SCHOOLS CONSORTIUM

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Preface and Acknowledgments

Continuing a long tradition, the Northern Valley Schools have collaboratively worked to revise curriculum based on NJDOE approved standards. Teams of teachers and other school leaders have come together to look at the needed changes and supporting resources. This process has been the connection that brings educators from throughout the Valley to a common understanding of what students need to learn.

In each writing cycle it has been recognized that the process of curriculum writing must be collaborative and continuous. Change is constantly affecting the areas of professional learning for teachers, technology use and resources in education, and shifts in mandates from state and federal departments of education. The districts of the Northern Valley Schools are to be commended for their commitment to high quality instruction and their determination to devote resources to teacher learning and collaboration.

The NVCC looks forward to continuing the comprehensive collaborative review and revision of curriculum to meet the needs of all students. The office is confident that the work of educators and the documents produced, contribute to the goal of improving student achievement throughout the Northern Valley Schools.

Acknowledgments

A special expression of gratitude is extended to our administrative assistants and secretaries in the office of Curriculum and Instruction for their efforts in the preparation of this guide for publication. The numerous hours working on the collation of information and their attention to detail and technology skills are most evident in the final product.

A handwritten signature in cursive script that reads "Kathleen O'Flynn". The signature is written in black ink and is positioned above the printed name and title.

Kathleen O'Flynn
Director of Curriculum and Instruction

Northern Valley Curriculum Guide Accommodations and Modifications for Students

New Teacher Academy and Professional Learning Opportunities:

All teachers new to the Northern Valley participate in the New Teacher Academy. This comprehensive sequence of workshops is designed to support Northern Valley educators with the resources to meet the needs of all learners including English language learners, students receiving special education services, students at risk of failing and students identified for gifted and talented services. In year one of employment educators attend “Getting off to a Great Start and Instructional Skills Seminar,” which is a five-day learning experience with the intent of meeting the instructional needs of all learners. First year teachers also attend “Classroom Leadership” which is a one-day professional development offering designed to teach classroom management skills.

During year two of employment Northern Valley educators attend “Assessment: Strategies for Design” with the goal of honing assessment practices for effective differentiation of learning. This group also attends “Student Collaboration: Supporting Success with NJ Student Learning Standards.” Educators in their second year also select a workshop from our instructional strategies, curriculum connections, social and emotional, or technology strands that best suits their pedagogical needs.

During year three of employment Northern Valley educators attend “Meeting Students Where They Are & Strategies for Growth” which is a full day learning experience that examines instructional strategies to ensure all learners can access skills designated in the New Jersey Student Learning Standards. Third year teachers also engage in one full day elective from the instructional strategies, curriculum connections, social and emotional, or technology strands and engage in an action research activity tailored to the needs of student learning and engagement.

Northern Valley also provides an award winning professional learning program. We offer over 80 full day workshops that take place during the school year. Our workshops allow for varied experiences in the areas of Instructional Strategies, Content Specific, Technology and Social-Emotional Wellbeing. All teachers in Northern Valley are offered a minimum of two full day learning experiences that align with their own professional goals.

Benchmark Assessments:

Teachers of the Northern Valley create grade level and department level assessments - several are utilized for Student Growth Objective target assessments. These assessments are rigorous and include multiple measures from Webb’s Depth of Knowledge chart. Assessments may include portfolios, rubrics, journal assignments, literacy evaluations (i.e. Fountas & Pinnell, Independent Reading Level Assessment), projects, unit tests, or end of course exams. The Northern Valley is also committed to Criterion Reference Tests across schools and in multiple grades.

Special Education:

Throughout the Northern Valley Region special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the “least restrictive environment”. These programs, from least restrictive to most restrictive, include; In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom and Resource Room replacement, whereby students are pulled from their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. The students who require this level of support, in some cases, receive modified curriculum and differentiated instruction, study guides, extended time on assessments, assistive technology in the form of an iPad or computer programs such as co-writer/word predictor to assist with written assignments. All modifications are stated specifically in a student’s Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.

In addition to the programs within the mainstream and/or resource room setting, throughout Northern Valley, districts utilize Region III Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Self-Contained Programs include; Little Tots/Slice, for Pre-School age students, Valley, for primary and upper students on the autistic spectrum, TIP, for students who require social emotional and academic support, ACCESS Program–NVD, Bridge– NVD, and STEP – NVOT. Each school district in Northern Valley is encouraged to support the Regional Program model to ensure that all students receive a high quality, consistent level of education and services. Additional services include occupational therapy, physical therapy, speech therapy, behavior consultation, social skills, and counseling (individual and/or group). These “related services” are provided by Region III specialists certified in their respective fields.

For those students who are more significantly impaired, and a program cannot be provided by their school district or Regional Programs, there are specialized Out-of-District Programs, or “Private Schools”. For these few students programs are researched and suggested by the Child Study Team, CST, in conjunction with the parent(s), to ensure that individual student needs are being met. In most cases these students receive transportation to and from school, specialized equipment, if necessary and all related services as per their IEP at no cost to the parent(s).

English Language Learners

All English Language learners receive instruction in accordance to the state adopted WIDA standards which are as follows:

- English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
- English Language Development Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
- English Language Development Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
- English Language Development Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

- English Language Development Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

<https://wida.wisc.edu/resources>

Growth for these standards are measured annually using the state mandated ACCESS for ELLs assessment.

In general, ELL and ESL students have the following accommodations:

- Use of a paper bilingual dictionary during class and during assessments
- Extended time for all assessments
- Word banks for tests and quizzes,
- Access to teacher-created PowerPoints and notes
- Simplification of requirements (for example, accepting a 2-page paper rather than 5, or Accepting a PowerPoint vs. paper)

In High School, ELL students take their midterms and final exams in the ESL room, where they can get extra time, access to dictionaries and clarification of directions and questions. Alternate assessment locations are also made available as appropriate at the elementary and middle school levels. Finally, the ESL teacher will work out accommodations, in collaboration with the classroom teacher, on a case-by-case basis, depending on the level of the student. For example, for students in need of greater support, teachers may allow those students to use their notes during an assessment, or to take their tests with the ESL teacher in the ESL room so instructions and the expectation for particular questions can be explained. In the case of students with more intensive literacy support, the ESL teacher may actually read the questions and answer choices out loud to students.

The accommodations for NJSLA are much more complex and are spelled out in detail in the NJSLA manual:
<https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf>

Gifted and Talented:

The Northern Valley differentiates learning for our high achieving students by providing a specialized setting in each district for students identified as eligible for Gifted and Talented Programming services through the Northern Valley Screening/Identification Process.

In addition to in-district specialized programming, each district also provides out-of-district specialized settings through Outreach or multi-district convocation experiences. For example, all 7th, 8th and 9th grade Northern Valley Gifted and Talented students have the opportunity to participate in the Valley Interdisciplinary Approach Program: Explorations in Team Problem Solving. Other examples may include “Invengineering Expo”, Bergen Brain Busters, Evolution Earth/World Game, Blokus Event, Dare to Fly, etc.

Each district supports their own schedule of Outreach Programming, which may include districts within the Northern Valley, County, or State. Northern Valley administrators and the Northern Valley Curriculum Center provide opportunities for Gifted and Talented staff to work together to develop and implement these curricula.

During the development process, appropriate standards are referenced from the New Jersey Student Learning Standards and the National Association for Gifted Children Gifted Program Standards Pre-K - Grade 12.

Gifted opportunities are also a part of the AP and Honors programs, as well as coursework that comes with awarding of college credits and CapStone Projects. Independent study projects are created for the gifted in need of specialized academic opportunities. Specialized co-curricular activities such as Math League, Science Team and Debate Club also allow for extensions of the gifted program.

Students in Danger of Failing

The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The Principal is the chair and primary faculty contact for the I&RS team.

The I&RS committee provides assistance in understanding the pupil's problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem. The I&RS committee consists of a standing membership panel including the Principal, Assistant Principal, classroom teacher(s), Guidance Counselor, School Nurse, Child Study Team member(s) or any other professional assigned to the building who may have pertinent information regarding a specific student. Parent(s) and/or the student may be asked to participate where it is determined advisable.

When a child encounters a problem, the teacher, after in-class interventions and ongoing parental contact/conferences, may submit a student referral form to the I&RS Committee. The I&RS Committee will convene to review the form and determine if follow-up is warranted. Some or all of the following factors will be considered:

1. Mental Capacity

- a) Ability
- b) Expectancy

2. Academic

- a) Strengths and weaknesses b) Test results
- c) Functional levels d) Class work and participation
- e) Homework f) Learning style
- g) Rate and degree of learning h) Abstract thinking
- i) Recall ability

3. Emotional

- a) Personality b) Needs
- c) Motivation d) Overt behavior
- e) Cognition as influenced by affective factors

4. Social

- a) Interpersonal relationships b) Participation
- c) General behavior in school, home and community

5. Physical

- a) Visual and auditory acuity b) General medical history

6. Work and Study

- a) Classroom behavior b) Task orientation/ completion
- c) Independent functioning d) Attending behavior
- e) Class participation f) Quality of work
- g) Following directions h) Organizing work

Intervention and Referral Service Procedure

1. The teacher identifies a student with academic or behavioral difficulties. The teacher communicates concerns to the parents. After informal interventions in the classroom do not appear to be successful, the teacher refers the child to the I&RS Committee.
2. The Principal schedules the first I&RS Committee meeting and notifies attendees: Committee members, parents/guardians, teacher(s), and designated staff.
3. The Principal gathers information from teachers/staff who have information relevant to the identified problem, including the prior year's teacher where relevant.

4. The teacher collects work samples and anecdotal notes to bring to the meeting to illustrate the problem. (Textbooks may also be brought). The teacher will be asked to discuss all interventions/accommodations attempted to date and their results/outcomes.
5. The Principal chairs the scheduled meeting and outlines its purpose: to develop strategies, interventions, and/or accommodations to assist the student in the classroom and/or at home. A time frame to monitor and evaluate student progress with the interventions, strategies, and accommodation is designated. Staff responsible for implementing the intervention, strategies, and accommodations is determined and documented.
6. The Principal will notify the parents/guardians of the meeting outcomes. The teacher and responsible staff will notify/update the Principal within the designated time period about the progress of the interventions. Updates will be shared with Committee members at a follow-up meeting. Parents/guardians may be invited to attend.

I&RS meetings follow a specific format: First, the student's background is reviewed and a main problem is identified. Discussion and analysis of the problem follows its identification. Subsequently, the members of the I&RS Committee list strategies to remedy or alleviate the problem(s). If the parents do not attend the meeting, the intervention plan is subsequently discussed with them.

Problem Solving Model

- 1) Problem Identification
 - a) Teacher tentatively identifies the problem
 - b) Observation by CST member or Guidance Counselor where appropriate
- 2) Data is collected
 - a) Samples of work depicting problem areas
 - b) Discussion
 - c) Problem is clarified
- 3) Intervention
 - a) Brainstorming of interventions
 - b) Development of an intervention plan
 - c) Implementation of the plan
- 4) Teacher evaluation of plan
 - a) Decision regarding further meetings/intervention

After the plan has been in effect for a reasonable amount of time, the I&RS Committee may recommend continuation of the recommended strategies or consider additional/alternative strategies. The student may be referred to the Child Study Team after all building resources have been exhausted and the student continues to demonstrate significant social, emotional, and/or educational difficulties.

If the intended action is a referral to the Child Study Team, Parents are notified and are provided with Notice of Referral, Parental Rights in Special Education and a copy of the strategies already attempted. All information gathered by the I&RS is included in the referral packet.

All questions regarding the I&RS process may be directed to the Principal and/or Committee Chairperson.

Assessments to Support and Monitor the Northern Valley Curriculum

To support the implementation of the curriculum and the monitoring of student learning across each grade level, districts will develop and collect appropriate assessments aligned to state standards.

Locally created formative and summative benchmark assessments are used at all grade levels.

To support this curriculum guide, assessments may include the use of the following but are not limited to this list:

- District level classroom assessments aligned to specific standards.
- Reading Benchmark assessment tools (ie: Fountas & Pinnell, TCRWP reading level assessments, Reading A-Z, Scholastic Independent Reading Assessment)
- Criterion Referenced Tests available to district schools through the Northern Valley Curriculum Center.
- Formative assessments from the NJ DOE support materials (i.e. Model Curriculum)
- Performance assessments from the Teachers College Reading and Writing Project
- (Northwest Evaluation Association) and the related MAP assessments
- Renaissance Learning and Assessment

Districts are encouraged to collect assessment items that support standards and utilize these [educator assessment resources](#).

**Curriculum Objectives
Kindergarten to Grade 8**

Kindergarten

Unit 1: Getting to Know You	On-going
Unit 2: Colors and Shapes	3 weeks
Unit 3: Calendar and Weather	3-4 weeks

Each unit should be implemented at the discretion of an individual district

Please refer to [Accommodations and Modifications](#) for students as needed

Additional assessments are designed at the discretion of the district. Please refer to the local districts for specific assessment guidelines and examples. Additional information can be found in the preface of this guide.

*** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)***

Kindergarten

Unit 1: Getting to Know You

Timeline: Ongoing

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/Write words, phrases, or simple guided texts on familiar topics.
Understanding(s) /goals <ul style="list-style-type: none"> ● Students will recognize differences in pronunciation and self-expressions in a language 	Essential Question(s): <ol style="list-style-type: none"> 1. How does one meet and greet others in target language? 2. How do names in target language/culture differ from home language/culture? 3. How does one express state of being? 4. How does one indicate what one likes?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> ● Know how to say one's name. ● Use names in greetings. ● Use appropriate greetings. ● Express state of being using phrases. ● Use question and answer format. ● Express likes and dislikes (i.e., food, activities, and animals). 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

- Make folder and around the neck name tag to be used every class (Presentational)
- Use puppet to show dialogue. (Interpretive)
- Use Introduction songs (Presentational)
- Create Star of Week interview using question/answer format (Interpersonal)

For Spanish:

Question and Answer Format (Interpersonal)

- a) ¿Cómo estás? ¿Por qué?
- b) ¿Tienes frío, calor, sueño?

State of Being Phrases (Interpersonal)

- a) Estoy bien, así, así, mal, excelente, fantástico/a
- b) Tengo hambre, sueño, frío, calor

Likes and Dislikes (Interpersonal)

- a) Me gusta...
- b) No me gusta...

Other Evidence:

- Oral evaluations
- Updated 2020: [Unit Assessment](#)

***(2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)*

Stage 3 – Learning Plan

Materials & Resources:

- Story books
- Songs, Art Supplies
- Puppets

Developmental Activities:

See Performance Tasks

Closing Activities: Ongoing

Kindergarten

Unit 2: Colors and Shapes

Timeline: 3 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
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.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studies in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Understanding(s) /goals <ul style="list-style-type: none"> ● Students will be able to name and describe colors and shapes of objects in target language. 	Essential Question(s): <ol style="list-style-type: none"> 1. How does one express colors and shapes in the target language?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> ● Identify and name colors. ● Identify and name shapes. ● Use size to describe color/shape (big/small). ● Use question and answer format. 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

Elementary Games: Hot/Cold game; Bingo; Color Wheel; Name That Color; Siéntate (Interpretive)

Question and Answer Format (Interpersonal)

- a) ¿De qué color es el papel?
- b) ¿De qué color es _____ (shape)?
- c) Turn and Talk.

Show and Tell (Presentational)

Bring in one object and describe shape and color.

Other Evidence:

- Oral evaluation
- Updated 2020: [Unit Assessment](#)

Stage 3 – Learning Plan

Materials & Resources:

Games
Storybooks
Coloring sheets/color cards

Developmental Activities:

Cutting and pasting

Websites:

www.digitaldialects.com/colors Digital Games (Interpretive)

Closing Activities: Ongoing

Kindergarten

Unit 3: Calendar and Weather

Timeline: 3-4 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Understanding(s) /goals <ul style="list-style-type: none"> ● Students will become aware of differences between American and foreign calendars. ● Students will learn to use numbers 0 – 31. 	Essential Question(s): <ol style="list-style-type: none"> 1. How does one state the date and weather in the target language?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> ● Say numbers 0 – 31. ● Recite the days of the week and the months of the year. ● Relate several weather expressions orally. 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

- Incorporate simple weather expressions into the calendar (Interpretive)
- Days of the Week Song (Interpretive)
- Show dates on calendar (Interpretive, Presentational)
- Name months of the year (Interpretive)
- Count, recite and use numbers 0 – 31 (Interpretive, Interpersonal, Presentational)
- Play digital game “Days and Months (digital dialects.com) (Interpretive)

Other Evidence:

- Oral evaluation
- Class participation
- Updated 2020: [Unit Assessment](#)

*** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)*

Stage 3 – Learning Plan

Materials & Resources:

Flashcards
Calendars
Posters
Number games
Word games

Websites:

www.digitaldialects.com/days-months

YouTube:

Séñor Hodge

Closing Activities: Ongoing

Kindergarten: Curriculum Connections

Interdisciplinary Connections	ELA: NJSLS / ELA: Literacy (RI.K.1 - RI.K.10) (SL.K.1 - SL.K.6)	Math: Addition, Subtraction, Counting Objects, Identifying Shapes (K.CC.B4-5, K.OA1-5, K.G.A)	Science: Forms of Energy, Forces, Motion, Heredity, Climate, Weather, Objects in the Universe (K-PS3-1, K-PS3-2, K-2-ETS-1, K-2-ETS-1-3)	Social Studies: Major Holidays, Environmental Issues, George Washington and the Presidency (6.1.4.B.5, 6.1.4.D.17, 6.1.4.A.7)
Integration of 21st Century Standards NJSLS 9:	<p>9.1.4.A.1: Explain the difference between a career and a job, and identify various jobs in the community and the related earning.</p> <p>9.1.4.A.3: Identify potential sources of income.</p> <p>9.1.4.A.3: Explain how income affects spending and take-home pay.</p> <p>9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals</p> <p>9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>			
Integration of Technology Standards NJSLS 8:	<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>			
Career Ready Practices:	<p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively within reason.</p> <p>CRP11: Use technology to enhance productivity.</p>			
Core Instructional Materials	See “Suggested Strategies and Resources” list for each unit of study.			
Accommodations and Modifications:	<p><i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Extra time, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>			

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the world language learning. This may include exploring higher-level vocabulary and alternative activities related to the target language and culture that require students to utilize higher order thinking skills.

Grade 1

Unit 1: Personal Expressions	On-going
Unit 2: Family and Animals	3-4 weeks
Unit 3: Commands and the Body	On-going

Each unit should be implemented at the discretion of an individual district

Please refer to [Accommodations and Modifications](#) for students as needed

Additional assessments are designed at the discretion of the district. Please refer to the local districts for specific assessment guidelines and examples. Additional information can be found in the preface of this guide.

*** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)***

Grade 1

Unit 1: Personal Expressions

Timeline: Ongoing

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studies in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Understanding(s) /goals <ul style="list-style-type: none"> ● Students will use appropriate expressions of courtesy in real-life situations. ● Students will express likes and dislikes in basic foods. 	Essential Question(s): <ol style="list-style-type: none"> 1. How does one state personal wants and expressions of courtesy? 2. How does one name basic foods and state likes/dislikes in the target language?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> ● Express phrases indicating wants and needs. ● Identify basic foods. ● Dramatize real-life situations combining “want” phrases. ● Use appropriate basic greetings and responses. 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

- Use all forms of hello and goodbye (Presentational)
- Courtesy: Use please, thank you, you are welcome, excuse me, and acknowledge a sneeze (Presentational)
- Use expressions for wants and needs: I want, I need, and I like. (Presentational)
- Basic foods: fruit, vegetables, bread, milk, water, eggs and cereal. (Presentational)
- Use puppets to demonstrate conversations. (Interpretive)
- Use toy food for re-enactment activity. (Presentational)
- Create a meal (Presentational, Interpersonal)

Phrases Used for Expressing Wants and Needs:

- Quiero, Necesito, Me Gusta

Other Evidence:

- Oral evaluations
- Participation in Activities
- Updated 2020: [Unit Assessment](#)

Stage 3 – Learning Plan

Materials & Resources:

- Puppets
- Plastic Food
- Pictures

Books/Songs:

- *The Very Hungry Cat*, by Eric Carle (Interpretive)
- Dime Si Te Gusta, Song by Dr. Jean

Technology:

Online Songs

www.Spanish4teachers.org

Developmental Activities:

See Performance Tasks

Closing Activities: Ongoing

Grade 1

Unit 2: Family and Animals

Timeline: 3-4 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.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 studies in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Understanding(s) /goals <ul style="list-style-type: none"> Students will recognize and identify family members and household animals/pets. 	Essential Question(s): <ol style="list-style-type: none"> How does one identify family members and household animals? What constitutes a household and who are the essential members?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> Identify family members and household animals. Name one’s family members and household pets (use verb “to have”). 	

Stage 2 – Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none"> Family members: Mom, Dad, sister, brother, baby, grandmother, grandfather (Presentational) Animals: dog, cat, bird, fish (Presentational) Use the 1st person singular (Yo Tengo) phrase with family and pets. 	Other Evidence: <ul style="list-style-type: none"> Oral evaluations Updated 2020: Unit Assessment <p><i>** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)</i></p>

Stage 3 – Learning Plan
Materials & Resources: Create a physical family portrait/tree (Interpretive, Interpersonal, Presentational)

Books:

Abuela's Weave, by Omar S. Castaneda, Enrique O. Sanchez

Mi Papa, by Debbie Bailey, Susan Huszar

Technology:

Online Songs

www.Spanish4teachers.org

Developmental Activities:

See Performance Tasks

Closing Activities: Ongoing

Grade 1

Unit 3: Commands and the Body

Timeline: Ongoing

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Understanding(s) /goals <ul style="list-style-type: none"> ● Identify and use names of body parts. ● Respond to commands using body names. 	Essential Question(s): <ol style="list-style-type: none"> 1. How does one name basic parts of the body in the target language? 2. How does one recognize and respond physically to verbal commands?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> ● Identify basic parts of the body. ● Practice Total Physical Response (TPR) with commands. 	

Stage 2 – <u>Assessment Evidence</u>	
Performance Task(s): <ul style="list-style-type: none"> ● Identify and use body parts for game play: head, hair, face, eyes, nose, ears, mouth, shoulders, neck, back, legs, feet, arms, hands and stomach. (Interpretive, Interpersonal, Presentational) ● Respond to and repeat commands: stop, look, listen, walk, sit down, stand up, jump, raise your hand, let’s go to the carpet, go back to your seats, and open/take out/close folders. (Presentational) 	Other Evidence: <ul style="list-style-type: none"> ● Oral evaluations ● Participation in activities ● Updated 2020: Unit Assessment <p><i>** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)</i></p>

Stage 3 – Learning Plan

Materials & Resources:

- Games: “Simon Says”, “Hokey Pokey”, “Head Shoulders, Knees and Toes”
- TPR

Developmental Activities:

See Performance Tasks

Closing Activities: Ongoing

Grade 1: Curriculum Connections

<p>Interdisciplinary Connections</p>	<p>ELA: NJSLs / ELA: Literacy (RI.1.1 - RI.1.10) (SL.1.1 - SL.1.6)</p>	<p>Math: Counting sequence, Measuring Lengths, Tell and Write Time, Shapes (1.NBT, 1.MB.A1-2, 1.MB.B.3, 1.G.A)</p>	<p>Science: Matter, Forms of Energy, Forces, Heredity, Climate, Weather, Objects in the Universe (1-PS2-1, 1-PS2-2, 1-PS3-1, 1-ESS-2-D)</p>	<p>Social Studies: Decision Making, Culture, Family History, Abraham Lincoln, Maps, Globes, Humans are Different (6.1.4.D.13, 6.1.4.D.12, 6.1.4.B.1)</p>
<p>Integration of 21st Century Standards NJSLs 9:</p>	<p>9.1.4.A.1: Explain the difference between a career and a job, and identify various jobs in the community and the related earning. 9.1.4.A.3: Identify potential sources of income. 9.1.4.A.3: Explain how income affects spending and take-home pay. 9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>			
<p>Integration of Technology Standards NJSLs 8:</p>	<p>8.1.2.A.1: Identify the basic features of a digital device and explain its purpose. 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., museums, games). 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>Career Ready Practices:</p>	<p>CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively within reason. CRP11: Use technology to enhance productivity.</p>			
<p>Core Instructional Materials</p>	<p>See “Suggested Strategies and Resources” list for each unit of study.</p>			
<p>Accommodations and Modifications:</p>	<p><i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Extra time, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>			

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the world language learning. This may include exploring higher-level vocabulary and alternative activities related to the target language and culture that require students to utilize higher order thinking skills.

Grade 2

Unit 1: Numbers and Letters 3-4 class sessions

Unit 2: People and Activities 4-6 class sessions

Each unit should be implemented at the discretion of an individual district

Please refer to [Accommodations and Modifications](#) for students as needed

Additional assessments are designed at the discretion of the district. Please refer to the local districts for specific assessment guidelines and examples. Additional information can be found in the preface of this guide.

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Grade 2

Unit 1: Numbers and Letters

Timeline: 3-4 Class Sessions

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/Write words, phrases, or simple guided texts on familiar topics.
Understanding(s) /goals <ul style="list-style-type: none"> Students will understand the differences between English and Spanish alphabets. Students will be able to use all numbers between 0 and 60. 	Essential Question(s): <ol style="list-style-type: none"> What does the alphabet look and sound like in the target language? How does the alphabet differ in the target language? How do we count to 60?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> Count and manipulate numbers 0 – 60 Know Spanish alphabet and spell simple names and vocabulary words 	

Stage 2 – <u>Assessment Evidence</u>	
Performance Task(s): <ul style="list-style-type: none"> Games: “Crossing the Battlefield” with numbers or letters (Presentational); “Knockout” (Presentational) Songs: “Alphabet March” (Interpersonal & Presentational); “Bubble Gum” game song (Interpersonal, Interpretive & Presentational) 	Other Evidence: <ul style="list-style-type: none"> Oral evaluations Participation in classroom activities Updated 2020: Unit Assessment <p><i>** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)</i></p>

Stage 3 – Learning Plan

Materials & Resources:

- Alphabet People

Developmental Activities:

See Performance Tasks

Closing Activities: Ongoing

Grade 2

Unit 2: People and Activities

Timeline: 4-6 Class Sessions

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
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7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/Write words, phrases, or simple guided texts on familiar topics.

<p>Understanding(s) /goals</p> <ul style="list-style-type: none"> Students will be able to develop the ability to describe themselves and others in the target language. 	<p>Essential Question(s):</p> <p>1. How do we describe people including the self?</p>
<p>Student Objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> Identify and describe oneself Identify and describe another Use the verbs “to be” and “to have” in 1st, 2nd, and 3rd person singular. Recognize and use adjectives such as tall/short, funny, big/small, long/short, cute, pretty, blonde/brunette/redhead. 	

Stage 2 – <u>Assessment Evidence</u>	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> Books, such as: “The Three Bears” (Presentational, Interpretive) Games, such as: “In a Circle” – description game (Presentational, Interpretive) 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Oral evaluation Participation in individual and group performance tasks Updated 2020: Unit Assessment <p><i>** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)</i></p>

Stage 3 – Learning Plan

Materials & Resources:

Games
Storybooks
songs

Developmental Activities:

See Performance tasks

Closing Activities: Self-portrait description project

Grade 2: Curriculum Connections

Interdisciplinary Connections	ELA: NJSLS / ELA: Literacy (RI.2.1 - RI.2.10) (SL.2.1 - SL.2.6)	Math: Multiplication, Measuring Lengths, Time, Money, Shapes (2.OA.C.4, 2.MD.A.1, 2.MD.C.7-8, 2.G.A.1)	Science: Matter, Forms of Energy, Forces, Motion, Heredity, Climate, Weather, Objects in the Universe, History of the Earth (2-PS1-1, 2-ESS1-1, 2-ESS2-1, 2-ESS2-3)	Social Studies: Thomas Jefferson, Harriet Tubman, Goods and Services (6.1.4.C.5, 6.1.4.A.16)
Integration of 21st Century Standards NJSLS 9:	<p>9.1.4.A.1: Explain the difference between a career and a job, and identify various jobs in the community and the related earning.</p> <p>9.1.4.A.3: Identify potential sources of income.</p> <p>9.1.4.A.3: Explain how income affects spending and take-home pay.</p> <p>9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals</p> <p>9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>			
Integration of Technology Standards NJSLS 8:	<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>			
Career Ready Practices:	<p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively within reason.</p> <p>CRP11: Use technology to enhance productivity.</p>			
Core Instructional Materials	<p>See “Suggested Strategies and Resources” list for each unit of study.</p>			
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Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the world language learning. This may include exploring higher-level vocabulary and alternative activities related to the target language and culture that require students to utilize higher order thinking skills.

Grade 3

Unit 1: Calendar, Weather, Personal Feelings	On-going
Unit 2: Clothing and World Travel	6 weeks
Unit 3: Physical Health/Review Body Parts	On-going

Each unit should be implemented at the discretion of an individual district

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Grade 3

Unit 1: Calendar, Weather, Personal Feelings

Timeline: On-Going

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studies in other content areas.
7.1.NM.C.3	Copy/Write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Understanding (s)/goals <ul style="list-style-type: none"> ● Students will learn to use a calendar, express the date, discuss the weather, name the season. ● Students will be able to express their feelings and emotions. ● Students will compare/contrast holidays locally and around the world. 	Essential Question(s): <ol style="list-style-type: none"> 1. How does one express weather, seasons, and dates? 2. What are the differences between the calendar in the target country and the calendar in the US? 3. How does one express emotions and feelings?
Student objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> ● State the day, month, year; express and write the date ● State one’s birthday ● Identify major holidays ● Name the four seasons ● Classify different types of weather ● Express how one is feeling at the moment 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

- Name weather expressions such as: sunny, cold, cool, hot, warm, cloudy, windy, raining, snowing, good and bad weather (Interpretive)
- Name the four seasons. (Interpretive)
- Name feelings such as: happy, sad, angry, excited, sick, tired nervous (Interpretive)
- Student weather report (Presentational)
- Make a calendar (Presentational)

Other Evidence:

- Oral/verbal evaluations
- Participation in oral and creative projects
- Updated 2020: [Unit Assessment](#)
*** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)*

Stage 3 – Learning Plan

Materials & Resources:

Calendar, weather reports, holiday books, emotion, flash cards, pictures

Suggested holidays: Day of the Dead, Three Kings/Christmas, Cinco de Mayo, Di'a de la Raza

Feelings and emotions: Tengo hambre, Sed, Sueño, calor, frio, Estoy triste, content, feliz cansado enfermo, nervioso, emocionado

Developmental Activities:

See Performance Tasks

Closing Activities: Ongoing throughout the school year

Grade 3

Unit 2: Clothing and World Travel

Timeline: 6 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studies in other content areas.
7.1.NM.C.3	Copy/Write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

<p>Understanding(s) /goals</p> <ul style="list-style-type: none"> ● Students will articulate in the target language various types of clothing ● Students will become familiar with Hispanic countries and their capital cities. 	<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What parts of the world speak the target language? 2. What are the capital cities of Hispanic countries? 3. What are cultural sites in a specific Hispanic country? 4. What clothing is worn at different times of the year?
<p>Student Objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> ● Identify where the target language is spoken ● Name capital cities ● Identify cultural sites or resources in one specific country. ● Identify objects and clothing needed for travel 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

- Name various clothing items (Presentational)
- Identify and label Hispanic countries on a world map (Presentational)
- Play “Find the Land” on a shower curtain map (Interpersonal)
- Pack a suitcase with appropriate clothing (Presentational). Plan a trip to a country.
- Make, dress, and share paper dolls (Interpersonal, Presentational)
- Practice phrases, such as: “¿ De Dónde eres? Soy de... Necesito mi... La muñeca Lleva...
- Songs such as: “Rock the Capitals” (YouTube)

Other Evidence:

- Oral evaluation
- Participation in classroom travel-related activities
- Updated 2020: [Unit Assessment](#)

*** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)*

Stage 3 – Learning Plan

Materials & Resources:

Art supplies, paper dolls, maps, flags, videos, You Tube and other internet sources, shower curtain, puzzles

Developmental Activities:

See Performance tasks

Closing Activities: Make a passport

Grade 3

Unit 3: Physical Health/Review Body Parts

Timeline: On-going

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studies in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Understanding(s) /goals	Essential Question(s):
<ul style="list-style-type: none"> Students will interpret how they feel using previously learned body vocabulary and appropriate forms of the verb “tener”. 	1. How does one describe physical ailments and complaints using previously learned body part vocabulary.
Student Objectives (outcomes):	
Students will be able to:	
<ul style="list-style-type: none"> Discuss physical health and illness using body parts and verb “tener”. Practice Total Physical Response (TPR) with commands including whole body movement and identifying individual body parts. Learn to use expressions such as: (1) Me duele (n)...; (2) Tengo dolor de...; (3) Tengo (tos, catarro, fiebre, etc.) 	
Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence:
<ul style="list-style-type: none"> Recall vocabulary of body parts and use to point our aches and pains (Interpretive, Presentational) Games: “Simon Says”, “Hokey Pokey”, “Head, Shoulders, Knees and Toes” (Interpretive, Presentational) TPR (Interpretive, Interpersonal, Presentational) 	<ul style="list-style-type: none"> Oral evaluation Class participation Updated 2020: Unit Assessment <p><i>** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)</i></p>

Stage 3 – Learning Plan

Materials & Resources:

Posters
Pictures
Books Videos

Developmental Activities

See Performance Tasks

Closing Activities: “Simon Says” Marathon

Grade 3: Curriculum Connection

Interdisciplinary Connections	ELA: ELA: Literacy (RI.3.1 - RI.3.10) (SL.3.1 - SL.3.6)	Math: Multiplication, Measuring Lengths, Time, Money, Shapes (3.OA.1, 3.OA.8, 3.MD.2, 3.G.2)	Science: Matter, Forms of Energy, Forces, Motion, Heredity, Climate, Weather, Objects in the Universe, History of the Earth (3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-LS3-1)	Social Studies: Thomas Jefferson, Harriet Tubman, Goods and Services (6.1.4.C.7, 6.1.4.D.20)
Integration of 21st Century Standards NJSL 9:	<p>9.1.4.A.1: Explain the difference between a career and a job, and identify various jobs in the community and the related earning.</p> <p>9.1.4.A.3: Identify potential sources of income.</p> <p>9.1.4.A.3: Explain how income affects spending and take-home pay.</p> <p>9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals</p> <p>9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>			
Integration of Technology Standards NJSL 8:	<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.B.1: Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.</p> <p>8.1.5.C.1: Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p>			
Career Ready Practices:	<p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively within reason.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence..</p>			
Core Instructional Materials	<p>See “Suggested Strategies and Resources” list for each unit of study.</p>			
Accommodations and Modifications:	<p><i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Extra time, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>			

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the world language learning. This may include exploring higher-level vocabulary, reading more widely on topics of interest within the culture, and alternative activities related to the target language and culture that require students to utilize higher order thinking skills.

Grade 4

Unit 1: Telling Time 3-4 weeks

Unit 2: Food 3-6 weeks

Unit 3: House and Home 3-6 weeks

Each unit should be implemented at the discretion of an individual district

Please refer to [Accommodations and Modifications](#) for students as needed

Additional assessments are designed at the discretion of the district. Please refer to the local districts for specific assessment guidelines and examples. Additional information can be found in the preface of this guide.

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Grade 4

Unit 1: Telling Time

Timeline: 3 – 4 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.C.3	Copy/Write words, phrases, or simple guided texts on familiar topics.
Understanding(s) /goals <ul style="list-style-type: none"> Students will understand the concepts of digital and analog time. Students will be able to understand cultural implications of time Students will be able to state the time. 	Essential Question(s): <ol style="list-style-type: none"> How does one tell time in the target language? How does the typical school and meal schedule differ from US culture?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> State the time in Spanish Express specific time of assorted activities. Compare and contrast meal and school schedules in target countries and the US 	

Stage 2 – <u>Assessment Evidence</u>	
Performance Task(s): <ul style="list-style-type: none"> Judy clocks/toy clocks (Presentational, Interpretive) Clock worksheets (Interpretive) Make-A-Clock with paper plates (Presentational, Interpretive) Make flip-flash cards of time (Presentational, Interpretive) For Spanish: Question and Answer Format: ¿ Qué hora es? ¿ A qué hora...? ...de la mañana ...de la tarde ...de la noche ...Es mediodía, Es medianoche	Other Evidence: <ul style="list-style-type: none"> Oral/verbal evaluations Participation in clock manipulations Updated 2020: Unit Assessment <p align="center"><i>** (2020-21 work will continue to focus on completing the creation of NV-aligned assessment tools, work that began in 2019-20 and was halted due to the health pandemic and school closures.)</i></p>

Stage 3 – Learning Plan

Materials & Resources:

Performance Tasks

Developmental Activities:

See Performance Tasks

Closing Activities: Ongoing throughout the school year

Grade 4

Unit 2: Food

Timeline: 3 - 6 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.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.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.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

<p>Understanding(s) /goals Students will:</p> <ul style="list-style-type: none"> ● Be able to identify various foods and beverages in target language. ● Prove they can communicate appropriately in a restaurant environment. 	<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What are typical foods and meals consumed in target cultures as well as American homes? 2. Where does one shop for food? 3. How does one communicate in a restaurant?
<p>Student Objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> ● Express food likes and dislikes. ● Identify main meals in target cultures. ● Identify basic foods; use verbs “to eat” and “to drink” in 1st, 2nd, and 3rd person. ● Use definite/indefinite articles with foods and beverages. 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

- Create a market (Presentational, Interpersonal)
- Plan a meal and write a shopping list (Interpretive)
- Create a menu (Presentational, Interpretive)
- Create and present a restaurant skit (Presentational, Interpretive, Interpersonal)

Other Evidence:

- Oral evaluation
- Participation in ongoing activities
- Teacher observation/rubric
- Updated 2020: [Unit Assessment](#)

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Stage 3 – Learning Plan

Suggested Vocabulary: beverages, dairy, meats, fruits, vegetables, desserts, snacks, and other regional specialties

Materials & Resources:

Play food, flashcards, pictures, restaurant props, shopping lists, art supplies

YouTube:

El perro y el gato/supermercado

Señor Wooly-Qué Asco!, el perro y el gato/manners

Developmental Activities:

See Performance tasks

Closing Activities: Restaurant scene performance

Grade 4

Unit 3: House and Home

Timeline: 3 – 6 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.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.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 studies in other content areas.

<p>Understanding(s) /goals Students will:</p> <ul style="list-style-type: none"> ● Distinguish between the floor plans and essentials in American and Hispanic houses. 	<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What are the names of the rooms in a house? 2. How do houses in the US differ from homes in Hispanic countries?
<p>Student Objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the rooms in a house ● Compare and contrast American houses and those in target countries. ● Locate objects and characters inside and outside the house. 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

- Draw and label an imaginary house (Interpretive, Presentational)
- Create a floor plan of your own house (Interpretive, Presentational)
- “Dondé esta...? Game: find a character, pet, or object inside or outside the house. (Interpersonal)

Other Evidence:

- Oral evaluation
- Class participation
- Project creation/rubric
- Updated 2020: [Unit Assessment](#)
-
- *** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)*

Stage 3 – Learning Plan

Suggested Vocabulary:

Entry, living room, kitchen, dining room, bathroom, bedroom, garage, driveway, garden/yard, patio, balcony, stairs.

Materials & Resources:

Art supplies
Small toy figurines

Developmental Activities

See Performance Tasks

Closing Activities: “Dondé esta...? Game or floor plan

Grade 4: Curriculum Connections

Interdisciplinary Connections	ELA: ELA: Literacy (RI.4.1 - RI.4.10) (SL.4.1 - SL.4.6)	Math: Patterns, Fractions, Geometric Measurement, Lines, Angles (4.OA.5, 4.NF1-4, 4.MD.1, 4.G.1)	Science: Matter, Forms of Energy, Forces, Motion, Heredity, Climate, Weather, Objects in the Universe, History of the Earth (4-ESS-1-1, 4-PS3-1, 4-PS3-3)	Social Studies: US Constitution, Cultural Exchanges, Immigration, Susan B. Anthony, Sojourner Truth, Elizabeth Stanton (6.1.4.A.4, 6.1.4.D.1, 6.3.4.D.1)
Integration of 21st Century Standards NJSL 9:	<p>9.1.4.A.1: Explain the difference between a career and a job, and identify various jobs in the community and the related earning.</p> <p>9.1.4.A.3: Identify potential sources of income.</p> <p>9.1.4.A.3: Explain how income affects spending and take-home pay.</p> <p>9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals</p> <p>9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>			
Integration of Technology Standards NJSL 8:	<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.B.1: Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.</p> <p>8.1.5.C.1: Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p>			
Career Ready Practices:	<p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively within reason.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>			
Core Instructional Materials	<p>See “Suggested Strategies and Resources” list for each unit of study.</p>			
Accommodations and Modifications:	<p><i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Extra time, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p>			

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the world language learning. This may include exploring higher-level vocabulary, reading more widely on topics of interest within the culture, and alternative activities related to the target language and culture that require students to utilize higher order thinking skills.

Grade 5&6

Unit 1: Personal Expressions/The School	4-6 weeks
Unit 2: Geography	On-going
Unit 3: Professions	4-6 weeks
Unit 4: Asking Questions & present Tense Verbs (AR)	8 weeks

Each unit should be implemented at the discretion of an individual district

Please refer to [Accommodations and Modifications](#) for students as needed

Additional assessments are designed at the discretion of the district. Please refer to the local districts for specific assessment guidelines and examples. Additional information can be found in the preface of this guide.

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Grades 5 & 6

Unit 1: Personal Expressions/The School

Timeline: 4 – 6 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Understanding(s) /goals Students will: <ul style="list-style-type: none"> ● Articulate their needs within a classroom environment. ● Formulate simple sentences using adjectives to describe school subjects. 	Essential Question(s): <ol style="list-style-type: none"> 1. How does one express one’s needs in a school setting? 2. What are the Spanish names of school subjects and classroom materials? 3. How does one use Spanish adjectives to describe school subjects?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> ● Articulate their needs within a classroom environment. ● Formulate simple sentences using adjectives to describe school subjects. 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

- Scavenger hunt for classroom objects (Interpretive)
- Stuff the backpack game (Interpretive, Interpersonal, Presentational)
- Classify the school object (Interpretive)
- Matching game: object to school subject (Interpretive, Presentational)

Other Evidence:

- Oral evaluations
- Participation in Activities
- Teacher observation
- Updated 2020: [Unit Assessment](#)

*** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)*

Stage 3 – Learning Plan

Suggested Vocabulary:

Class Materials: board, flag, chalk, marker, eraser, pencil, pen, desk, chair, paper, notebook, textbook, backpack, computer, calculator, folder, sharpener, ruler, clock, tape, scissors, stapler, rubber band, garbage can, locker.

School Subjects: Math, English, Spanish, Science, Social Studies, Art, Music, Phys. Ed.

School Phrases: Take out a..., Write..., Do you understand..., How do you say..., Open your..., Close the..., Erase..., May I go..., I need a ...,

Adjectives: fun, boring, interesting, difficult, easy

Materials & Resources: regular and miniature class objects; flash cards

Technology:

Puedo ir al Baño?, by Senor Wooly

Developmental Activities:

See Performance Tasks

Closing Activities: Stuff the backpack or Draw the item or matching game.

Grades 5 & 6

Unit 2: Geography

Timeline: Ongoing

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.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 studies in other content areas.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Understanding(s) /goals Students will: <ul style="list-style-type: none"> ● Utilize a world map in order to recognize and pinpoint Spanish-speaking countries. ● Classify countries according to cultural elements. 	Essential Question(s): <ol style="list-style-type: none"> 1. Where are all Spanish-speaking countries located? 2. What are the basic geographic features of these countries? 3. What are some interesting facts associated with these countries?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> ● Review countries and geographical features on a map. ● Identify geographical terminology and vocabulary in target language. ● Compare and contrast cultural elements in Hispanic countries. 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

- Use the verb “to be” (ser) to name capitals of each country (Interpretive)
- Make a flip map (Interpersonal, Presentational)
- Make a flag (Interpretive)
- Write a “postcard” from a Hispanic country naming facts (interpretive, Interpersonal, Presentational)

Other Evidence:

- Oral evaluations
- Teacher/students evaluation
- Teacher/student observation
- Updated 2020: [Unit Assessment](#)

*** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)*

Stage 3 – Learning Plan

Suggested Content: Assorted geography videos, DVD's; pull-down and on-line maps; assorted full-size flags

Technology:

Rock the Capitals song/game (You Tube)
Sheppardsoftware.com/geography/games
Mivaloca.com – for assorted enrichment activities

Developmental Activities:

See Performance Tasks

Closing Activities: Postcard writing, online geography games

Grade 5&6

Unit 3: Professions

Timeline: 4 – 6 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.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.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.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
Understanding(s) /goals Students will: <ul style="list-style-type: none"> Develop a beginners fluency with all forms of the verb “ser” in present tense. Name, identify and relate professions to those in the community. Use adjectives to describe professions. 	Essential Question(s): 1. What are common professions and occupations and how are these people identified?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> Use appropriate forms of verb “to be” (ser) to identify professions. Apply concepts of adjective agreement. 	

Stage 2 – <u>Assessment Evidence</u>	
Performance Task(s): <ul style="list-style-type: none"> Play “guess who” game (Interpersonal) Sing “Funny Spanish Song – “To Be” (Ser) Señor Wooly (Presentational). Identify famous people in photos with partners. (Interpersonal, Interpretive) Make a poster identifying different professions. (Interpersonal, Interpretive) 	Other Evidence: <ul style="list-style-type: none"> Oral evaluations Participation in Activities Teacher observation Written assessments Updated 2020: Unit Assessment <p><i>** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)</i></p>

Stage 3 – Learning Plan

Materials & Resources:

Content: doctor, nurse, mechanic, plumber, carpenters, teacher, artist, singer, musician, postal worker, business person, police, lawyer, farmer, firefighter, etc.

You Tube Videos: “La Princesa de Ser”

Video of Ser – Señor Wooly

Funny Spanish Song “ser” - Señor Wooly

Developmental Activities:

See Performance Tasks

Closing Activities: See performance tasks

Grades 5 & 6

Unit 4: Asking Questions & Present Tense Verbs (AR)

Timeline: 8 weeks

Stage 1 – Desired Results	
Content Standard(s):	
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
7.1.NM.B.3	
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.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Understanding(s) /goals Students will: <ul style="list-style-type: none"> Construct questions using appropriate questions words. Identify and use all subject pronouns Identify and use “AR” verbs in all forms of present tense. Identify and use all forms of verb “ir” with “AR” infinitives. 	Essential Question(s): <ol style="list-style-type: none"> How do we discuss actions in the present tense? How do we use infinitives with the irregular verb “ir” to express the immediate future? How do we ask and answer questions?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> Synthesize information on AR verbs in order to create questions and answers as well as conversational sentences in the present tense. 	

Stage 2 – <u>Assessment Evidence</u>	
Performance Task(s): <ul style="list-style-type: none"> Question/answer forum: teams of students will ask and answer questions using Si/no format and question words. (Presentational, Interpersonal, Interpretive) Create original skit: shopping for clothing “en la tienda” using forms of AR verbs and clothing vocabulary (See Grade 3 Unit 2). (Presentational, Interpersonal, Interpretive) 	Other Evidence: <ul style="list-style-type: none"> Oral evaluations Teacher observation Written evaluations Updated 2020: Unit Assessment <p><i>** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)</i></p>

Stage 3 – Learning Plan

Content and Suggested Vocabulary:

AR verbs: selection varies according to teacher preference (such as: hablar, boiler, cantar, usar, comprar, llevar, practicar, necesitar, buscar, mirar, etc.)

Question words: who, what, when, where, how, how many/much, which

Developmental Activities:

See Performance Tasks

Closing Activities: Postcard writing, online geography games

Grades 5 & 6: Curriculum Connections

Interdisciplinary Connections	ELA: ELA: Literacy (RI.5.1 - RI.5.10) (SL.5.1 - SL.5.6) (RI.6.1 - RI.6.10) (SL.6.1 - SL.6.6)	Math: Patterns, Fractions, Graphs, 2-Dimensional Figures (5.OA.3, 5.NF1-7, 5.MD.2, 5.G.3) (6.SP.4)	Science: Matter, Forms of Energy, Forces, Motion, Heredity, Climate, Weather, Objects in the Universe, History of the Earth (5-PS1-1, 5-PS1-3, 5-ESS3-1, 5-ESS1-1, 5-ESS1-2) (MS-PS2-1, MS-ESS-1, MS-ESS-2)	Social Studies: Continents, Land Mass, Landforms, Environmental Social Policies, Africa, Asia, Australia, Antarctica, Europe, Prejudice (6.2.8.B.3.a)
Integration of 21st Century Standards NJSLS 9:	<p>9.1.8.A.2: Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4: Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.7: Evaluate the impact of online activities and social media on employer decisions.</p>			
Integration of Technology Standards NJSLS 8:	<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>			
Career Ready Practices:	<p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively within reason.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>			
Core Instructional Materials	<p>See “Suggested Strategies and Resources” list for each unit of study.</p>			
Accommodations and Modifications:	<p><i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Extra time, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>			

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the world language learning. This may include exploring higher-level vocabulary, reading more widely on topics of interest within the culture and / or at higher Lexile levels, and alternative activities related to the target language and culture that require students to utilize higher order thinking skills.

Grade 7&8

Unit 1: Hola, ¿qué tal? (Self)	8-10 weeks
Unit 2: En la clase	8-10 weeks
Unit 3: La Familia	8-10 weeks
Unit 4: Las Vacaciones	8-10 weeks
Unit 5: Los Pasatiempos	8-10 weeks
Unit 6: ¡De compras!	8-10 weeks
Unit 7: La rutina diaria	8-10 weeks
Unit 8: La Comida	8-10 weeks

Each unit should be implemented at the discretion of an individual district

Please refer to [Accommodations and Modifications](#) for students as needed

Additional assessments are designed at the discretion of the district. Please refer to the local districts for specific assessment guidelines and examples. Additional information can be found in the preface of this guide.

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Grade 7 & 8 Spanish

Unit 1: Hola, ¿qué tal? (Self)

Timeline: 8-10 weeks

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

<p>Student Objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> ● Participate in simple oral conversations that include introducing self and others ● Ask questions using interrogative words ● Use nouns, articles and adjectives correctly with appropriate gender and number in speech and writing ● Tell time in both U.S. time and military time

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

Interpretive

- Read correspondence between pen pals and respond appropriately

Interpersonal

- Create a dialogue between two people

Presentational

- Soy una estrella project

Other Evidence:

- Tests/Quizzes (Listening Comprehension, Reading, Writing)
- Projects/Essays
- Oral Evaluations
- Homework
- Class Participation/Discussion/Dialogues
- Updated 2020: [Unit Assessment](#)

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Stage 3 – Learning Plan

Materials & Resources:

- Señor Wooly
- www.studyspanish.com
- www.quizlet.com
- www.kahoot.it
- Pobre Ana
- SMART Exchange (SMART Board Website)

Developmental activities:

Interpretive

Interpersonal

Presentational

See Above

Closing Activity – Ongoing

Suggested Pacing Guide: 8-10 weeks for entire unit

Grammar Points:

- Subject pronouns
- Agreement of nouns, articles and adjectives in gender and number
- Present tense of ser
- Time
- Likes and dislikes (Specifically Me gusta/an and Te gusta/an)

Vocabulary Points:

- Greetings and farewells
- Expressions of courtesy
- Adjectives (physical, personality and pationality)
- Numbers 0-30
- Titles (señor, señora, señorita)
- Question words

Grade 7 & 8 Spanish

Unit 2: En la clase

Timeline: 8-10 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
Interpretive	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other 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.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
Interpersonal	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Understanding(s) /goals <ul style="list-style-type: none"> • Student will be able to share information about school. 	Essential Question(s): <ol style="list-style-type: none"> 1. How does a typical school day in a Hispanic country compare to an American school day?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> • Discuss the classroom and school life • Talk about their class schedule using school subjects and days of the week • Ask and answer questions related to school and daily activities 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):**Interpretive**

- Analyze a Hispanic school schedule

Interpersonal

- Interview a classmate

Presentational

- Communicate class schedule

Other Evidence:

- Tests/Quizzes (Listening Comprehension, Reading, Writing)
- Projects/Essays
- Oral Evaluations
- Homework
- Class Participation/Discussion/Dialogues
- Updated 2020: [Unit Assessment](#)

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Stage 3 – Learning Plan

Materials & Resources

- www.studyspanish.com
- www.quizlet.com
- www.kahoot.it
- www.aprendemosjuntos.weebly.com (Escuelas del mundo)
- SMART Exchange (SMART Board Website)
- [Pobre Ana](#) or other supplementary reading materials

Developmental Activities:

Interpretive

Interpersonal

Presentational

See Above

Closing Activity – Ongoing

Suggested Pacing Guide: 8-10 weeks for entire unit

Grammar Points:

- Present tense of estar
- Present tense of regular –ar verbs
- Present tense of ir (destination only)
- Present tense of haber (hay)

Vocabulary Points:

- Numbers 31 and higher
- Classroom objects/school supplies
- Days of the week
- School subjects

Grade 7 & 8 Spanish

Unit 3: La Familia

Timeline: 8-10 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
Interpretive	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
Interpersonal	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Understanding(s) /goals	Essential Question(s):
<ul style="list-style-type: none"> ● Basic family structure and communication in the home. 	<ol style="list-style-type: none"> 1. How do Hispanic families compare to American families?
Student Objectives (outcomes):	
Students will be able to:	
<ul style="list-style-type: none"> ● Express relationship between family members and friends ● Describe people and things ● Express possession 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

Interpretive

- Examine the makeup of a typical Hispanic family

Interpersonal

- Survey classmates about their house and family

Presentational

- Create a family tree/album

Other Evidence:

- Tests/Quizzes (Listening Comprehension, Reading, Writing)
- Projects/Essays
- Oral Evaluations
- Homework
- Class Participation/Discussion/Dialogues
- Updated 2020: [Unit Assessment](#)

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Stage 3 – Learning Plan

Materials & Resources

- www.studyspanish.com
- www.quizlet.com
- www.kahoot.it
- Song “¿Tienes una familia grande?”
- Pobre Ana or other supplementary reading materials
- SMART Exchange (SMART Board Website)

Developmental Activities:

Interpretive

Interpersonal

Presentational

See Above

Closing Activity – Ongoing

Suggested Pacing Guide: 8-10 weeks for entire unit

Grammar Points:

- Regular –er and –ir verbs
- Possessive adjectives
- Present tense of tener
- Tener que and tener expressions
- Present tense of venir

Vocabulary Points:

- Family/Friends
- Professions/Occupations

- Basic Rooms of the House
- Regular -er and -ir verbs
- Colors

Grade 7 & 8 Spanish

Unit 4: Las Vacaciones

Timeline: 8 – 10 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
Interpretive	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
Interpersonal	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Understanding(s) /goals <ul style="list-style-type: none"> ● Discuss and answer questions regarding travel and vacation ● Weather and seasons ● Emotions and feelings 	Essential Question(s): <ol style="list-style-type: none"> 1. How do weather and seasons in the Northern hemisphere and Southern hemisphere differ? 2. What is the standard procedure for hotel check-in? 3. How does weather affect your emotions?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> ● Discuss and plan a vacation; Describe a hotel ● Talk about feelings and emotions ● Discuss seasons and weather 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

Interpretive

- Listen to speakers make a reservation at a hotel and answer questions

Interpersonal

- Role play travel agent and customer

Presentational

- Create a hotel brochure
- Travel Webquest

Other Evidence:

- Tests/Quizzes (Listening Comprehension, Reading, Writing)
- Projects/Essays
- Oral Evaluations
- Homework
- Class Participation/Discussion/Dialogues
- Updated 2020: [Unit Assessment](#)

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Stage 3 – Learning Plan

Materials & Resources

- www.studyspanish.com
- www.quizlet.com
- www.kahoot.it
- www.quia.com
- SMART Exchange (SMART Board Website)
- [Pobre Ana](#) or other supplementary reading materials

Developmental Activities:

Interpretive

Interpersonal

Presentational

See Above

Closing Activity – Ongoing

Suggested Pacing Guide: 8-10 weeks for entire unit

Grammar Points:

- Ser and estar
- Present progressive (regular verbs only)
- Estar with conditions and emotions
- Ir + a (simple future)

Vocabulary Points:

- Travel and vacation
- Months of the year
- Season and weather
- Hotel
- Ordinal numbers
- Condition and emotion adjectives

Grade 7 & 8 Spanish

Unit 5: Los Pasatiempos

Timeline: 8 – 10 weeks

Stage 1 – Desired Results	
Content Standard(s):	
Interpretive	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
Interpersonal	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Understanding(s) /goals <ul style="list-style-type: none"> ● Understanding of sports and pastimes ● Discuss locations within a city 	Essential Question(s): <ol style="list-style-type: none"> 1. How does the popularity of certain sports differ from the U.S. to Hispanic countries? 2. How do you compare team sports in the U.S. and Spanish speaking countries? 3. How does city structure vary from country to country? 4. What is the proper way to extend an invitation?

Student Objectives (outcomes):**Students will be able to:**

- Talk about pastimes, weekend activities and sports
- Make plans and invitations

Stage 2 – [Assessment Evidence](#)**Performance Task(s):****Interpretive**

- Listen to a sports broadcast and answer questions

Interpersonal

- Think, pair, share with a partner and discuss favorite past times

Presentational

- Write a skit as an ESPN announcer

Other Evidence:

- Tests/Quizzes (Listening Comprehension, Reading, Writing)
- Projects/Essays
- Oral Evaluations
- Homework
- Class Participation/Discussion/Dialogues
- Updated 2020: [Unit Assessment](#)

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Stage 3 – Learning Plan**Materials & Resources:**

- www.studyspanish.com
- www.quizlet.com
- www.kahoot.it
- www.quia.com
- SMART Exchange (SMART Board Website)
- iMovie
- [Pobre Ana](#) or other supplementary reading materials

Developmental Activities:

Interpretive

Interpersonal

Presentational

See Above

Closing Activity – Ongoing

Suggested Pacing Guide: 8-10 weeks for entire unit

Grammar Points:

- Stem changing verbs e-ie
- Stem changing verbs o-ue
- Stem changing e-i
- Yo -go verbs

Vocabulary Points:

- Pastimes
- Sports
- Places in the city
- Stem changing verbs

Grades 7 & 8 Spanish

Unit 6: ¡De compras!

Timeline: 8-10 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
Interpretive	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
Interpersonal	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Understanding(s) /goals	Essential Question(s):
<ul style="list-style-type: none"> ● Compare and contrast shopping stores ● Discuss the difference of fixed prices versus negotiating ● Describe an outfit 	<ol style="list-style-type: none"> 1. How does the shopping practices differ from the U.S. to Latin America? 2. How does clothing style differ? 3. How does currency exchange affect price?
Student Objectives (outcomes):	
Students will be able to:	
<ul style="list-style-type: none"> ● Talk about and describe clothing ● Express preferences in a store ● Negotiate price and pay for items that are bought 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):**Interpretive**

- Read an advertisement and answer questions

Interpersonal

- Role play customer and employee negotiating a price

Presentational

- Fashion Show
- Dress a “Mini-Me”
- Create a fashion catalogue

Other Evidence:

- Tests/Quizzes (Listening Comprehension, Reading, Writing)
- Projects/Essays
- Oral Evaluations
- Homework
- Class Participation/Discussion/Dialogues
- Updated 2020: [Unit Assessment](#)

*** (2020-21 work will continue to focus on completing the creation of NV-aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)*

Stage 3 – Learning Plan

Materials & Resources

- www.studyspanish.com
- www.quizlet.com
- www.kahoot.it
- www.quia.com
- SMART Exchange (SMART Board Website)
- Online shopping catalogues
- iMovie
- [Pobre Ana](#) or other supplementary reading materials

Developmental Activities:

Interpretive

Interpersonal

Presentational

See Above

Closing Activity – Ongoing

Suggested Pacing Guide: 8-10 weeks for entire unit

Grammar Points:

- Saber and conocer
- Personal a
- Preterite tense of regular verbs

Vocabulary Points:

- Past tense indicators
- Clothing
- Shopping

Grades 7 & 8 Spanish

Unit 7: La rutina diaria

Timeline: 8-10 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
Interpretive	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
Interpersonal	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
Understanding(s) /goals <ul style="list-style-type: none"> ● Express daily routines using time sequence ● Describe personal hygiene habits ● Identify specific parts of the body in relation to personal hygiene 	Essential Question(s): <ol style="list-style-type: none"> 1. What is the importance of the siesta and mate in the daily routine in Hispanic countries?
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> ● Describe daily routine ● Discuss personal hygiene habits 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):

Interpretive

- Read someone’s journal entry and comment on their daily routine

Interpersonal

- In pairs, have a partner chat about your daily routine

Presentational

- Simón dice
- Charades

Other Evidence:

- Tests/Quizzes (Listening Comprehension, Reading, Writing)
- Projects/Essays
- Oral Evaluations
- Homework
- Class Participation/Discussion/Dialogues
- Updated 2020: [Unit Assessment](#)

*** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)*

Stage 3 – Learning Plan

Materials & Resources

- www.studyspanish.com
- www.quizlet.com
- www.kahoot.it
- www.quia.com
- SMART Exchange (SMART Board Website)
- [Pobre Ana](#) or other supplementary reading materials

Developmental Activities:

Interpretive

Interpersonal

Presentational

See Above

Closing Activity – Ongoing

Suggested Pacing Guide: 8-10 weeks for entire unit

Grammar Points:

- Reflexive verbs
- Preterite of ser and ir

Vocabulary Points:

- Time expressions
- Reflexive verbs
- Sequencing verbs
- Affirmative and negative expressions (siempre, nunca, ningún, algo, etc.)
- Personal hygiene (daily routines)
- Body parts

Grades 7 & 8 Spanish

Unit 8: La Comida

Timeline: 8-10 Weeks

Stage 1 – Desired Results	
Content Standard(s):	
Interpretive	
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
Interpersonal	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
Presentational	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Understanding(s) /goals <ul style="list-style-type: none"> ● Order food in a restaurant ● Discuss foods native to the Americas ● Express and support your opinions 	Essential Question(s): <ol style="list-style-type: none"> 1. How do meal times differ from the U.S. to Hispanic countries? 2. How do meal sizes differ from Hispanic countries to the U.S.? 3. What do the traditional foods say about the area.
Student Objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> ● Order food in a restaurant ● Talk about and describe food ● Express likes and dislikes 	

Stage 2 – [Assessment Evidence](#)

Performance Task(s):**Interpretive**

- Read a menu and order a meal.

Interpersonal

- Skit with waiter/customer

Presentational

- Do a Food Network show demonstrating a recipe
- Do a restaurant review, describing food
- Have a Hispanic Feast

Other Evidence:

- Tests/Quizzes (Listening Comprehension, Reading, Writing)
- Projects/Essays
- Oral Evaluations
- Homework
- Class Participation/Discussion/Dialogues
- Updated 2020: [Unit Assessment](#)

*** (2020-21 work will continue to focus on completing the creation of NV - aligned assessment tools, work that began in 2019-20 and was halted due the health pandemic and school closures.)*

Stage 3 – Learning Plan

Materials & Resources:

- www.studyspanish.com
- www.quizlet.com
- www.kahoot.it
- www.quia.com
- SMART Exchange (SMART Board Website)
- [Pobre Ana](#) or other supplementary reading materials

Developmental Activities:

Interpretive

Interpersonal

Presentational

See Above

Closing Activity – Ongoing

Suggested Pacing Guide: 8-10 weeks for entire unit

Grammar Points:

- Verbs like gustar
- Dar with indirect object pronouns (IOP)
- Preterite of regular verbs and ser/ir

Vocabulary Points:

- Food
- Comparative words
- Specific food stores

Grades 7 & 8: Curriculum Connections

Interdisciplinary Connections	ELA: ELA: Literacy (RI.7.1 - RI.7.10) (SL.7.1 - SL.7.6) (RI.8.1 - RI.8.10) (SL.8.1 - SL.8.6)	Math: Ratio, Surface Area, Volume (7.RP.1-3, 7.G.6) (8.G.9)	Science: Matter, Energy, History of the Earth, Tectonics, Energy, Climate, Weather (MS-PS1-1, MS-ESS3-1, MS-ESS2.C, MESS2.D, MS-LS1-6, MS-LS1-7)	Social Studies: Pre-History, River Valley Civilizations, Greece, Rome, Middle Ages, Holocaust and Genocide (6.2.8.D.1.a)
Integration of 21st Century Standards NJSLS 9:	<p>9.1.8.A.2: Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4: Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.7: Evaluate the impact of online activities and social media on employer decisions.</p>			
Integration of Technology Standards NJSLS 8:	<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>			
Career Ready Practices:	<p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP4: Communicate clearly and effectively within reason.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence</p>			
Core Instructional Materials	See “Suggested Strategies and Resources” list for each unit of study.			
Accommodations and Modifications:	<p><i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Extra time, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p>			

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the world language learning. This may include exploring higher-level vocabulary, reading more widely on topics of interest within the culture and / or at higher Lexile levels, and alternative activities related to the target language and culture that require students to utilize higher order thinking skills.