

## Kindergarten

Dates: September-June

Time Frame: 32 days /40 weeks

**Overview**

In Kindergarten, students develop interpretive skills in the target language and broaden their cultural understandings. At the end of Unit 1 students produce memorized words and phrases focusing on greetings, classroom commands, and basic self-identification vocabulary. At the end of Unit 2 students identify classroom objects and recognize vocabulary related to the calendar (days of the week). At the end of Unit 3 students identify and describe fruits and communicate likes and dislikes. At the end of Unit 4, students will name body parts, identify feelings, and name farm animals. At the end of Kindergarten, students will identify some cultural traditions celebrated throughout Spanish-speaking countries.

**Modes of Communication:** *The 5 C's - National Stds. for Foreign Language Learning*

**Interpretive:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

**Interpersonal:** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

**Presentational:** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on various topics.

**Enduring Understandings**

- Spanish is a language spoken in many different countries
- Learning a new language can help us communicate with others and learn about different cultures.
- Spanish vocabulary can be expanded through listening and careful observation of the target language

**Dates: September- November**

**Time Frame: 8 days/ 10 weeks**

## **Unit 1: *Bienvenido***

### **Skill & Knowledge Objectives:**

#### **Students will...**

- Communicate with others using basic memorized words and phrases
- Recognize basic greetings and expressions
- Identify basic self identification vocabulary (My name is ..., I am 5 years old...)
- Respond to basic classroom commands
- Recognize numbers 0-6
- Sing the Spanish alphabet song

### **Assessments**

#### **Pre-Assessment:**

- Review prior knowledge of basic spanish vocabulary through oral and physical responses

#### **Formative Assessment:**

- Observations of oral and physical responses in daily classroom activities

#### **Summative Assessment:**

- Self-portrait with an oral response describing their picture (Hello, my Name is..., I am 5 years old...)

#### **Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students:**

##### **IEP students:**

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

##### **At-risk Students:**

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments

- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

#### 504 Students:

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

#### ELLs

- Picture flashcards
- Online home language dictionary
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

#### Advanced Students:

- Classwork extensions
- Projects
- Additional Research
- Choice menus

#### Resources

- Interactive white board
- Teacher made materials/games
- Spanish Mama: <https://spanishmama.com/>
- Rockalingua: <https://rockalingua.com>
- Spanish Playground: <https://www.spanishplayground.net>
- Tio Spanish: <https://www.youtube.com/c/TioSpanish>
- Basho & Friends: <https://www.youtube.com/c/bashoandfriends>
- Manipulatives: Dice, flashcards, ball
- ACTFL

#### Standards

#### NJ Student Learning Standards:

(Interpretive Mode of Communication for Novice Low learners)

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts

**(Interpersonal Mode of Communication for Novice Low learners)**

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**(Presentational Mode of Communication for Novice Low learners)**

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**2020 New Jersey Student Learning Standards:**

**Art**

- **VA.K-2.1.5.2.Cr1b** - Engage in individual and collaborative art-making through observation and investigation of the world and response to personal interests and curiosity.

**Dates: November-January**

**Time Frame: 8 days/ 10 weeks**

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**Unit 2: *Mi Clase***

**Skill & Knowledge Objectives:**

**Students will...**

- Answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using basic memorized words and phrases
- Recognize Spanish letter sounds
- Recognize vocabulary for basic classroom procedures
- Identify basic classroom objects (What's in my backpack?)
- Sing the days of the week song
- Identify cultural events that are celebrated at this time of year across different Spanish speaking countries

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## Assessments

### Pre-Assessment:

- Students are shown a calendar and asked to name the Spanish days of the week and name classroom objects

### Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

### Summative Assessment:

- Students name classroom objects and are able to sing the days of the week song

### Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students:

#### **IEP students:**

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

#### **At-risk Students:**

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

#### **504 Students:**

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

#### **ELLs**

- Picture flashcards
- Online home language dictionary

- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

**Advanced Students:**

- Classwork extensions
- Projects
- Additional Research
- Choice menus

**Resources**

- Interactive white board
- Teacher made materials/games
- Spanish Mama: <https://spanishmama.com/>
- Rockalingua: <https://rockalingua.com>
- Spanish Playground: <https://www.spanishplayground.net>
- Tio Spanish: <https://www.youtube.com/c/TioSpanish>
- Basho & Friends: <https://www.youtube.com/c/bashoandfriends>
- Manipulatives: Dice, flashcards, ball

**Standards**

**NJ Student Learning Standards:**

**(Interpretive Mode of Communication for Novice Low learners)**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts

**(Interpersonal Mode of Communication for Novice Low learners)**

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**(Presentational Mode of Communication for Novice Low learners)**

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
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- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**2020 New Jersey Student Learning Standards:**

**Social Studies**

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior and commonly held values, ideas, and/or people



**Dates: February- April**

**Time Frame: 8 days/ 10 weeks**

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**Unit 3: *La Fruta***

**Skill & Knowledge Objectives:**

**Students will...**

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using basic memorized words and phrases
- Name fruits
- Describe fruits (size, color, shape...)
- Communicate likes and dislikes (me gusta limon, no me gusta manzana)
- Describe the steps to make fruit salad
- Recognize popular fruits grown in different Spanish speaking countries

## Assessments

### Pre-Assessment:

- Students are shown images of fruits and asked to name them

### Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

### Summative Assessment:

- Make a fruit bowl: Students draw fruits, name them and identify the colors

### Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students.

#### **IEP students:**

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

#### **At-risk Students:**

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

#### **504 Students:**

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

#### **ELLs**

- Picture flashcards
- Online home language dictionary
- Extra time allotted

- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

**Advanced Students:**

- Classwork extensions
- Projects
- Additional Research
- Choice menus

**Resources**

- Interactive white board
- Teacher made materials/games
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**Standards**

**NJ Student Learning Standards:**

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- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
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**(Presentational Mode of Communication for Novice Low learners)**

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- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**2020 New Jersey Student Learning Standards:**

**Art**

- **VA.K-2.1.5.2.Cr1b** - Engage in individual and collaborative art-making through observation and investigation of the world and response to personal interests and curiosity.

**Computer Science and Design Thinking**

- **8.1.2.AP.4:** Break down a task into a sequence of steps

**Social and Emotional Competencies**

- **SEL.PK-12.1.1** - Recognize one's feelings and thoughts

**Dates: April- June**

**Time Frame: 8 days/10 weeks**

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**Unit 4: Soy yo**

**Skill & Knowledge Objectives:**

**Students will...**

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using basic memorized words and phrases
- Name parts of the body
- Identify different feelings
- Communicate basic likes and dislikes
- Name different careers students are interested in
- Identify farm animals and describe their color
- Recognize numbers 0-10

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## Assessments

### Pre-Assessment:

- Play *Head Shoulders Knees & Toes* and ask students to name body parts in Spanish

### Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

### Summative Assessment:

- Fun on the farm: Have students view a farm scene with animals and a farmer. Have them name the body parts of the farmer and the farm animals

### Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students:

#### **IEP students:**

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

#### **At-risk Students:**

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

#### **504 Students:**

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

#### **ELLs**

- Picture flashcards

- Online home language dictionary
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

**Advanced Students:**

- Classwork extensions
- Projects
- Additional Research
- Choice menus

**Resources**

- Interactive white board
- Teacher made materials/games
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**Standards**

**NJ Student Learning Standards:**

**(Interpretive Mode of Communication for Novice Low learners)**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
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- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts

**(Interpersonal Mode of Communication for Novice Low learners)**

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
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phrases, often supported by gestures or visuals.

- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

#### **(Presentational Mode of Communication for Novice Low learners)**

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

#### **2020 New Jersey Student Learning Standards:**

##### **Social Studies**

- **SOC.6.1.4.D.CS5** - Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

##### **Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

#### **Social and Emotional Competencies**

- **SEL.PK-12.1.1** - Recognize one's feelings and thoughts
- **SEL.PK-12.3.2** - Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds



Subject Area: Spanish

Bedminster Township School

## Grade 1

**Dates:** September-June

**Time Frame:** 32 days /40 weeks

### **Overview**

In the 1st grade, students develop interpretive and communicative skills in the target language and broaden their cultural understandings. At the end of Unit 1, students produce memorized words and phrases focusing on greetings, courtesy, and self-identification vocabulary. At the end of Unit 2, students identify classroom objects and recognize vocabulary related to the calendar. At the end of Unit 3, students identify parts of the body, family members and pets. At the end of Unit 4, students identify different foods, name meals and communicate likes and dislikes. At the end of first grade, students will identify some cultural traditions celebrated throughout Spanish speaking countries.

### **Modes of Communication:**

**Interpretive:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

**Interpersonal:** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

**Presentational:** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### **Enduring Understandings**

- Spanish is a language spoken in many different countries
- Learning a new language can help us communicate with others and learn about different cultures

- **Spanish vocabulary can be expanded through listening and careful observation of the target language**

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**Dates: September- November**

**Time Frame: 8 days/ 10 weeks**

## **Unit 1: *Bienvenidos***

### **Skill & Knowledge Objectives:**

#### **Students will...**

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using basic memorized words and phrases
- Respond to and communicate basic greetings and expressions
- Ask basic self identification questions and communicate basic self identification expressions
- Recognize numbers 0-10
- Recognize basic colors
- Communicate basic likes/dislikes
- Identify *El dia de los muertos* as a significant Mexican cultural tradition

### **Assessments**

#### **Pre-Assessment:**

- Ask basic self identification questions and have students respond

#### **Formative Assessment:**

- Observations of oral and physical responses in daily classroom activities

#### **Summative Assessment:**

- Self-portrait with an oral response describing their picture (My Name is..., I am 6 years old..., My favorite color is..., I like....)

#### **Modification for At-risk, ELLs, 504 Students, IEP Students, Advanced Students:**

##### **IEP students:**

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

##### **At-risk Students:**

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

#### **504 Students:**

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

#### **ELLs**

- Picture flashcards
- Online home language dictionary
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

#### **Advanced Students:**

- Classwork extensions
- Projects
- Additional Research
- Choice menus

#### **Resources**

- Interactive white board
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## Standards

### **NJ Student Learning Standards:**

#### **(Interpretive Mode of Communication for Novice Low learners)**

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

#### **(Interpersonal Mode of Communication for Novice Low learners)**

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

#### **(Presentational Mode of Communication for Novice Low learners)**

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**2020 New Jersey Student Learning Standards:**

**Art**

- **VA.K-2.1.5.2.Cn11a** - Compare, contrast, and describe why people from different places and times make art.
- **VA.K-2.1.5.2.Cr1b** - Engage in individual and collaborative art-making through observation and investigation of the world and response to personal interests and curiosity.

**Social and Emotional Competencies:**

- **SEL.PK-12.1.1** - Recognize one's feelings and thoughts
- **SEL.PK-12.3.2** - Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds

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**Dates: November-January**

**Time Frame: 8 days/ 10 weeks**

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**Unit 2: *Mi Clase***

**Skill & Knowledge Objectives:**

**Students will...**

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using basic memorized words and phrases
- Follow simple oral directions for basic classroom procedures and communicate expressions for basic classroom procedures
- Name the letters of the Spanish alphabet
- Identify classroom objects (What's in my backpack?)
- Name the days of the week and months of the year
- Express emotions (happy, sad, nervous, excited, angry)
- Identify cultural events that are celebrated at this time of year across different Spanish speaking countries

## Assessments

### Pre-Assessment:

- Students are shown classroom objects and asked to identify them

### Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

### Summative Assessment:

- Students match classroom object vocabulary to images.

### Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students.

#### **IEP students:**

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

#### **At-risk Students:**

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments
- Opportunity to revise classroom after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

#### **504 Students:**

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

#### **ELLs**

- Picture flashcards
- Online home language dictionary
- Extra time allotted



- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

**Advanced Students:**

- Classwork extensions
- Projects
- Additional Research
- Choice menus

**Resources**

- Interactive white board
- Teacher made materials/games
- Spanish Mama: <https://spanishmama.com/>
- Rockalingua: <https://rockalingua.com>
- Spanish Playground: <https://www.spanishplayground.net>
- Tio Spanish: <https://www.youtube.com/c/TioSpanish>
- Basho & Friends: <https://www.youtube.com/c/bashoandfriends>
- Manipulatives: Dice, flashcards, ball

**Standards**

**NJ Student Learning Standards:**

**(Interpretive Mode of Communication for Novice Low learners)**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts

**(Interpersonal Mode of Communication for Novice Low learners)**

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom

situations.

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**(Presentational Mode of Communication for Novice Low learners)**

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**2020 New Jersey Student Learning Standards:**

**Art**

- **VA.K-2.1.5.2.Cr1b** - Engage in individual and collaborative art-making through observation and investigation of the world and response to personal interests and curiosity.

**Social Studies**

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior and commonly held values, ideas, and customs of people

**Social and Emotional Competencies**

- **SEL.F K-12.1.1** - Recognize one's feelings and thoughts

Property of Bedminster Township School

**Dates: February- April**

**Time Frame: 8 days/ 10 weeks**

**Unit 3: *Todo Sobre Mi***  
**Skill & Knowledge Objectives:**

**Students will...**

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using basic memorized words and phrases
- Identify basic body parts
- Describe appearance (hair color, eye color, glasses...)
- Name different family members (mamá, papá, hermano, hermana, tío, tía, abuelo, abuela)
- Describe how family members can communicate online if they live at a distance
- Name and describe pets (type, color, size, special features)
- Communicate basic likes and dislikes

## Assessments

### Pre-Assessment:

- Students are shown images of members of a family and asked to name them

### Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

### Summative Assessment:

- Students draw a family portrait and name the family members including pets

### Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students.

#### **IEP students:**

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

#### **At-risk Students:**

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

#### **504 Students:**

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

#### **ELLs**

- Picture flashcards
- Online home language dictionary
- Extra time allotted

- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

**Advanced Students:**

- Classwork extensions
- Projects
- Additional Research
- Choice menus

**Resources**

- Interactive white board
- Teacher made materials/games
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**Standards**

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- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts

**(Interpersonal Mode of Communication for Novice Low learners)**

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom

situations.

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**(Presentational Mode of Communication for Novice Low learners)**

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**2020 New Jersey Student Learning Standards:**

**Art**

- **VA.K-2.1.5.2.Cr1b** - Engage in individual and collaborative art-making through observation and investigation of the world and response to personal interests and curiosity.

**Computer Science and Design Thinking**

- **8.1.1NI.2:** Describe how the Internet enables individuals to connect with others worldwide

**Social and Emotional Competencies**

- **SEL.Fn-12.1.1** - Recognize one's feelings and thoughts

**Dates: April- June**

**Time Frame: 8 days/ 10 weeks**

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**Unit 4: La Comida**

**Skill & Knowledge Objectives:**

**Students will...**

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using basic memorized words and phrases
- Name fruits and vegetables
- Describe colors, shapes, sizes, tastes of different foods
- Identify meals (breakfast, lunch, and dinner)
- Identify common foods that are served for each meal
- Communicate food likes and dislikes
- Compare common foods across different countries and cultures.
- Understand that different countries have different currencies
- Recognize *cinco de mayo* as a significant Mexican cultural tradition



## Assessments

### Pre-Assessment:

- Show pictures of common foods and ask students to name them

### Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

### Summative Assessment:

- Draw breakfast, lunch and dinner meals and name the foods

### Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students:

#### **IEP students:**

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

#### **At-risk Students:**

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

#### **504 Students:**

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

#### **ELLs**

- Picture flashcards
- Online home language dictionary

- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

**Advanced Students:**

- Classwork extensions
- Projects
- Additional Research
- Choice menus

**Resources**

- Interactive white board
- Teacher made materials/games
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- Basho & Friends: <https://www.youtube.com/c/bashoandfriends>
- Manipulatives: Dice, flashcards, ball

**Standards**

**NJ Student Learning Standards:**

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

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- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
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- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom

situations.

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**(Presentational Mode of Communication for Novice Low learners)**

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**2020 New Jersey Student Learning Standards:**

**Art**

- **VA.K-2.1.5.2.Cr1b** - Engage in individual and collaborative art-making through observation and investigation of the world and response to personal interests and curiosity.

**Social Studies**

- **SOC.6.1.4.D.CS5** - Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

**Career Readiness, Life Literacies, and Key Skills**

- **9.1.2. FI.1**: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

**Social and Emotional Competencies**

- **SEL.PK-12.3.2** - Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds

Subject Area: Spanish

Grade 2

Dates: September - June

Time Frame: 32 days /40 weeks

### Overview

In the 2nd grade, students develop interpretive and communicative skills in the target language and broaden their cultural understandings. At the end of Unit 1, students produce memorized words and phrases focusing on greetings, courtesy, and self-identification vocabulary. At the end of Unit 2, students identify classroom objects and recognize vocabulary related to daily school experiences. They will also communicate emotions. At the end of Unit 3, students identify weather types and seasons, describe the climate of Puerto Rico and recognize the increasing occurrence of severe weather conditions. At the end of Unit 4, students will identify and describe the climate and animal life in the rainforest and locate Spanish speaking countries with rainforests. By the end of the year, they will recognize different cultural traditions and celebrations throughout different Spanish speaking countries.

### Modes of Communication:

**Interpretive:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic material in the target language.

**Interpersonal:** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning

**Presentational:** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### Enduring Understandings

- Spanish is a language spoken in many different countries
- Learning a new language can help us communicate with others and learn about different cultures
- Spanish vocabulary can be expanded through listening and careful observation of the target language



Property of Bedminster Township School

**Dates: September- November**

**Time Frame: 8 days/ 10 weeks**

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**Unit 1: *Bienvenidos***

**Skill & Knowledge Objectives:**

**Students will...**

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using basic memorized words and phrases
- Communicate basic classroom commands and instructions for daily behavior and procedures
- Recognize numbers 0-20
- Recognize basic colors
- Communicate basic likes/dislikes
- Draw and label a self portrait with self identification vocabulary
- Identify *El día de los muertos* as a significant Mexican cultural tradition

## Assessments

### Pre-Assessment:

- Review prior knowledge of basic spanish vocabulary through oral and physical responses

### Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

### Summative Assessment:

- Self-portrait labeled with self identification vocabulary

### Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students.

#### **IEP students:**

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

#### **At-risk Students:**

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments
- Opportunity to revise classroom after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

#### **504 Students:**

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

#### **ELLs**

- Picture flashcards
- Online home language dictionary
- Extra time allotted

- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

**Advanced Students:**

- Classwork extensions
- Projects
- Additional Research
- Choice menus

**Resources**

- Interactive white board
- Teacher made materials/games
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- Manipulatives: Dice, flashcards, ball

**Standards**

**NJ Student Learning Standards:**

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

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

**2020 New Jersey Student Learning Standards:**

**Art**

- **VA.K-2.1.5.2.Cn11a** - Compare, contrast, and describe why people from different places and times make art
- **VA.K-2.1.5.2.Cr1b** - Engage in individual and collaborative art-making through observation and investigation of the world, and in response to personal interests and curiosity

**Social Studies**

- **SOC.6.1.12.CS5** - Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people

**Social and Emotional Competencies**

- **SEL.PK-12.1.1** - Recognize one's feelings and thoughts
- **SEL.PK-12.3.2** - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds



**Dates: November-January**

**Time Frame: 8 days/ 10 weeks**

**Unit 2: *Mi Escuela***

**Skill & Knowledge Objectives:**

**Students will...**

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using basic memorized words and phrases
- Communicate basic classroom commands and instructions for daily behavior and procedures
- Identify classroom objects (backpack, notebook, pencil, eraser, glue, scissors, crayons, board, clock)
- Relate colors and shapes to classroom objects
- Name the days of the week and months of the year
- Express emotions (happy, sad, nervous, excited, angry)
- Identify cultural traditions that are celebrated at this time of year across different Spanish speaking countries
- Compare cultural traditions with those of students' own

## Assessments

### Pre-Assessment:

- Students are shown classroom objects and asked to identify them

### Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

### Summative Assessment:

- Students match classroom object vocabulary to images.

### Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students.

#### **IEP students:**

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

#### **At-risk Students:**

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments
- Opportunity to revise classroom after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

#### **504 Students:**

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

#### **ELLs**

- Picture flashcards
- Online home language dictionary
- Extra time allotted

- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

**Advanced Students:**

- Classwork extensions
- Projects
- Additional Research
- Choice menus

**Resources**

- Interactive white board
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**(Presentational Mode of Communication for Novice Low learners)**

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- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**2020 New Jersey Student Learning Standards:**

**Art**

- **VA.K-2.1.5.2.Cr1b** - Engage in individual and collaborative art-making through observation and investigation of the world and response to personal interests and curiosity.

**Social Studies**

- **SOC.6.1.4.D.CS5** - Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

**Career Readiness, Life Literacies, and Key Skills**

- **9.4.2.SCA:1**: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

**Social and Emotional Competencies**

- **SEL.PK-12.1.1** - Recognize one's feelings and thoughts

Property of Bedminster Township School

**Dates: February- April**

**Time Frame: 8 days/ 10 weeks**

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**Unit 3: *El Clima***

**Skill & Knowledge Objectives:**

**Students will...**

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using basic memorized words and phrases
- Identify basic weather types
- Compare weather conditions across different seasons
- Communicate likes/dislikes concerning weather and seasons
- Describe the climate of Puerto Rico and identify weather related leisure activities
- Recognize how the climate of Puerto Rico has changed overtime (greater frequency of extreme weather)
- Identify Carnival in Spain as a traditional cultural celebration



## Assessments

### Pre-Assessment:

- Students are shown images of weather conditions and asked to describe them

### Formative Assessment:

- Observations of oral and physical responses in daily classroom activities

### Summative Assessment:

- Weather booklet with labels and illustrations

### Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Students.

#### **IEP students:**

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

#### **At-risk Students:**

- Extra time given to complete tasks
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Chunk assignments
- Opportunity to revise classroom after feedback and conferencing
- Preferential seating
- Use manipulatives to teach or demonstrate concepts

#### **504 Students:**

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
- Use manipulatives to teach or demonstrate concepts
- Allow for breaks

#### **ELLs**

- Picture flashcards
- Online home language dictionary
- Extra time allotted

- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts

**Advanced Students:**

- Classwork extensions
- Projects
- Additional Research
- Choice menus

**Resources**

- Interactive white board
- Teacher made materials/games
- Spanish Mama: <https://spanishmama.com/>
- Rockalingua: <https://rockalingua.com>
- Spanish Playground: <https://www.spanishplayground.net>
- Tio Spanish: <https://www.youtube.com/c/TioSpanish>
- Basho & Friends: <https://www.youtube.com/c/bashoandfriends>
- Manipulatives: Dice, flashcards, ball

**Standards**

**NJ Student Learning Standards:**

**(Interpretive Mode of Communication for Novice Low learners)**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s), and in students' own cultures in highly contextualized oral texts

**(Interpersonal Mode of Communication for Novice Low learners)**

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**(Presentational Mode of Communication for Novice Low learners)**

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**2020 New Jersey Student Learning Standards:**

**Social Studies**

- **SOC.6.1.4.D.CS5** - Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

**Computer Science and Design Thinking**

- **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats

**NGSS**

**2-ESS2-1** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

**Social and Emotional Competencies**

**SEL.PK-12.3.2** - Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds



**Dates: April- June**

**Time Frame: 8 days/ 10 weeks**

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**Unit 4: *Animales Tropicales***

**Skill & Knowledge Objectives:**

**Students will...**

- Ask and answer questions to demonstrate prior knowledge of basic vocabulary
- Communicate with others using basic memorized words and phrases
- Recognize animals of the rainforest
- Identify and locate Central and South American countries with rainforests on a world map
- Describe the climate and landscape of a rainforest
- Describe the animals of the rainforest (size, color, special features, body covering)
- Recognize *cinco de mayo* as a significant Mexican cultural tradition

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## Assessments

### **Pre-Assessment:**

Identify rainforest animals

### **Formative Assessment:**

- Observations of oral and physical responses in daily classroom activities

### **Summative Assessment:**

- Draw a rainforest scene and orally name the animals and describe the climate

### **Modifications for At-risk, ELLs, 504 Students, IEP Students, Advanced Student:**

#### **IEP students:**

- Students' IEPs followed
- Provide alternate options for assessments
- Chunk assignments
- Extra time allotted
- Limit answer choices on assessments
- Information presented through text, visually, orally, kinesthetic activities
- Use manipulatives to teach or demonstrate concepts
- Preferential seating

#### **At-risk Students:**

- Extra time given to complete tasks
- Extra time to process oral information and directions
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- Chunk assignments
- Opportunity to revise classwork after feedback and conferencing
- Preferential seating
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#### **504 Students:**

- Students' 504 plans followed
- Chunk assignments
- Extra time allotted
- Extra time to process oral information and directions
- Information presented through text, visually, orally, kinesthetic activities
- Preferential seating
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- Allow for breaks

#### **ELLs**

- Picture flashcards
- Online home language dictionary
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**Advanced Students:**

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- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

**2020 New Jersey Student Learning Standards:**

**Art**

- **VA.K-2.1.5.2.Cr1b** - Engage in individual and collaborative art-making through observation and investigation of the world and response to personal interests and curiosity.

**Social Studies**

- **SOC.6.1.4.B.1**- Compare and contrast information that can be found on different types of maps and determine how the information may be useful
- **SOC.6.1.4.D.C.35** - Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

**NGSS**

**2-ESS.1-1** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

**Social and Emotional Competencies**

- **SEL.PK-12.3.2** - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds



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