



Mine Hill Township School District
(K-6/Spanish)

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(Revised 12/2020)

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October 26, 2020

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Mine Hill Township School District

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PHILOSOPHY / RATIONALE

The World Language Program of Canfield Avenue School is focused on preparing our students with the language skills to effectively communicate in a more than one language environment. During the process of learning a new language, students strengthen their skills in their native language while gaining a better understanding of the customs and habits of different cultures. These skills are included among the many requisites in the participation of a globalized economy. In accessing new opportunities and careers presented by globalization, the ability to communicate in a world language is an essential component in the path to success in the twenty-first century technological and economic expansion. This curriculum guide is designed to provide a foundation in preparation for the next step in language acquisition when considering that language learning is a continuous, ongoing process in which each level of development relies upon the previous level. Therefore, through a series of scaffolding learning activities, students will strengthen their interpretive, interpersonal, and presentational language skills.

Subject Area: Spanish

Grade Level: 1-2

Brief Summary of unit: Students learn basic vocabulary about greetings, salutations and states of being at grade level.

Greetings

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Greetings and leave-takings</p> <p>States of being</p> <p>Ask/tell the name</p> <p>The Spanish Alphabet</p>	<p>Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3</p> <p>Interpersonal 7.1.NL.IPERS.1 7.1.NL.IPERS.4</p> <p>Presentational 7.1.NL.PRSNT.1 7.1.NL.PRSNT.3</p>	<ul style="list-style-type: none"> • Use basic vocabulary words for greetings and goodbyes • Relate states of being in response to the question “¿Cómo estás?” • Learn how to ask and give first names • Locate a Spanish speaking country on a world map 	<p>Greet students in the target language</p> <p>Use Total Physical Response (TPR) activities to teach phrases about physical states of being (Interpretive)</p> <p>Sing along to “<i>Buenos Días</i>” using www.youtube.com-(Presentational)</p> <p>Interdisciplinary Connections, Integration of Technology</p> <p>While sitting in a circle, have students practice greetings. The first student greets the student next to him/her. Then, the second student returns the greeting. This process continues until all students have participated-(Interpersonal)</p>	<p>At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • greet and say goodbye to each other correctly • ask/ answer their name in short exchanges • locate 5 Spanish speaking countries on a map correctly. <p>The achievement of these skills will be determined through the listed assessments:</p> <p>Class participation</p> <p>Questions/Answers exchanges</p>	<p>September (4 class periods)</p>

			<p>Communication and Collaboration</p> <p>Use TPR activities such as thumbs up, thumbs down and moving hands side to side to respond to the question “¿Cómo estás?” - (Interpretive)</p> <p>Creativity and Innovation</p> <p>Introduce, “¿Cómo te llamas?” Guide students to respond with their first name (Interpretive/Interpersonal)</p> <p>Use TPR activities to teach leave-takings (Interpretive)</p> <p>Copy /write vocabulary words and phrases (Presentational)</p> <p>Implement Pair-work to practice short dialogues about greetings and leave-takings-(Interpersonal)</p> <p>Communication and Collaboration</p> <p>Use a world map to identify Spanish-speaking countries and discuss the importance of learning Spanish-</p> <p>Global Awareness</p>	<p>Pair work</p> <p>Skits/dialogues</p> <p>Short conversations</p> <p>Oral presentations</p>	
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			Teach the Spanish alphabet as a warm up activity every day		
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation _____ Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration _____ Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	Music 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.
Integration of Technology	Educational Technology NJSLS 8.1 www.youtube.com/music
Resources	For Teachers: ¡Hola! ¡Viva el español! Textbook Teacher’s Manual Unit Vocabulary: Hola Buenos días Buenas tardes ¿Cómo estás? ¡Bien! ¡Muy bien! Mal Así, así ¿Cómo te llamas? Hasta luego Hasta mañana ¡Adiós! For Students: www.youtube.com/music Teacher prepared worksheets
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.) Modifications for EL students: peer mentoring, visuals, word banks Modifications for Gifted students: leadership roles

Subject Area: Spanish

Grade Level: 1-2

Brief Summary of Unit: In this unit students learn the names of basic colors and geometric shapes.

Colors and Geometric Shapes

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Colors</p> <p>Geometric Shapes</p> <p>Simple Commands</p>	<p>Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2</p> <p>Interpersonal 7.1.NL.IPERS.1 7.1.NL.IPERS.4</p> <p>Presentational 7.1.NL.PRSNT.1</p>	<ul style="list-style-type: none"> Learn names of colors and shapes Describe shapes in terms of color Demonstrate understanding of simple commands 	<p>Use Smartboard activities to introduce colors and to practice color words on www.literacycenter.net/spanish/colors- (Interpretive)</p> <p>Integration of Technology</p> <p>Partner work: Use crayons to identify colors- (Interpretive/ Interpersonal)</p> <p>Communication and Collaboration</p> <p>Word search using www.abcya.com- (Interpretive)</p> <p>Integration of Technology</p> <p>Worksheets: Match colors to color words</p> <p>Color specific areas in pictures using color code</p>	<p>At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> identify and name primary and secondary colors name six basic geometric shapes ask/ respond to basic questions respond to basic commands correctly <p>The achievement of these skills will be determined through the listed assessments:</p> <p>Students participation in class</p>	<p>October (4 class periods)</p>

			<p>Sing the “Colors” song (Presentational)</p> <p>Identify colors of students clothing</p> <p>Follow Teacher’s directions to color and label certain geometric shapes (Interpretive)</p> <p>Pair work: Create an object using your favorite colors and geometric cutouts. Name the shapes and colors of the project- Interdisciplinary Connections, Creativity and Innovation, Communication and Collaboration</p> <p>Discuss colors that have two names in Spanish, <i>rojo-colorado</i>, <i>café-marrón</i>-Global Awareness</p> <p>TPR activities to teach simple commands. Students will practice commands throughout the year (Interpretive)</p>	<p>Classwork</p> <p>Students dialogues</p> <p>Partner activities</p> <p>Students verbal and written responses</p> <p>Worksheets</p>	
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness <u> </u> Financial, Economic, Business, and Entrepreneurial Literacy <u> </u> Civic Literacy <u> </u> Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation <u> </u> Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration <u> </u> Information Literacy <u> </u> Media Literacy <u> </u> Life and Career Skills
Interdisciplinary Connections	-Art 1.5.5. Pr5a: Prepare and present artwork safely and effectively. -Math 2.2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. -Music 1. 3A.2.Pr6b: Perform appropriately for the audience and purpose.
Integration of Technology	Educational Technology NJSLS 8.1 www.literacycenter.net abcy.com www.youtube.com/music
Resources	For Teachers: ¡Viva el español! Textbook , Teacher's Manual Vocabulary Unit: rojo, amarillo, azul, verde, anaranjado, café, negro, gris, blanco, rosado, morado, rectángulo, círculo, triángulo, cuadrado, ¡Siéntense por favor! ¡De pie! ¡Cierre la puerta por favor! ¡Por favor, abra la puerta! For Students: www.literacycenter.net Teacher prepared worksheets
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: follow student's IEP, 504's and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.) Modifications for ELL students: peer mentoring, visuals, word banks Modifications for Gifted students: leadership roles

Subject Area: Spanish

Grade Level: 1-2

Brief Summary of Unit: This unit explores numbers 0 to 20 and includes vocabulary related to fruits and vegetables.

Numbers 1-20

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Numbers 1-20</p> <p>Fruits and vegetables</p>	<p>Interpretive</p> <p>7.1.NL.IPRET.1 7.1.NL.IPRET.2</p> <p>Interpersonal</p> <p>7.1.NL.IPERS.1 7.1.NL.IPERS.4</p> <p>Presentational</p> <p>7.1.NL.PRSNT.1</p>	<ul style="list-style-type: none"> ● Count from 1-20 ● Identify numbers in and out of sequence ● Name at least 5 fruits and vegetables ● Describe produce in terms of color 	<p>Introduce numbers on www.helloworld.com- Integration of Technology</p> <p>Practice numbers 1-20 by presenting flashcards with pictures of geometric figures and counting them in the target language (CI) (Interpretive)</p> <p>Number Bingo (Interpretive)</p> <p>TPR activity: Have students clap their hands as many times as the number you call out</p> <p>Use bottle tops to accumulate “wealth” from 1-20. Different values are determined by bottle top colors. Students count accordingly as they perform simple addition problems-Interdisciplinary Connections, Problem</p>	<p>At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> ● identify and count numbers from 1-20 correctly ● name 5-7 fruits and vegetables correctly ● ask/ answer simple questions about fruits and vegetables describing them in terms of color <p>The achievement of these skills will be determined through the listed assessments:</p> <p>Students participation</p>	<p>November - December (8 class periods)</p>

			<p>Solving, Life and Career Skills</p> <p>Interactive Dice Game: Pair-work Solve simple addition problems- Communication and Collaboration</p> <p>Songs: “El barquito” “Dos y dos son cuatro y...” (Presentational)</p> <p>Worksheet: Match pictures with number words</p> <p>Introduce fruits and vegetables through PowerPoint and tangible products (CI)</p> <p>Vocabulary games (Interpretive)</p> <p>Color and label pictures of fruits and vegetables</p> <p>Partner work: Count fruits and vegetables and present to the class. (Interpersonal/ Presentational) Communication and Collaboration</p> <p>Pair activity: <i>¿Qué color es?</i> Elicit the corresponding</p>	<p>Classwork</p> <p>Partner work</p> <p>Worksheets</p> <p>Oral presentations</p>	
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			<p>answer (Interpretive/(Interpersonal))</p> <p>Partner work: Identify and describe several items in terms of color as in <i>¿ Qué color es? Es roja.</i> (Interpersonal)</p> <p>Identify a products which are unique to Spanish-speaking countries, yuca, tomate dulce, guaba, guayaba, naranjilla- Global Awareness</p> <p>Use cut outs to create a plate with your favorite fruits/vegetables and share with the class. (Presentational) Creativity and Innovation</p>		
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation <u> X </u> Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration _____ Information Literacy _____ Media Literacy <u> x </u> Life and Career Skills
Interdisciplinary Connections	-Math 1.OA.1: Use addition and subtraction within 20 to solve word problems. -2.OA.2: Fluently add and subtract within 20 using mental strategies. -Music 1.3A.2.Pr6b: Perform appropriately for the audience and purpose. -Art 1.5.5.Pr5a: Prepare and present artwork safely and effectively
Integration of Technology	Educational Technology NJSLS 8.1 www.helloworld.com

Resources	For Teachers: ¡Viva el español Textbook, Teacher’s Manual Vocabulary Unit: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte. Frutas: manzana, pera, naranja, banana, piña, guaba, guayaba, naranjilla, tomate dulce, yuca, papa, tomate, lechuga, espinaca, zanahoria. For Students: www.helloworld.com www.youtube.com/music/elbarquito worksheets
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.) Modifications for ELL students: peer mentoring, visuals, word banks Modifications for Gifted students: leadership roles

Subject Area: Spanish	
Grade Level: 1-2	Brief Summary of Unit: In this unit students are introduced to vocabulary related to the classroom environment: teachers, pupils, classroom objects and school supplies.
Classroom Objects and School Supplies	

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Classroom objects School supplies People in the classroom/ school	Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2 Interpersonal 7.1.NL.IPERS.1 7.1.NL.IPERS.4 Presentational 7.1.NL.PRSNT.1	<ul style="list-style-type: none"> Name different classroom objects and school supplies Identify people in the classroom 	Use pictures and visuals to introduce vocabulary (CI) Label actual classroom objects Bean Bag Game: Divide students in four teams to identify visuals of people, classroom objects and school supplies (Interpretive/ Interpersonal)	At the end of this unit students will be able to: <ul style="list-style-type: none"> identify, name and describe 9-12 classroom objects and supplies correctly identify and name 5 people in the school correctly 	January (4 class periods)

			<p>Communication and Collaboration</p> <p>(Classroom objects parade)</p> <p>Bingo games</p> <p>Pair work: Count classroom objects in Spanish- (Interpersonal)</p> <p>Communication and Collaboration, Interdisciplinary Connections</p> <p>Describe school supplies in terms of color (Interpretive/ Interpersonal)</p> <p>Copy/Write names of people and classroom objects (Presentational)</p> <p>Worksheet to match term to item</p> <p>Have students color and label classroom objects to create a Mini-book (Presentational)</p> <p>Creativity and Innovation/Interdisciplinary Connections</p> <p>Global Awareness:</p>	<p>The achievement of these skills will be determined through the listed assessments:</p> <p>Class participation</p> <p>Teacher observation</p> <p>Classwork</p> <p>Questions/Answers</p> <p>Worksheets</p> <p>Projects</p>	
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			Comparing schools in the U.S.A and in South America and pointing out similarities and differences using memorized words and phrases		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	- Math, K.CC.B.5: Count to answer “how many?” questions about as many as 20 things. - Art 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
Integration of Technology	Educational Technology NJSL8.1 Chromebooks to write the names of classroom objects
Resources	For Teachers: ¡Viva el español! Textbook, Teacher’s Manual Vocabulary Unit: el escritorio, el pupitre, el libro, el cuaderno, el lápiz, el borrador, las tijeras, la regla, el pizarrón, la maestra, el niño, la niña, la bandera, el papel, la silla, la mesa For Students: Mini books Teacher prepared worksheets
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.) Modifications for ELL students: peer mentoring, visuals, word banks Modifications for Gifted students: leadership roles

Subject Area: Spanish

Grade Level: 1-2

Brief Summary of Unit: Students learn names of parts of the body

Parts of the Body

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Parts of the Body	<p>Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2</p> <p>Interpersonal 7.1.NL.IPERS.1 7.1.NL.IPERS.4</p> <p>Presentational 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2</p>	<ul style="list-style-type: none"> Identify parts of the body Express feelings about physical well being 	<p>Simon Says: Game to learn parts of the body (Interpretive)</p> <p>Work with a partner to match picture to term (Interpersonal) Communication and Collaboration</p> <p>Word search: www.abeya.com- Integration of Technology</p> <p>Use a word bank to label parts of the body</p> <p>Draw and color a self-portrait and label parts of the body</p> <p>Identify an ailment with a symptomatic representation: cold, headache, stomachache- Interdisciplinary Connections</p>	<p>At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> identify and name 7-10 body parts correctly ask/ answer simple questions about physical well being <p>The achievement of these skills will be determined through the listed assessments:</p> <p>Students participation</p> <p>Classwork</p> <p>Partner work</p> <p>Worksheets</p>	February (4 class periods)

			<p>Skit- Pretend to be a doctor: ask and answer simple questions to the patient about his/her health using memorized expressions and phrases. Examples: ¿Te/ Le duele la cabeza? Me/ Le duele el brazo)(Interpersonal Life and Career Skills</p>	<p>Self-portrait</p> <p>Skit</p>	
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Integrated Components

21 st Century Themes	<p><input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health literacy</p>
21 st Century Skills	<p><input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Life and Career Skills</p>
Interdisciplinary Connections	<p>Health 2.1.2.PGD.4: Use correct terminology to identify body parts.</p>
Integration of Technology	<p>Educational Technology NJSLS 8.1 www.abcya.com/wordsearch</p>
Resources	<p>For Teachers: ¡Viva el español! Textbook, Teacher’s Manual Vocabulary Unit: la cabeza, la cara, los ojos, la nariz, las orejas, la boca, el cabello, el cuello, el brazo, los brazos, la mano, las manos, la pierna, las piernas, el pie, los pies, el resfriado, el dolor de cabeza, el dolor de estómago For students: www.abcya.com Teacher made worksheets</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed./504 students: follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.) Modifications for ELL students: peer mentoring, visuals, word banks Modifications for Gifted students: leadership roles</p>

Subject Area: Spanish

Grade Level: 1-2

Brief Summary of Unit: This unit introduces the vocabulary of “my” family and myself

Family Members

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
The Family	<p>Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3</p> <p>Interpersonal 7.1.NL.IPERS.1 7.1.NL.IPERS.3 7.1.NL.IPERS.4</p> <p>Presentational 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2</p>	<ul style="list-style-type: none"> Identify words for members of the family Draw and label members of their family tree Use the possessive “mi” in identifying relationships with family members 	<p>Use PowerPoint to show various pictures of families with different number of members to introduce vocabulary- (CI)</p> <p>Integration of Technology</p> <p>Survey- Use a horizontal bar graph to show the number of brothers and sisters each student has, compare (Interpretive/ Interpersonal)</p> <p>Interdisciplinary Connections</p> <p>Word search: www.abcya.com-</p> <p>Integration of Technology</p> <p>Match picture to the word</p> <p>Copy/write: Teacher prepared worksheets (presentational)</p>	<p>At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> identify and name 7-10 family members answer simple questions about family <p>The achievement of these skills will be determined through the listed assessments:</p> <p>Students participation</p> <p>Classwork</p> <p>Students projects</p> <p>Worksheets</p>	March (4 class periods)

			<p>Draw a family tree diagram and label family members, begin with yourself, include your brothers and sisters. Present the project to the class- (Presentational)</p> <p>Creativity and Innovation Interdisciplinary Connections</p> <p>Comparing and contrasting: papá/papa -Global Awareness</p>	Oral presentations	
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Integrated Components

21 st Century Themes	<u> x </u> Global Awareness ___ Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___ Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation ___ Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration ___ Information Literacy ___ Media Literacy ___ Life and Career Skills
Interdisciplinary Connections	-Art 1.5.5.Pr5a: Prepare and present artwork safely and effectively. -Math 2.MD.D.10: Solve simple put together, take-apart, and compare problems using information presented in a bar graph.
Integration of Technology	Educational Technology NJSL 8.1 www.spanishspanish.com/family www.abcya.com
Resources	For Teachers: ¡Viva el español Textbook, Teacher’s Manual Vocabulary Unit: La mamá/la madre el papá/el padre el hermano la hermana el abuelo la abuela el padrastro la madrastra For Students: Teacher made worksheets
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.) Modifications for ELL students: peer mentoring, visuals, word banks Modifications for Gifted students: leadership roles

Subject Area: Spanish

Grade Level: 1-2

Brief Summary of Unit: Students are introduced to pets, domestic and zoo animals

Animals

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Most common: Farm Animals and Pets Wild Animals and Sea Animals</p>	<p>Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3</p> <p>Interpersonal 7.1.NL.IPERS.1 7.1.NL.IPERS.3 7.1.NL.IPERS.4</p> <p>Presentational 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2</p>	<ul style="list-style-type: none"> Identify and name animals Describe the color and main characteristics of different animals Classify animals into different categories Classify animals based on their habitat 	<p>Talk about students’ pets using memorized words and phrases</p> <p>Use pictures, photographs to introduce vocabulary (CI)</p> <p>Flash cards (digital or traditional) to practice</p> <p>Word search</p> <p>Color and label barn animals</p> <p>Identify animal sounds on Discovery Education- (Interpretive)</p> <p>Integration of Technology</p> <p>Work with a partner to match the picture with the corresponding term (Interpersonal)</p>	<p>At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> identify and name 10-15 animals correctly describe animals by color classify animals by habitats and sounds <p>The achievement of these skills will be determined through the listed assessments:</p> <p>Students participation</p> <p>Questions/Answers</p> <p>Teacher observation</p> <p>Classwork</p>	<p>April- May (8 class periods)</p>

			<p>Work in groups to sort animals into different categories (Interpersonal) Communication and Collaboration</p> <p>Work with a partner to sort animals into different habitats (Interpersonal)</p> <p>Create animal masks to identify animals by imitating the sounds they make (Presentational) Interdisciplinary Connections, Creativity and Innovation</p> <p>Organize students in four teams to play “<i>What Animal Am I?</i>” (Cues: habitats /animal sounds) (Interpretive/Interpersonal) Communication and Collaboration</p> <p>View video ‘<i>Los pollitos</i>’, and listen to the song www.youtube.com/music/los-pollitos- Integration of Technology</p> <p>Sing along to “<i>Los pollitos</i>”</p>	<p>Worksheet</p> <p>Students presentations</p> <p>Partner/group activities</p>	<p>June (4 class periods)</p>
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			(Presentational) Show a video clip of a Zoo and talk about characteristics of these animals Animal sounds: English/Spanish Global Awareness Use VR to explore and recognize sea animals and their names- Integration of Technology Review		
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness ___ Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___ Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation ___ Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration ___ Information Literacy ___ Media Literacy ___ Life and Career Skills
Interdisciplinary Connections	-Science 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats. Core Idea: (There are many different kinds of living things in any area, and they exist in different places on land and in water.) -Art 1.5.5. Pr5a: Prepare and present artwork safely and effectively.
Integration of Technology	Educational Technology NJSLS8.1 www.google.com/images www.youtube.music/lospollitos
Resources	For Teachers: ¡Viva el español! Textbook, Teacher’s Manual Vocabulary Unit: el perro, el gato, la gallina, el pollo (pollito), la vaca, la oveja, el pato, el tigre, el león, el hipopótamo, el oso For Students: Worksheets, animal masks
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.)

Modifications for ELL students: peer mentoring, visuals, word banks, native language clarification when needed
 Modifications for Gifted students: leadership roles

Subject Area: Spanish

Grade Level: 3-4

Brief Summary of Unit: Students are introduced to an enhanced vocabulary in a basic conversation in relationship to greetings, exchanging personal information and learning about cultural practices associated with the target culture.

Greetings

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Greetings and leave-takings Asking and answering questions about personal information and physical states of being The Spanish Alphabet	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>Presentational 7.1.NM.IPRSNT.1 7.1.NM.IPRSNT.3 7.1.NM.IPRSNT.4 7.1.NM.IPRSNT.5</p>	<ul style="list-style-type: none"> Use expressions for greetings and leave-takings Ask/respond questions to identify himself/herself by name and age Ask/answer questions about physical states of being 	Introduce vocabulary by presenting a conversation between two people in Google Slides Have students mimic a basic conversation in Spanish (Interpersonal) Design and illustrate flash cards with important conversational terms Interdisciplinary Connections Fill in the blanks with various forms of greetings and goodbye replies (Interpretive) Use Total Physical Response (TPR) activities to teach phrases about physical states of being Match phrases to pictures	Students participation Class work Short skits Oral dialogues Oral and written assignments Worksheets Homework Presentations Quizzes	September (8 class periods)

		<ul style="list-style-type: none"> Learn important Latino cultural features related to greetings 	<p>Lucky Name: Game</p> <p>Discuss appropriate ways of greetings in the Hispanic culture</p> <p>Global Awareness</p> <p>Group work: Build a conversation using cue cards</p> <p>Pair work: Fill-in the blanks a conversation between two people (Interpretive)</p> <p>Create puppets and work with a partner to write a conversation on a Google Doc that includes greetings, states of being, questions about name and age and saying goodbye. Present the conversation to the class as a puppet show (Presentational)</p> <p>Integration of Technology, Communication and Collaboration, Creativity and Innovation</p> <p>Recite the Spanish alphabet as a warm up activity for each lesson</p>		
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Integrated Components

21 st Century Themes	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills

Interdisciplinary Connections	Art 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
Integration of Technology	Educational Technology NJSLS 8.1 Chromebooks Google Slides
Resources	For Teachers: Textbook and Teacher 's Manual Vocabulary Unit: Buenos días Buenas tardes Buenas noches Hola ¿Cómo estás? Bien Muy bien Mal Así, así Más o menos Gracias ¿Cómo te llamas? Me llamo... Mi nombre es... ¿Cuántos años tienes? ¡Hasta luego! ¡Hasta mañana! ¡Hasta pronto! Adiós For Students: Flash cards, teacher prepared worksheets
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Follow student's IEP, 504's and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.) Modifications for ELL students: peer mentoring, visuals, word banks Modifications for Gifted students: leadership roles

Subject Area: Spanish

Grade Level: 3-4	Brief Summary of Unit: This unit associates colors with geometric shapes, zoo animals and objects in the natural environment.
Colors and Geometric Shapes	

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Colors & Geometric Shapes	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.4</p>	<ul style="list-style-type: none"> Learn the names of colors and shapes Learn agreement of color adjectives and nouns in number and gender 	<p>Introduce vocabulary about colors, geometric shapes, zoo animals and objects in the natural environment</p> <p>Word games</p> <p>Match term to picture</p>	<p>Students participation</p> <p>Worksheets</p> <p>Assignments</p> <p>Projects</p>	October-November (16 class periods)

	<p>Presentational 7.1.NM.IPRSNT.1 7.1.NM.IPRSNT.4</p>	<ul style="list-style-type: none"> • Learn multiple words for the same color • Identify different animals • Describe authentic works of art in terms of color and shapes. • Present a project about cultural practices of Spain 	<p>Pair work: Have students practice colors, shapes, names of animals and things in the natural environment on www.spanishspanish.com www.literacycenter.net (Interpretive/ Interpersonal) Communication and Collaboration, Integration of Technology</p> <p>Teach different words for the same color <i>rojo-colorado, café-marrón</i> and give directions to color specific shapes.</p> <p>Worksheets</p> <p>Research places in the Southwestern United States that have names which include Spanish color words. Discussion- Global Awareness, Interdisciplinary Connections</p> <p>Have students work with a partner to identify shapes in a picture and ask and answer questions about colors: <i>¿Qué color es el árbol?</i> <i>Es verde/ El árbol es verde.</i> (Interpretive/ Interpersonal)</p> <p>Have students go on a virtual trip to Bilbao, Spain through www.guggenheim-bilbao.es and have a discussion about what they see (Interpretive/ Interpersonal) Communication and Collaboration</p>	<p>Homework</p> <p>Presentations</p> <p>Partner work</p> <p>Quizzes</p>	
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			<p>Introduce the work of Miro www.art.com/gallery/joan-miro-posters and have students create their own art work using only geometric shapes and primary colors. Display the work in the Culture Corner of the classroom (Interpretive/ Presentational)</p> <p>Utilize Britannica Online: http://school.eb.com to research relevant cultural aspects of Spain and geographical information (Interpretive)</p> <p>Research an animal native to a Latin American country and write a report to present to the class (Interpretive/ Presentational)</p> <p>Global Awareness, Integration of Technology, Interdisciplinary Connections</p>		
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness ___ Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___ Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation ___ Critical Thinking and Problem Solving ___ Communication and Collaboration ___ Information Literacy ___ Media Literacy ___ Life and Career Skills
Interdisciplinary Connections	-Art 1.5.5.Pr5a: Prepare and present artwork safely and effectively. -Art 1.5.5.Re7b: Analyze visual arts including cultural associations. -Social Studies 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
Integration of Technology	Educational Technology NJSLS8.1

	www.literacycenter.net www.spanishspanish.com www.art.comm/gallery www.guggenheim-bilbao.es
Resources	For Teachers: Textbook and Teacher’s Manual Vocabulary Unit: Blanco, negro, rojo, amarillo, azul, verde, morado, lila, rosado, anaranjado, gris, verde, cuadrado, rectángulo, círculo, triángulo, rombo/diamante, óvalo, el sol, la luna, el cielo, la montaña, el árbol, el mar For Students: Teacher prepared worksheets/websites
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.) Modifications for ELL students: peer mentoring, visuals, word banks Modifications for Gifted students: leadership roles

Subject Area: Spanish		
	Grade Level: 3-4	Brief Summary of Unit: Students explore names of classroom objects and numbers 1 to 100.
	Classroom Objects and Numbers	

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Classroom objects School Supplies Numbers There is/There are ¿Cuántos?	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.4</p> <p>Presentational</p>	<ul style="list-style-type: none"> Name classroom objects and school supplies Recite and write number words 1-100 Ask questions with ¿Cuántos? ¿Cuántas? 	<p>Introduce vocabulary utilizing tangible objects</p> <p>Organize the class in groups of three or four students to label classroom objects in Spanish (Presentational) Communication and Collaboration</p> <p>Match picture to term</p>	<p>Students participation</p> <p>Classwork</p> <p>Questions/Answers</p> <p>Mini-whiteboards</p> <p>Partner activities</p> <p>Projects/Presentations</p>	December-January (16 class periods)

¿Cuántas?	7.1.NM.IPRSNT.1 7.1.NM.IPRSNT.4	<ul style="list-style-type: none"> Respond using “Hay...” 	<p>Word Games</p> <p>Have students work with a partner to create a word search on www.abcya.com</p> <p>Digital and traditional Number Bingo- Integration of Technology, Communication and Collaboration</p> <p>Count the number of different objects in the classroom and write the number words on mini-white boards</p> <p>Teach numbers counting by TENS up to one hundred orally and in writing</p> <p>Use cards with numbers 0-9 to teach two-digit numbers up to 99. Have students work with a partner to write different two-digit numbers in words on mini-white boards</p> <p>Creativity and Innovation, Communication and Collaboration</p> <p>Ask questions about quantity with <i>¿ Cuántos? ¿Cuántas?</i> Respond with <i>Hay...</i></p>	Quizzes	
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			<p>Have students work with a partner to solve and create simple multiplication and division equations in Spanish (Interpretive/ Interpersonal)</p> <p>Play <i>¿Cuántos tengo yo?</i> Choose a handful of objects and have students guess the quantity. Write the number on the board (Interpretive)</p>		
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Math 3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.
Integration of Technology	Educational Technology NJLS8.1 Chrome books www.abcya.com
Resources	<p>For Teachers: Textbook/Teacher’s Manual</p> <p>Vocabulary Unit: Numbers 1-100 La bandera, el salón de clase, el escritorio, el pupitre, el libro, el cuaderno, el lápiz, el bolígrafo, el borrador, la regla, el pizarrón, el mapa, el globo, el papel, la mesa</p> <p>For Students: Teacher prepared worksheets, websites to practice</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed./504 students: Follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.)</p> <p>Modifications for ELL students: peer mentoring, visuals, word banks</p> <p>Modifications for Gifted students: leadership roles</p>

Subject Area: Spanish

Grade Level: 3-4

Brief Summary of Unit: In this unit students study the seasons and clothing. They explore shopping for clothing in a virtual Spanish-speaking store.

Seasons and Clothing

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Seasons Weather Clothing	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>Presentational 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<ul style="list-style-type: none"> Name the seasons Talk about different kinds of weather Describe the current weather Describe typical weather for a season Name clothing appropriate for a particular season Describe clothing in terms of color 	<p>Use pictures and photographs to introduce vocabulary</p> <p>Partner work: Practice vocabulary on www.quizlet.com and www.abcya.com</p> <p>Integration of Technology, Communication and Collaboration</p> <p>Play bingo games(traditional or digital www.abcya.com)</p> <p>Teach names of typical weather and relevant characteristics for each season</p> <p>TPR: Ask students to act out their responses to different types of weather (Interpretive)</p>	<p>Questions/Answers</p> <p>Oral dialogues</p> <p>Partner/Group activities</p> <p>Projects</p> <p>Teacher Observation</p> <p>Role-plays</p> <p>Quizzes</p>	February-April (24 class periods)

		<ul style="list-style-type: none"> • Perform a skit about shopping in a virtual Spanish-speaking store 	<p>Looking at illustrations of various types of weather ask ¿<i>Qué tiempo hace?</i> Elicit responses such as: <i>Hace frío. Está nevando.</i> (Interpretive)</p> <p>Organize the class into four groups and ask each group to represent a season. Discuss weather events that “<i>always, never and sometimes</i>” happen in each season (Interpretive)</p> <p>Creativity and Innovation, Communication and Collaboration</p> <p>Research local current weather conditions and temperatures and compare them with cities in Latin American countries www.espanol.weather.com (Interpretive/ Interpersonal)</p> <p>Global Awareness Interdisciplinary Connections</p> <p>Pretend to be a weather reporter and present the weather forecast using a world map (Presentational)</p> <p>Life and Career Skills</p> <p>Use tangible items to teach clothing vocabulary and have</p>		
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			<p>students practice on www.spanishspanish.com (Interpretive)</p> <p>Teach questions asking for the color and price of an item. <i>¿Qué color es? ¿Cuánto cuesta?</i></p> <p>Create a virtual Spanish store. Have students play different roles: clerks, customers and cashiers (Interpersonal) Life and Career Skills</p> <p>Use empty boxes and have students design a “suitcase” to pack appropriate clothing they would take if they go on a trip during a particular season. (Presentational)</p> <p>Students draw, color and label their own pieces of clothing (Presentational) Creativity and Innovation</p>		
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness <u> </u> Financial, Economic, Business, and Entrepreneurial Literacy <u> </u> Civic Literacy <u> </u> Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation <u> </u> Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration <u> </u> Information Literacy <u> </u> Media Literacy <u> x </u> Life and Career Skills

Interdisciplinary Connections	<ul style="list-style-type: none"> - Science 3-ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. - Science 3-3-ESS2-1 Obtain and combine information to describe climates in different regions of the world. - Art 1.5.5.Pr5a: Prepare and present artwork safely and effectively. - Math 2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
Integration of Technology	<p>NJSLS 8.1 Educational Technology www.abcya.com www.quizlet.com</p>
Resources	<p>For Teachers: ¡Viva el español! Textbook Teacher’s Manual Vocabulary Unit: El verano, el invierno, la primavera, el otoño, Centígrados, Hace frío, Hace calor, Llueve, Está lloviendo, Está nevando, La ropa: la camisa, la camiseta, los pantalones, el vestido, la blusa, la falda, las medias, los zapatos, la bufanda, la chaqueta, el abrigo, los guantes, las botas, las sandalias, el traje de baño For Students: Teacher prepared worksheets, class notes, Quizlet, ABCya</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed./504 students: Follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.) Modifications for ELL students: peer mentoring, visuals, word banks Modifications for Gifted students: leadership roles</p>

Subject Area: Spanish

Grade Level: 3-4

Brief Summary of Unit: In this unit students explore names of foods and eating utensils.

Food

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Foods and Beverages</p> <p>Fruits and Vegetables</p>	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p> <p>Interpersonal 7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5</p> <p>Presentational 7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.4</p>	<ul style="list-style-type: none"> List foods into different categories Label the food pyramid Identify eating utensils Order food from a menu Express preferences for different foods 	<p>Utilize PowerPoint and tangible products to introduce vocabulary about foods, fruits and vegetables</p> <p>Word games</p> <p>Match item to term: www.quizlet.com www.spanishspanish.com/food www.quia.com</p> <p>Wordsearch digital and traditional (Interpretive)</p> <p>Integration of Technology</p> <p>Work with a partner to drag and drop food names/pictures in different categories (Interpretive/Interpersonal)</p> <p>Communication and Collaboration</p>	<p>Questions/Answers</p> <p>Partner/group activities</p> <p>Oral Skits</p> <p>Written assignments</p> <p>Activity Sheets</p> <p>Projects/Presentations</p> <p>Quizzes</p>	<p>May-June (16 class periods)</p>

			<p>Group work: create a food pyramid poster. Students draw, label and talk about healthy foods (Presentational)</p> <p>Interdisciplinary Connections</p> <p>TPR activities to teach verbs about ordering food</p> <p>Group work: Create a healthy menu (Presentational)</p> <p>Role-play/ Skit: Ordering food in a Mexican restaurant (Presentational)</p> <p>Life and Career Skills</p> <p>Research : Mexico's food Project Britannica Online http://school.eb.com Chromebooks</p> <p>Interdisciplinary Connections, Integration of Technology</p> <p>Perform a skit about ordering food from a restaurant (Presentational)</p> <p>Creativity and Innovation, Communication and Collaboration</p>		
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			View on you tube.com a clip about preparation of authentic Spanish dishes, discussion (Interpretive) Global Awareness		
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness ___ Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___ Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation ___ Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration ___ Information Literacy ___ Media Literacy <u> x </u> Life and Career Skills
Interdisciplinary Connections	Health/ Nutrition 2.2.2.N.1: Explore different types of foods and food groups. Health/ Nutrition 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
Integration of Technology	Educational Technology NJLS8.1 www.abcya.com www.quia.com www.spanishspanish.com www.youtube.com
Resources	For Teachers: ¡Viva el español! Textbook/Teacher’s Manual Vocabulary Unit: la manzana, la pera, las uvas, la naranja, las bananas, la lechuga, el tomate, la espinaca, el brócoli, las papas, las zanahorias, la leche, la limonada, el cereal, el pan, el arroz, el pollo, la sopa, los tacos, las enchiladas, el plato, el tenedor, el vaso, la cuchara, el cuchillo, la servilleta, la mesa, por favor, gracias, de nada, necesito, comer, ordenar, beber, pagar, el mesero, el menú, la orden, la cuenta, libre, ocupado For Students: Teacher prepared handouts flash cards www.quizlet.com www.quia.com www.abcya.com
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: Follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc. Modifications for ELL students: visuals, peer mentoring, provide additional instructions, extend time for assignment completion, shorten assignments, provide repeated reviews and drills using varied teaching strategies, read directions, text to students as needed, note taking assistance, reading strategies (peer, guided, small group) Modifications for Gifted students: sentence expansion, answering questions with complete sentences, leadership roles

Subject Area: Spanish

Grade Level: 5-6	Brief Summary of Unit: Students are introduced to a further enhanced basic conversation vocabulary in reference to customary greetings, exchanging personal information and learning about cultural practices associated with the target language.
¡Bienvenidos!	

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
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<p>Greetings</p> <p>States of being</p> <p>Ask/Tell name and age</p> <p>Farewell expressions</p>	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>Presentational 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<ul style="list-style-type: none"> • Learn different ways to greet and say goodbye • Ask/tell name, age and state of being • Identify people by responding to • ¿Quién es? • Name the place from which they are from • Say goodbye • Talk about appropriate ways to greet a person in a culturally relevant way 	<p>Introduce vocabulary by using digital flashcards www.quizlet.com Present a conversation between two people by using Google Slides</p> <p>Integration of Technology</p> <p>Worksheets and matching handouts (Interpretive)</p> <p>Students mimic a conversation (Presentational)</p> <p>Fill-in the blanks worksheet (Interpretive)</p> <p>Asking and answering questions in group and individually (Interpersonal)</p> <p>Use photographs to role-play introductions involving a third person (Interpersonal)</p> <p>Partners will collaborate to create a conversation using Google Docs and they will role-play their made-up conversation (Presentational)</p> <p>Communication and Collaboration</p>	<p>Class participation</p> <p>Questions/Answers</p> <p>Skits</p> <p>Oral presentations</p> <p>Role-play</p> <p>Conversation</p> <p>Worksheets</p> <p>Quizzes</p>	<p>September (8 class periods)</p>
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			Discuss cultural practices about first names, last names and greetings in Spanish-speaking countries, handshaking and kissing on the cheek, differences between “ <i>tú</i> ” and “ <i>usted</i> ”, two-part first names -Global Awareness		
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness <u> </u> Financial, Economic, Business, and Entrepreneurial Literacy <u> </u> Civic Literacy <u> </u> Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation <u> </u> Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration <u> </u> Information Literacy <u> X </u> Media Literacy <u> </u> Life and Career Skills
Interdisciplinary Connections	
Integration of Technology	Educational Technology NJSLS8.1 Writing a conversation using Google Docs/Digital flashcards
Resources	For Teachers: ¡Viva el español! Textbook, Teacher’s Manual Unit Vocabulary: Señor, Señora, Señorita ¡Hola! ¡Hasta luego! ¡Hasta mañana! Adiós Buenos días Buenas tardes Buenas noches ¿Cómo te llamas tú? ¿Cómo se llama él? ¿Cómo se llama ella? Me llamo... Se llama... ¿Cómo estás tú? Muy bien, gracias Mal Así, así Bien Más o menos ¿Cuántos años tienes? Tengo..... For Students: ¡Hola! Textbook Teacher prepared worksheets www.quizlet.com/greetings
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: follow IEP/ 504’s, & I&RS goals, use word banks, extra time, preferential seating Modifications for ELL students: Extra time, peer mentoring, provide additional instructions, extend time for assignment completion, shorten assignments, provide repeated reviews and drills using varied teaching strategies, read directions, text to students as needed, note taking assistance, reading strategies (peer, guided, small group) Modifications for Gifted students: Answer questions with complete sentences Modifications for students with higher levels of proficiency (Novice High learners): strategic grouping, modified assessments and expectations based on the following standards:

Interpretive Mode

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

Interpersonal Mode

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

Presentational Mode

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

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

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Subject Area: Spanish

Grade Level: 5-6

Brief Summary of Unit: This Unit explores names of colors, classroom objects, school supplies, school personnel and places in school.

School and The Classroom

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Colors	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p>	<ul style="list-style-type: none"> Identify colors and classroom objects 	<p>Introduce vocabulary through pictures and classroom objects</p>	<p>Students responses</p>	<p>October-November (16 class periods)</p>
The Classroom					
School Supplies	<p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p>	<ul style="list-style-type: none"> Name school supplies 	<p>Introduce the origin of colors to the class by using a prism- Duplicate the basic sequence of colors of the prism and have students work with a partner to label them-Interdisciplinary Connections, Communication and Collaboration</p>	<p>Classwork</p> <p>Conversations</p>	
People and Places in School					
Pronouns ¿Qué? ¿Quién?	<p>Presentational 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<ul style="list-style-type: none"> Talk about people who work in school 	<p>Integration of Technology</p>	<p>Class participation</p> <p>Homework</p> <p>Partner activities</p>	
Schools in Spanish-speaking countries					
Country Flags	<ul style="list-style-type: none"> Identify places Ask and answer questions with ¿Qué? ¿Quién 	<p>Students practice colors and classroom objects using digital flashcards www.quizlet.com (Interpretive)</p>	<p>Research projects</p> <p>Presentations</p> <p>Mini quizzes</p>		
Basic Commands					

		<ul style="list-style-type: none"> • Compare flags of different countries • Learn basic commands in the target language • Discuss important contributions of people from a Hispanic heritage 	<p>Draw, color and label classroom objects and places in school (Presentational)</p> <p>Worksheets to match pictures and the corresponding term (Interpretive)</p> <p>Game: Buena Memoria</p> <p>Use photographs and classroom objects to teach questions with “<i>ser</i>”: <i>¿Quién es?</i> / <i>¿Qué es?</i> / <i>¿Qué color es?</i> / <i>¿De qué color es?</i> Elicit the corresponding answer. Pair work practice (Interpersonal)</p> <p>Communication and Collaboration</p> <p>Guessing Game: <i>¿ Quién es?</i> Board work: Students identify people who work in school (Interpersonal)</p> <p>Compare and contrast school buildings and school libraries in the United States and in South American countries- Global Awareness</p> <p>Organize the class into groups and have students research the meaning of the colors and</p>		
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			<p>symbols of the flags of Latin American countries and compare them with the flag of the United States (Interpretive)</p> <p>Research Projects: Hispanic Heritage Month Day of the Dead Online Britannica Http://school.eb.com-</p> <p>Media Literacy, Communication and Collaboration, Interdisciplinary Connections</p> <p>TPR: Commands: Students practice basic commands in every class (Interpretive)</p>		
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness <u> X </u> Financial, Economic, Business, and Entrepreneurial Literacy <u> </u> Civic Literacy <u> </u> Health literacy
21 st Century Skills	<u> </u> Creativity and Innovation <u> X </u> Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration <u> </u> Information Literacy <u> X </u> Media Literacy <u> </u> Life and Career Skills
Interdisciplinary Connections	Social Studies 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world.
Integration of Technology	NJSLS 8.1 Educational Technology www.quizlet.com/colors/classroomobjects

Resources	<p>For Teachers: ¡Viva el español! Textbook, Teacher’s Manual Unit Vocabulary: La bandera, el mapa, el reloj, el pizarrón, el libro, el lápiz, el borrador, el texto, el papel, el cuaderno, el globo, la regla, la computadora, el escritorio, el pupitre, la silla, la mesa, la ventana, la pared, la puerta, la maestra, el director, el profesor, el estudiante, el niño For Students: www.quizlet.com www.spanishpanish.com/colors Teacher prepared worksheets</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed./504 students: follow IEP/ 504’s & I&RS goals,use word banks, extra time, preferential seating Modifications for ELL students: Extra time, peer mentoring, provide additional instructions, extend time for assignment completion, shorten assignments, provide repeated reviews and drills using varied teaching strategies, read directions, text to students as needed, note taking assistance,reading strategies (peer, guided, small group) Modifications for Gifted students: Practice affirmative and negative answers Modifications for students with higher levels of proficiency (Novice High learners): strategic grouping, modified assessments and expectations based on the following standards:</p> <p><u>Interpretive Mode</u> 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><u>Interpersonal Mode</u> 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p><u>Presentational Mode</u></p>

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

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

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Subject Area: Spanish

Grade Level: 5-6

Brief Summary of Unit: This unit explores days of the week, months of the year and the function of numbers in their use of the calendar and telling time in relating specific times of the day.

Numbers, Months, Days of the Week, Telling Time

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Numbers 1-100	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>Presentational 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<ul style="list-style-type: none"> Identify numbers 1-100 Solve simple adding and subtracting problems Ask/tell what day of the week it is or it will be Read a calendar 	<p>TPR Count 1-10 by saying numbers randomly and clapping</p> <p>Chain exercise of counting off numbers by tens through the class: Beginning with number 10 students announce the following number and stand up while a student writes the number words on the board</p> <p>Use a set of number cards 0-9, Have students color them</p>	<p>Students responses and participation</p> <p>Classwork</p> <p>Homework</p> <p>Partner work</p> <p>Worksheets completion</p> <p>Mini quizzes</p> <p>Quizzes</p>	<p align="center">December (8 class periods)</p>
Days of the Week					
Months of the Year					
Telling Time					
Seasons					

		<ul style="list-style-type: none"> ● Use numbers in everyday situations ● Learn to ask and tell what time it is ● Discuss cultural practices concerning appointments 	<p>and guide students to form two-digit numbers and present them to a partner and then to the class</p> <p>Solve mental addition, subtraction, division, multiplication problems. Introduce the meaning of <i>más</i> +/ <i>menos</i> -</p> <p>Media Literacy, Communication and Collaboration</p> <p>-Number Bingo</p> <p>-Use a calendar to present vocabulary related to days of the week and months of the year</p> <p>Point to the date on the classroom calendar and ask questions: <i>¿Qué día es hoy?</i> <i>¿Qué día es mañana...</i></p> <p>Show a calendar and ask: <i>¿Qué día es el 8? (el 15, el 28, etc.)</i></p> <p>Differences between the Hispanic and the English-speaking calendar-</p> <p>Global Awareness</p>		
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			<p>Use a clock to explain telling time in hours, half-hour and minutes. Practice</p> <p>Fill in the information-info gap: use your class schedule and a schedule from a Spanish speaking country school and fill in the blanks -cultural activity (Interpretive)</p>		
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness _____ Financial, Economic, Business, and Entrepreneurial Literacy _____ Civic Literacy _____ Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation _____ Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration _____ Information Literacy _____ Media Literacy _____ Life and Career Skills
Interdisciplinary Connections	Math 3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.
Integration of Technology	NJSLS 8.1 Educational Technology www.abcya.com/spanish/bingo
Resources	For Teachers: ¡Viva el español! Textbook, Teacher’s Manual Vocabulary Unit: Los números los meses del año los días de la semana la hora, media hora, minutos For Students: Teacher prepared worksheets www.spanishspanish.com/numbers
Integrated Accommodations and Modifications	Modifications for Special Ed./504 students: follow IEP, 504’s & I&RS goals, provide extra time, preferential seating Modifications for ELL students: extra time, peer mentoring Modifications for Gifted students: leadership roles and writing dialogue exchanges Modifications for students with higher levels of proficiency (Novice High learners): strategic grouping, modified assessments and expectations based on the following standards: <u>Interpretive Mode</u>

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

Interpersonal Mode

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

Presentational Mode

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

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

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Subject Area: Spanish

Grade Level: 5-6

Seasons and weather

Brief Summary of Unit: Students learn vocabulary related to seasons, weather characteristics and seasonal effects on daily personal activities.

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>The seasons</p> <p>Types of weather</p> <p>Questions and Answers</p>	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>Presentational 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<ul style="list-style-type: none"> ● Name seasons of the year ● Identify characteristics of each season ● Describe seasonal weather conditions ● Ask/describe current weather 	<p>Powerpoint Presentation to introduce vocabulary about seasonal weather-Integration of Technology</p> <p>TPR actions to practice weather vocabulary (Interpretive)</p> <p>Post pictures of the four seasons to explain different types of weather during a particular season.</p> <p>Use pictures to introduce the question <i>¿Qué tiempo hace?</i> and elicit responses related to the type of weather: <i>Hace frío, Hace calor, Hace viento.</i> Proficient students may expand their answers, for instance <i>Hace frío en el invierno.</i> (Interpersonal)</p> <p>Allow students to observe current weather and ask related weather conditions Discuss the significance of the weather conditions North and South of the Equator</p>	<p>Short dialogues</p> <p>Skits</p> <p>Students projects</p> <p>Oral presentations</p> <p>Written responses</p> <p>Class participation</p> <p>Quizzes</p>	<p>January-February (16 class periods)</p>

			<p>Equator- Interdisciplinary Connections, Global Awareness</p> <p>Have students work in four groups to represent the seasons. Each group displays drawings along with labels and text on a poster board (Presentational) Creativity and Innovation</p> <p>Authentic role and scenario: Pretend you are a meteorologist invited to a tv show segment the tv host asks you questions about your weather predictions in different cities based on the patterns found in accuweather.com (Interpersonal/ Presentational) Communication and Collaboration, Technology Integration, Life and Career Skills</p>	
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness ___ Financial, Economic, Business, and Entrepreneurial Literacy ___ Civic Literacy ___ Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation ___ Critical Thinking and Problem Solving <u> X </u> Communication and Collaboration ___ Information Literacy ___ Media Literacy <u> x </u> Life and Career Skills

Interdisciplinary Connections	<p>-Science 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>-Science 3-ESS2-1 Obtain and combine information to describe climates in different regions of the world.</p>
Integration of Technology	<p>NJSLS 8.1 Educational Technology www.youtube.com/weather</p>
Resources	<p>For Teachers: ¡Hola! ¡ Viva el español Textbook Teacher’s Manual Vocabulary Unit: el verano el invierno el otoño la primavera Hace frío Hace calor Hace viento Llueve Nieva For Students: Textbook, worksheets, notes</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed./504 students: follow IEP, 504’s & I&RS goals, modified tests and assignments Modifications for ELL students: peer mentoring Modifications for Gifted students: leadership roles, script writing to include dialogue exchanges Modifications for students with higher levels of proficiency (Novice High learners): strategic grouping, modified assessments and expectations based on the following standards: <u>Interpretive Mode</u> 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. <u>Interpersonal Mode</u> 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p>

<p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p> <p><u>Presentational Mode</u></p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>

Subject Area: Spanish

Grade Level: 5-6

Brief Summary of Unit: In this unit students explore names of places in school, home and community. They also ask and respond to questions in the near future by using singular forms of “ir”.

In School and at Home

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Places in the House , School and Community	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.4</p> <p>Presentational 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4</p>	<ul style="list-style-type: none"> Name at least five rooms and other additional places in the house Identify places in the community Locate and describe various places in the school Ask and answer questions about the place you are going 	<p>Use pictures to introduce new vocabulary words related to the house and community</p> <p>Practice: Digital Bingo www.abcya.com (Interpretive) Integration of Technology</p> <p>Have students draw, color and label rooms and other places in a house (Presentational)</p> <p>Create lists of classes and places where students go to in school (Presentational)</p> <p>Mention the name of a particular teacher/ person who works in school and let students identify the location associated with this person</p> <p>Explain the use of <i>Voy a /Voy al, Vas a/Vas al, and Va a/Va al</i> when going to places. Then</p>	<p>Class participation</p> <p>Teacher observation</p> <p>Classwork</p> <p>Homework</p> <p>Projects/Presentations</p> <p>Assignments</p> <p>Teacher Observation</p> <p>Quizzes</p>	<p>March (8 class periods)</p>

			<p>have students look at pictures of different places and then ask ¿A dónde vas? Request volunteers to answer the questions. Invite a student to be the “teacher” to continue questioning.</p> <p>Place objects associated with a class or school activity on the desk of each student and ask ¿A dónde vas? The student uses the cue to respond (Interpersonal)</p> <p>Communication and Collaboration</p> <p>Students work in groups to make a model of an average street, then work with a partner asking and answering questions about going to places (Presentational)</p> <p>Interdisciplinary Connections, Innovation and Creativity</p>		
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills

Interdisciplinary Connections	Art 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
Integration of Technology	NJSLS 8.1 Educational Technology www.abcy.com
Resources	<p>For Teachers: ¡Hola! ¡Viva el español! Textbook and Teacher’s Manual Vocabulary Unit: El dormitorio la sala el comedor la cocina el patio el garaje el jardín el parque la tienda el patio de recreo la cafetería el gimnasio la oficina el salón de Música el salón de Ciencias el salón de matemáticas el salón de Español For Students: Textbook Teacher made worksheets www.abcy.com/Spanish/Bingo</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed./504 students: follow IEP, 504’s & I&RS goals, modified tests and assignments Modifications for ELL students: extra time, visuals, peer mentoring Modifications for Gifted students: expanded sentences Modifications for students with higher levels of proficiency (Novice High learners): strategic grouping, modified assessments and expectations based on the following standards: <u>Interpretive Mode</u> 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. <u>Interpersonal Mode</u> 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. <u>Presentational Mode</u> 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>

Subject Area: Spanish

Grade Level: 5-6

Brief Summary of Unit: Students learn common regular verbs to describe activities in which they engage at home and in school.

Regular Verbs

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>Regular Verbs</p> <p>Conjugation of regular verbs with singular subjects</p> <p>Answering the question <i>¿Qué haces tú?</i></p>	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.4</p> <p>Presentational 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<ul style="list-style-type: none"> • Talk about school subjects and class schedules • Speak/Write strings of sentences to describe activities for the immediate future and for a current situation • Tell others about plans for the immediate future using “Voy a...” 	<p>Introduce verbs by discussing daily students activities</p> <p>Use items associated with those activities and use them as props to present verbs in the target language. (Interpretive)</p> <p>TPR activities to practice verbs (Interpretive)</p> <p>Charades (Interpretive)</p> <p>Chromebooks: Students create a presentation about verbs and their meanings (Presentational)</p> <p>Creativity and Innovation, Integration of Technology</p> <p>Explain the conjugation of regular verbs in the Present Tense using singular subjects. Have students use mini white-boards to remove the</p>	<p>Students participation</p> <p>Teacher observation</p> <p>Questions/Answers</p> <p>Short dialogues</p> <p>Students responses</p> <p>Role-plays</p> <p>Homework</p> <p>Dialogues</p> <p>Mini quizzes</p> <p>Quizzes</p>	<p align="center">April (8 class periods)</p>

			<p>verb ending in the Infinitive form and write the corresponding ending in the Present Tense</p> <p>Have students use props to demonstrate different actions. Ask <i>¿Qué haces tú?</i> Elicit responses such as <i>Yo leo, Yo estudio, Yo escribo.</i></p> <p>Proficient students expand their sentences by including a place as in <i>Yo leo en la biblioteca.</i> <i>Yo escribo en la casa.</i></p> <p>Teach the use of “ir+a+infinitive” to express plans for the immediate future. (Interpretive/ Interpersonal)</p> <p>Role-play asking friends to join you for an activity that will take place in the immediate future. (Interpersonal)</p> <p>Working in pairs students write a brief dialogue including regular verbs (Presentational)</p> <p>Communication and Collaboration</p>		
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	
Integration of Technology	NJSLS 8.1 Educational Technology Chromebooks Google Slides
Resources	For Teachers: ¡Viva el español! Textbook and Teacher’s Manual Vocabulary Unit: Caminar, estudiar, ir, saltar, comer, correr, aprender, leer, escribir, escuchar, hablar, cantar, llamar, practicar, voy For Students: Textbook, teacher prepared handouts and notes www.digitaldialogues.com/verbs

<p>Integrated Accommodations and Modifications</p>	<p>Modifications for Special Ed./504 students: follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.)</p> <p>Modifications for ELL students: peer mentoring, visuals, word banks</p> <p>Modifications for Gifted students: leadership roles</p> <p>Modifications for students with higher levels of proficiency (Novice High learners): strategic grouping, modified assessments and expectations based on the following standards:</p> <p><u>Interpretive Mode</u></p> <p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><u>Interpersonal Mode</u></p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p><u>Presentational Mode</u></p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>
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Subject Area: Spanish

Grade Level: 5-6

Brief Summary of Unit: Students explore vocabulary related to foods and sports and learn how to express preferences with “gustar”. They also study cognates, “false friends” and vocabulary about school subjects.

Expressing likes and dislikes

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
Foods Fruits Vegetables Sports School subjects Descriptive adjectives Verb “gustar”	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p> <p>Presentational 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p>	<ul style="list-style-type: none"> Name foods, fruits and vegetables Identify various pastimes in Spanish Recognize adjective agreement Express likes and dislikes Ask about other people’s preferences Describe yourself 	<p>Use pictures, props and realia to teach new vocabulary. Practice vocabulary on www.digitaldialects.com-</p> <p>Integration of Technology</p> <p>Compare and contrast cognates and “false friends”: Write on the board “important”, interesting”, “difficult” and call on volunteers to write the Spanish counterparts next to them. Have students analyze false friends such as “arena”= sandia, “exit”= salida , “rope”=cuerda (Interpretive)</p> <p>Teach adjective agreement: number and gender</p> <p>Teach how to inquire about preferences <i>¿Qué te gusta?/ ¿Qué le gusta?</i> Elicit</p>	Participation Teacher observation Dialogue presentations Classwork assignments Homework Quizzes	May (8 class periods)

			<p>responses: <i>Me gusta la manzana</i> <i>Le gusta el chocolate</i> Call on volunteers to talk about preferences respect to school subjects, foods, sports and pastimes. (Interpretive)</p> <p>Work on additional affirmative and negative statements using prompts in pairs (Interpersonal)</p> <p>Chromebooks: Have students use Google Docs to describe themselves (Presentational) Integration of Technology Creativity and Innovation</p> <p>Heritage students may share other expressions to express likes and dislikes in conversation with peers (Interpersonal) Global Awareness</p>		
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Integrated Components

21 st Century Themes	<u> X </u> Global Awareness <u> </u> Financial, Economic, Business, and Entrepreneurial Literacy <u> </u> Civic Literacy <u> </u> Health literacy
21 st Century Skills	<u> X </u> Creativity and Innovation <u> </u> Critical Thinking and Problem Solving <u> </u> Communication and Collaboration <u> </u> Information Literacy <u> </u> Media Literacy <u> </u> Life and Career Skills
Interdisciplinary Connections	

Integration of Technology	<p>NJSLS 8.1 Educational Technology</p> <p>Chromebooks: digitaldialects.com spanishspanish.com Google Slides</p>
Resources	<p>For Teachers: ¡Viva el español! Textbook and Teacher’s Manual arroz con pollo, leche, agua, sopa, espinaca, tomate, papas, fútbol, baloncesto, tenis, fútbol americano, atletismo, natación, boliche, alto, bonita, inteligente, aburrido, importante, sabroso, dulce, agrio, delicioso, caro, barato</p> <p>For Students: Textbook, teacher made notes and worksheets , word search</p>
Integrated Accommodations and Modifications	<p>Modifications for Special Ed./504 students: follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.)</p> <p>Modifications for ELL students: peer mentoring, visuals, word banks</p> <p>Modifications for Gifted students: leadership roles</p> <p>Modifications for students with higher levels of proficiency (Novice High learners): strategic grouping, modified assessments and expectations based on the following standards:</p> <p><u>Interpretive Mode</u></p> <p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><u>Interpersonal Mode</u></p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p><u>Presentational Mode</u></p>

<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>
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Subject Area: Spanish

Grade Level: 5-6

Brief Summary of Unit: In the Family Unit students demonstrate the knowledge of vocabulary about family members and how they are related to one another by using the verb “tener”

The Family & All About Me

<u>Content</u>	<u>Standards</u>	<u>Skills – SWBAT</u>	<u>Suggested Activities</u>	<u>Suggested Assessments</u>	<u>Pacing Guide</u>
<p>The Family</p> <p>Relationships among members</p> <p>Verb “tener”</p> <p>Descriptive adjectives about self</p>	<p>Interpretive 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3</p> <p>Interpersonal 7.1.NM.IPERS.1 7.1.NM.IPERS.4</p> <p>Presentational 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4</p>	<ul style="list-style-type: none"> List the names of family members Create a family tree and identify relationships among its members Design a poster about themselves and write a narrative 	<p>Use pictures/photographs to present vocabulary related to the family</p> <p>Students prepare index cards with identities of several family members and share it with the class (Presentational)</p> <p>Introduce the verb “tener” and its grammatical singular forms</p> <p>Students work with a partner to practice the names of family members using familiar questions- (Interpretive/ Interpersonal)</p>	<p>Student participation</p> <p>Homework</p> <p>Classroom assignments</p> <p>Mini quizzes</p> <p>Quizzes</p> <p>Who Am I? Poster and Narrative</p> <p>Reading</p>	<p>June (8 class periods)</p>

			<p>Communication and Collaboration</p> <p>Draw a family tree, label family members and describe relationships among them (Presentational)</p> <p>Interdisciplinary Connections</p> <p>Who Am I? Students illustrate a poster and write a narrative depicting their relevant physical and intellectual features (Presentational)</p> <p>Integration of Technology, Creativity and Innovation</p>	
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Integrated Components

21 st Century Themes	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health literacy
21 st Century Skills	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Life and Career Skills
Interdisciplinary Connections	Art 1.5.5.Pr5a: Prepare and present artwork safely and effectively.
Integration of Technology	NJSLS 8.1 Educational Technology Chromebooks: Google Docs
Resources	<p>For Teachers: ¡Viva el español! Textbook and Teacher’s Manual Vocabulary Unit: Mamá/madre, papa/padre, hermano(a), abuelo(a), madrastra, padrastro, tío(a), primo(a), alto, bajo, chistoso, amable, guapo, bonita</p> <p>For Students: Teacher made worksheets, notes</p>

<p>Integrated Accommodations and Modifications</p>	<p>Modifications for Special Ed./504 students: follow student’s IEP, 504’s and I&RS goals (e.g., enlarged templates for the visually impaired, preferential seating, extra time to complete assignments, extra help, word bank, etc.)</p> <p>Modifications for ELL students: peer mentoring, visuals, word banks</p> <p>Modifications for Gifted students: leadership roles</p> <p>Modifications for students with higher levels of proficiency (Novice High learners): strategic grouping, modified assessments and expectations based on the following standards:</p> <p><u>Interpretive Mode</u></p> <p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><u>Interpersonal Mode</u></p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p><u>Presentational Mode</u></p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>
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