

GREEN TOWNSHIP SCHOOL DISTRICT



Content Area: World Language (Spanish)

Course/Grade Level: Kindergarten - Grade 2

Curriculum Committee Members:

Christine Malloy

Carmita Mongrella

Ann Marie VanSickle

Kristen Waters

Tri-District WL Team Members

Principal:

Jon Paul Bollette

Board Approval Date:

{Fill in when known}



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Mission & Vision Statements:

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Proficiency Expectations:

“The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.”

Novice Low Learners: The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency. Students beginning a course of study in a World Language in Kindergarten to Grade 2 will focus on identifying a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts. Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and



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express personal needs with memorized words and phrases. Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.



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Key Performance and Benchmark Tasks/Assessments

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

Below are general examples of assessments that teachers may utilize across all of the units. Assessments or graded projects specific to a particular unit will be identified in the unit. Because World Languages involves three different modes of communication, types of assessments for each mode are noted below.

Resources for help in creating assessments

https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html

Assessments other than paper & pencil tests See link for more info:

http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Formative assessments: <ul style="list-style-type: none"> ● Students demonstrate through oral and written participation in class their level of proficiency and understanding. ● Exit tickets (Google slides) ● Interactive quizlets & Kahoots. ● Thumbs Up/Down activities to demonstrate agreement or understanding. 	Formative assessments: <ul style="list-style-type: none"> ● Students will demonstrate the ability to use the target language in verbal and written modes during interactions (e.g. greetings when entering the classroom) 	Formative assessments: <ul style="list-style-type: none"> ● Google Docs ● Drafts of Google slides to be used for a summative assessment

Summative Assessments:



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- Teacher created tests and quizzes
- Projects relevant to the current unit.
- Rubrics created to evaluate teacher and student determined criteria for presentations and other projects within the units.
- Students can build portfolios to take with them from one grade level to next (e.g. paper; digital using Google Sites)

Benchmark Assessments:

- Teacher-created benchmark assessments to be given periodically during the year.

Alternative Assessments:

- Teacher modifies tests, quizzes and projects based on student needs.
- Oral assessments administered in place of written when necessary.

Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with *ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students*.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

[Modifications & Accommodations Menu](#)

Additional Resources for to Support Planning & Instruction

NJDOE 2020 World Languages Standards Document

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

ACTFL Appendices links



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<https://www.actfl.org/learn/program-review-services>

ACTFL Standards alignment to Common Core ELA

<https://www.actfl.org/sites/default/files/caep/AppendixBAlignmentCommonCoreStateStandards.pdf>

ACTFL Performance Descriptors for Language Learners

<https://www.actfl.org/resources/actfl-performance-descriptors-language-learners>

Interpersonal Perf. Desc.: https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Interpersonal.pdf

Interpretive Perf Desc

https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Interpretive.pdf

Presentational

https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors-Presentational.pdf

ACTFL Proficiency Guidelines

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>



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UNITS OF STUDY

Kindergarten	Grade 1	Grade 2
Unit 1: Welcome to School! p. 7	Unit 1: Showing Kindness p. 22	Unit 1: Sharing About Me p. 37
Unit 2: Family & Friends/Goldilocks & the Three Bears p. 12	Unit 2: Our Animal Friends p. 27	Unit 2: Things Around the Classroom p. 42
Unit 3: Parts of the Body p. 17	Unit 3: Pastimes & Activities p. 32	Unit 3: Animals & Plants of the Rainforest p. 47



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Kindergarten

GK Unit 1: Welcome to School!	Pacing: 10 weeks
<p>Unit Summary: Students will be introduced to the school setting. They will need to identify common objects with spoken words from the target language. They will also learn how to respond to normal classroom questions and routines with the correct verbiage from the target language. Students will eventually practice these classroom routines through exchanges held in the target language.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is it important for me to learn how to greet others in another language? 2. What opportunities can speaking Spanish give me? 3. How does one show respect in the Spanish language? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. • Learners recognize and identify a few typical practices of the target culture.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.2.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.2.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s)</p> <p>7.1.2.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.2.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Interact in a Spanish classroom setting. • Practice classroom routines through verbal exchanges in the target language. • Repeat words and phrases of greetings in the target language. • Imitate and use culturally authentic gestures when greeting others and during leave takings. • Determine when to use certain greetings. • Respond to commands or instructions given in the classroom. 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices, products and perspectives of the cultures studied.</p> <p>Communities: Learners use the language both within and beyond the classroom to</p>



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<p>7.1.2.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.2.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.2.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals</p> <p>7.1.2.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>		<p>interact and collaborate in their community and the globalized world.</p>
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Interdisciplinary Connections

English-Language Arts

- ELA: SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool. (e.g. Flipgrid, Class Dojo)



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- 9.4.2.TL.4 Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.5 Describe the difference between real and virtual experiences.

GK Unit 1: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Class Routines <input type="checkbox"/> Please <input type="checkbox"/> Thank you <input type="checkbox"/> You're welcome <input type="checkbox"/> No thank you 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to the Spanish classroom <input type="checkbox"/> Culturally appropriate expressions and gestures to greet and take leave. 	<ul style="list-style-type: none"> <input type="checkbox"/> Greetings <input type="checkbox"/> GM, GA, GE = Hola, Adios <input type="checkbox"/> Basic classroom commands 	<ul style="list-style-type: none"> <input type="checkbox"/> Feminine and Masculine nouns <input type="checkbox"/> H sound in Spanish <input type="checkbox"/> Commands in Spanish <input type="checkbox"/> Punctuation

GK Unit 1: Instructional Materials & Resources

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> • Teacher created materials • Are We There Yet? National Geographic Kids • https://rockalingua.com/ • Basho and Friends • Calico Spanish • Teach Them Spanish! - Carson Dellosa • Scholastic 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> • Class DoJo or Google Classroom • Flipgrid • Literature in Target Language
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GK Unit 1: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning	Interpersonal communication between and among	Presentational communication involves presenting



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<p>from listening, viewing, and reading culturally authentic materials in the target language.</p>	<p>people is the exchange of information and the negotiation of meaning.</p>	<p>information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Thumbs up/thumbs down ● Stop/Go ● Exit/Entrance Ticket ● Whiteboards ● Four corners ● Sequence cards ● Student self assessment ● Summary of learning checks. ● Reading/listening comprehension checks 	<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Students will demonstrate the ability to use greetings when entering the classroom. ● Spontaneous speaking ● Speed Speaking ● Think Pair Share ● Cold Calls 	<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Role Playing ● Present idea/Concept ● Speaking Entrance/Exit ● Singing ● Reciting Chants/Songs
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Teachers will observe students' use of the target language as they engage in using greetings to determine level of proficiency. ● Performance Tasks ● Oral Proficiency Assessment ● Word identification assessments 		
<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Oral Proficiency Questions ● Contextualized Assessments ● Group Projects 		

GK Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible



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accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



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GK Unit 2: Family & Friends/ Goldilocks & the Three Bears	Pacing: 10 weeks
<p>Unit Summary: Students will explore the world of Goldilocks and the Three Bears to learn about family members, animals, household objects, and various shapes and sizes. To demonstrate their understanding of the plot, they will dramatize the story in a presentational manner. They will also transfer information from the narrative to answer questions about their own friends and family members.</p>	
<ul style="list-style-type: none"> ● Essential Questions: ● How do I identify family members in the target language? ● How can I use strategies I am learning in Language Arts to help me understand a story in Spanish? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. ● Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.2.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.2.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.2.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.2.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.2.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the family members from a story with appropriate familial terms from the target language. ● Sequence a story presented in the target language. ● Answer questions about who is in my family. ● Memorize the target language equivalent of objects and characters to be used in a familiar story told in the target language. ● Dramatize a familiar story in a presentational manner. 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>



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<p>7.1.2.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.2.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals</p> <p>7.1.2.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	<ul style="list-style-type: none"> • Continue to practice greetings & leave taking words and gestures and responding to commands in the classroom. 	
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Interdisciplinary Connections

English-Language Arts

- RL.K.1 :With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Visual Performing Arts

- 1.4.2.CR.1.B Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.CR.1.C: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama)
- 1.4.2.PR.4.A: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
- 1.4.2.PR.5.A With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).



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- 1.4.2.PR.5.B: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.PR.6.A Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.
- 1.4.2.RE.8B Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.RE.9B With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama)
- 1.4.2.RE.9C Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).
- 1.4.2.CN.10A With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).
- 1.4.2.CN.11A With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.DC.6 Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools.

GK Unit 2: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Types of furniture found in the home. <input type="checkbox"/> Names of rooms in the home. <input type="checkbox"/> Common household items used in each room. 	<ul style="list-style-type: none"> <input type="checkbox"/> Many products and practices related to home and community are shared across cultures. 	<ul style="list-style-type: none"> <input type="checkbox"/> Abuelo and abuela, chico & chica, hermano y hermana, mamá y papá <input type="checkbox"/> Osos - Bears <input type="checkbox"/> Chair/Bed <input type="checkbox"/> Sizes (pequeno, grande, 	<ul style="list-style-type: none"> <input type="checkbox"/> Feminine / Masculine <input type="checkbox"/> Verb "Ser" in 3rd person singular <input type="checkbox"/> Vowel Sounds



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		mediano) <input type="checkbox"/> Numbers <input type="checkbox"/> Friends	
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GK Unit 2: Instructional Materials & Resources

Core Instructional Materials <ul style="list-style-type: none"> ● Teacher created materials ● Goldilocks in Spanish ● https://rockalingua.com/ 	Supplemental Instructional Materials <ul style="list-style-type: none"> ● Class DoJo or Google Classroom ● Flipgrid ● Art supplies to draw or write about the story.
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GK Unit 2: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Formative assessments: <ul style="list-style-type: none"> ● Thumbs up/thumbs down ● Stop/Go ● Exit/Entrance Ticket ● Whiteboards ● Four corners ● Sequence cards ● Mini quizzes ● Student self assessment 	Formative assessments: <ul style="list-style-type: none"> ● Students will demonstrate the ability to listen and describe family in the target language.. ● Spontaneous speaking ● Speed Speaking ● Think Pair Share ● Cold Calls 	Formative assessments: <ul style="list-style-type: none"> ● Role Playing ● Present idea/Concept ● Speaking Entrance/Exit ● Singing ● Reciting Chants/Songs



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- Summary of learning checks
- Nearpod
- Listening activities
- Reading Comprehension

Summative Assessments:

- Rubric used to evaluate students' presentations by dramatizing a familiar story.
- Performance Tasks
- Oral Proficiency Assessment
- Word identification assessments

Alternative Assessments:

- Oral Proficiency Questions
- Contextualized Assessments
- Group Projects

GK Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



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GK Unit 3: Parts of the Body	Pacing: 10 weeks
<p>Unit Summary: This unit will focus on the parts of the body and responses to the questions “How are you?” and “Why?”. Students will utilize the appropriate verbiage. The emphasis on anatomy will also connect to counting, such as we have five fingers, two hands, etc.. Students will commit the vocabulary from this unit to memory through recitations of familiar songs about parts of the body and physical and emotional expressions of well-being.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can our nonverbal body language complement what we are saying verbally in the target language? 2. How can I identify parts of my body in another language? 3. How can I use numbers in the target language? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Healthy habits are needed by students of all cultures to build healthy bodies. • Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.2.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.2.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.2.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.2.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify parts of the body with accurate vocabulary words from the target language. • Identify things that hurt and other feelings associated with illness. • Develop an awareness of healthy habits & self-care practices (e.g., wash hands, cough in arm, brush teeth). • Explore how activity helps all human bodies stay healthy. • Express feelings in response to questions about one’s physical state or mood. • Recite songs about parts of the body and common 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>



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interpersonal exchanges.

- Answer questions about physical well-being in a structured setting.
- Continue to practice greetings & leave taking words and gestures and responding to commands in the classroom.

Interdisciplinary Connections

English-Language Arts

- RL.K.1 :With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Math

- K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects

General Music

- 1.3.A.2.PR.5.C Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one’s own emotions, thoughts and behaviors.
- 2.1.2.PGD.1 Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD.2 Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).



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- 2.1.2.PGD.3 Explain what being “well” means and identify self-care practices that support wellness
- 2.1.2.PGD.4 Use correct terminology to identify body parts and explain how body parts work together to support wellness.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.
- 9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts. (e.g. digital portfolio, website)

GK Unit 3: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer “What part of the body” in the target language <input type="checkbox"/> Identify parts of the body in the target language <input type="checkbox"/> Create and present 	<ul style="list-style-type: none"> <input type="checkbox"/> Body Language in target language <input type="checkbox"/> Healthy foods build strong bodies in any culture. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parts of the body <input type="checkbox"/> ¿por que? <input type="checkbox"/> ¿Como estas? <ul style="list-style-type: none"> a. Bien/mal <input type="checkbox"/> Numbers <input type="checkbox"/> Song 	<ul style="list-style-type: none"> <input type="checkbox"/> Me duele... (first-person) <input type="checkbox"/> Interrogative questions <input type="checkbox"/> Pronunciation of letter “E” in Spanish <input type="checkbox"/> Feminine Masculine nouns

GK Unit 3: Instructional Materials & Resources

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> ● Teacher created materials ● https://rockalingua.com/ ● HeadShoulders in Spanish ● Videos and Songs about parts of the body ● Calico Spanish 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> ● Class DoJo or Google Classroom ● Flipgrid
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GK Unit 3: Assessments



World Language Curriculum Grade Levels K - 2

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Formative assessments: <ul style="list-style-type: none"> ● Thumbs up/thumbs down ● Stop/Go ● Exit/Entrance Ticket ● Whiteboards ● Four corners ● Sequence cards ● Mini quizzes ● Student self assessment ● Summary of learning checks 	Formative assessments: <ul style="list-style-type: none"> ● Students will demonstrate the ability to describe parts of the body when entering the classroom. ● Spontaneous speaking ● Speed Speaking ● Think Pair Share ● Cold Calls 	Formative assessments: <ul style="list-style-type: none"> ● Role Playing ● Present idea/Concept ● Speaking Entrance/Exit ● Singing ● Reciting Chants/Songs
Summative Assessments: <ul style="list-style-type: none"> ● Create a Monster activity ● Performance Tasks ● Oral Proficiency Assessment ● Word identification assessments 		
Benchmark Assessments: <ul style="list-style-type: none"> ● Teacher-created assessment to assess foundational skills addressed in Kindergarten. 		
Alternative Assessments: <ul style="list-style-type: none"> ● Oral Proficiency Questions ● Contextualized Assessments ● Group Projects 		



World Language Curriculum Grade Levels K - 2

GK Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



World Language Curriculum Grade Levels K - 2

Grade 1

G1 Unit 1: Showing Kindness	Pacing: 10 weeks
<p>Unit Summary: Students will review words for greetings and leave-takings from the target language. There will be an emphasis on culture and the titles used to address certain individuals in the target culture. Students will demonstrate their understanding of greetings and formalities through interactive dialogue around the question, “How are you?”</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do we show respect and kindness to others using the target language? 2. How can you use your body and gestures to show respect to others? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Kindness is universal in all cultures. • Different cultures may have gestures of ways of greeting or leave taking that are different from one’s own culture.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.2.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.2.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.2.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.2.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Review common greetings and mannerisms used by speakers of the target language. • Recognize the importance of kindness in Spanish-speaking countries. • Express politeness through memorized greetings and leave-takings. • Select the correct title for the adult with whom the student is interacting. • Practice using words of kindness and politeness through verbal interactions 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p>



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7.1.2.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

7.1.2.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.2.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals

7.1.2.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.

Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Interdisciplinary Connections

English-Language Arts

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.SSH.7 Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.CHSS.5 Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6 Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.



World Language Curriculum Grade Levels K - 2

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

G1 Unit 1: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions in the target language in a structured setting. <input type="checkbox"/> Use leave takings in the interpersonal and interpretive mode. 	<ul style="list-style-type: none"> <input type="checkbox"/> Introductions & greetings related to culture 	<ul style="list-style-type: none"> <input type="checkbox"/> Review words - Please, Thank you, You're Welcome, No Thank You <input type="checkbox"/> Adding - Salud, con permiso, Señor, señorita, señora - Si <input type="checkbox"/> Titles and how they are used - Señora, Señor, Señorita <input type="checkbox"/> Activities that promote learning <input type="checkbox"/> Greetings and Leave Takings <input type="checkbox"/> ¿Como estas? 	<ul style="list-style-type: none"> <input type="checkbox"/> Me duele... (first-person) <input type="checkbox"/> Masculine Feminine concepts <input type="checkbox"/> Punctuation in the target language.

G1 Unit 1: Instructional Materials & Resources

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> • Teacher created materials • https://rockalingua.com/ 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> • Class DoJo or Google Classroom • Flipgrid • Moana "De Nada" Spanish Translation • Readworks • Newsela
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G1 Unit 1: Assessments



World Language Curriculum Grade Levels K - 2

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Thumbs up/thumbs down ● Stop/Go ● Exit/Entrance Ticket ● Whiteboards ● Four corners ● Sequence cards ● Mini quizzes ● Student self assessment ● Summary of learning checks 	<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Spontaneous speaking ● Speed Speaking ● Think Pair Share ● Cold Calls ● Picture Share ● Picture Describe 	<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Role Playing ● Present idea/Concept ● Speaking Entrance/Exit ● Singing ● Reciting Chants/Songs
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Graphs of data collected on pastimes or activities. ● Performance Tasks ● Oral Proficiency Assessment ● Word identification assessments 		
<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Oral Proficiency Exam ● Direct Test ● Contextualized Assessments ● Group Projects 		



World Language Curriculum Grade Levels K - 2

G1 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



World Language Curriculum Grade Levels K - 2

G1 Unit 2: Our Animal Friends	Pacing: 10 weeks
<p>Unit Summary: This unit will begin with a review of the family members from the students' households and shift to the animal friends with whom they share the world. They will discuss the animals that they like and dislike. Students will also differentiate between domestic and wild animals. There will be references to animals that inhabit the environment in select countries from the target culture and the possible effects of climate change on habitats and animals.</p>	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Using the target language, how can we identify common animals and pets? 2. How do we use numbers & colors in communication to convey information? 3. How does climate change impact animals and their habitat? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Animals are a part of family life across cultures. • Climate change impacts all families and animals around the world.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.2.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.2.NL.IPRET.4 Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p> <p>7.1.2.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.2.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.2.NL.IPERS.3 Tell others a few basic preferences and/or</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write labels for the family members presented in illustrated form. • Describe the colors in a climate from the target language. • Compare and contrast the climates of two distinct environments and how animals adapt. • Identify numbers up to 15 in the target language. • Identify animals that are found in our homes. • Name and describe animals that are not commonly taken as pets. • Recite a song that involves either colors or numbers. 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>Connections: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Cultures: Learners use the language to</p>



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feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.2.NL.IPERS.6 Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

7.1.2.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication

7.1.2.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

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

- State the names of a few memorized and practiced words and phrases related to climate change in the target culture and the students' own cultures.
- Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Interdisciplinary Connections

English-Language Arts

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.



World Language Curriculum Grade Levels K - 2

- SL.1.6. Produce complete sentences when appropriate to task and situation

Comprehensive Health & Physical Education

- 2.1.2.CHSS.4 Describe how climate change affects the health of individuals, plants and animals
- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.3 Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Social Studies

- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.GeoPP.1 Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

G1 Unit 2: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Share family members in target language. <input type="checkbox"/> Describe likes and dislikes in the target language. <input type="checkbox"/> Vocabulary development for animals in relation to the rainforest. <input type="checkbox"/> Describe using colors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Family across different cultures. 	<ul style="list-style-type: none"> <input type="checkbox"/> Abuelo <input type="checkbox"/> Mascotas - Pets <input type="checkbox"/> Animals that we like <ul style="list-style-type: none"> <input type="checkbox"/> Peru - Are we there yet? <input type="checkbox"/> Rainforest <input type="checkbox"/> Compare and contrast climate <input type="checkbox"/> Colors - <input type="checkbox"/> Numbers 	<ul style="list-style-type: none"> <input type="checkbox"/> Masculine Feminine. <input type="checkbox"/> Nouns <input type="checkbox"/> Linguistic differences <input type="checkbox"/> Proper Syntax <input type="checkbox"/> Development of verb structure, <input type="checkbox"/> Development of nouns

G1 Unit 2: Instructional Materials & Resources



World Language Curriculum Grade Levels K - 2

Core Instructional Materials

- Teacher created materials
- <https://rockalingua.com/>
- Are we there yet: Peru
- National Geographic Kids
- National Geographic
- Calico Spanish

Supplemental Instructional Materials

- Class DoJo or Google Classroom
- Flipgrid
- [Weather And Climate | NASA Climate Kids](#)
- El Perr y el Gato
- Nearpod
- Classkick

G1 Unit 2: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Formative assessments: <ul style="list-style-type: none"> ● Thumbs up/thumbs down ● Stop/Go ● Exit/Entrance Ticket ● Whiteboards ● Four corners ● Sequence cards ● Mini quizzes ● Student self assessment ● Summary of learning checks 	Formative assessments: <ul style="list-style-type: none"> ● Spontaneous speaking ● Speed Speaking ● Think Pair Share ● Cold Calls ● Picture Share ● Picture Describe 	Formative assessments: <ul style="list-style-type: none"> ● Role Playing ● Present idea/Concept ● Speaking Entrance/Exit ● Singing ● Reciting Chants/Songs
Summative Assessments: <ul style="list-style-type: none"> ● Performance Tasks 		



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- Oral Proficiency Assessment
- Word identification assessments

Alternative Assessments:

- Oral Proficiency Exam
- Direct Test
- Contextualized Assessments
- Group Projects

G1 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



World Language Curriculum Grade Levels K - 2

G1 Unit 3: Pastimes & Activities	Pacing: 10 weeks
Unit Summary: This unit will cover the pastimes and activities that students enjoy. By way of comparison, they will also examine the pastimes and activities of children in the target culture. Regarding activities, the students will present their likes and dislikes with the appropriate nouns from the target language.	
Essential Question: 1. How are pastimes and activities of students in the target culture and in the student's own culture the same or different?	Enduring Understandings: <ul style="list-style-type: none"> • Pastimes and activities for enjoyment are a commonality across cultures.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.2.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.2.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.2.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.2.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.2.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use a few memorized and practice words in the target language to Identify objects necessary to play a sport or engage in a common activity. • Express preferences or non-preferences in a pastime or activity by using a survey, organizing data and responding to simple questions using the target language. • Describe the color of an object used in a familiar pastime or hobby. • Recognize pastimes and activities that are common in both the native and target cultures. • Compare and contrast the availability of resources to participate in pastimes and hobbies from the native and target cultures (Compare and contrast sports in Latin America and the United States.) 	<p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>Connections: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>



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7.1.2.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication

7.1.2.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Interdisciplinary Connections

English-Language Arts

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.3 Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.



World Language Curriculum Grade Levels K - 2

- 9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool.(e.g. Survey using Google Forms, Survey Monkey, or other survey tool)
- 9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts. (e.g. Survey using Google Forms, Survey Monkey, or other survey tool)

Math

- 1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (e.g.Gr 1: picture graph to represent data for the class)

G1 Unit 3: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Describe pastimes in the target language. <input type="checkbox"/> Recall likes and dislikes. <input type="checkbox"/> Examine differences between Spanish speaking culture and English 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast different cultures and what they do in their spare time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pastimes and Activities <input type="checkbox"/> Gustar - Me gusta (color). <input type="checkbox"/> Pasatiempos <input type="checkbox"/> Soccer <ul style="list-style-type: none"> <input type="checkbox"/> pelota <input type="checkbox"/> baloncesto <input type="checkbox"/> gimnasia <input type="checkbox"/> Survey of interests <input type="checkbox"/> Present their likes <ul style="list-style-type: none"> <input type="checkbox"/> televisión 	<ul style="list-style-type: none"> <input type="checkbox"/> Gustar plus infinitive <input type="checkbox"/> Noun development <input type="checkbox"/>

G1 Unit 3: Instructional Materials & Resources

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> ● Teacher created materials ● Are We There Yet? National Geographic Kids ● https://rockalingua.com/ ● Basho and Friends ● Calico Spanish 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> ● Class DoJo or Google Classroom ● Eureka Math Grade 1 Module 3 p. 136-184 (Gr 1 Data/graphing examples) ● Classkick ● Nearpod
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World Language Curriculum Grade Levels K - 2

- [Teach Them Spanish! - Carson Dellosa](#)
- [Scholastic](#)

G1 Unit 3: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<p>Formative assessments:</p> <ul style="list-style-type: none"> • Thumbs up/thumbs down • Stop/Go • Exit/Entrance Ticket • Whiteboards • Four corners • Sequence cards • Mini quizzes • Student self assessment • Summary of learning checks 	<p>Formative assessments:</p> <ul style="list-style-type: none"> • Spontaneous speaking • Speed Speaking • Think Pair Share • Cold Calls • Picture Share • Picture Describe 	<p>Formative assessments:</p> <ul style="list-style-type: none"> • Role Playing • Present idea/Concept • Speaking Entrance/Exit • Singing • Reciting Chants/Songs
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Graphs of data collected on pastimes or activities. • Performance Tasks • Oral Proficiency Assessment • Word identification assessments 		



World Language Curriculum Grade Levels K - 2

Benchmark Assessments:

- Teacher-created assessment to assess foundational skills addressed in Grade 1.

Alternative Assessments:

- Oral Proficiency Exam
- Contextualized Assessments
- Group Projects

G1 Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



World Language Curriculum Grade Levels K - 2

Grade 2

G2 Unit 1: Sharing About Me	Pacing: 10 weeks
Unit Summary: This unit will include two-way communication about common conversational topics, e.g. a person's name, age, and likes/dislikes. Students will express their favorite colors, rank them, and present objects and items that represent these colors to their classmates.	
Essential Questions: <ol style="list-style-type: none"> 1. How does one show respect in the Spanish language? 2. How do we communicate who we are to others in the target language? 	Enduring Understandings: <ul style="list-style-type: none"> ● Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.2.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.2.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.2.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.2.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced</p> <p>7.1.2.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use common greetings and mannerisms used by speakers of the target language. ● Accurately respond to questions about age and identity. ● Present three favorite colors and objects that represent those colors. ● Incorporate numbers to chronologically rank one's favorite colors. ● Practice accurate pronunciation and inflection for responses to names, greetings, and favorite colors 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>



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7.1.2.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.2.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.2.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.2.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals

Interdisciplinary Connections

English-Language Arts

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)



World Language Curriculum Grade Levels K - 2

- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Math

- 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with **up to four** categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

Social Studies

- 6.2.HistoryUP.2 Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

G2 Unit 1: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<input type="checkbox"/> Interpersonal speaking skills <input type="checkbox"/> Expressing Preferences/likes and dislikes	<input type="checkbox"/> Cultural norms of Spanish Speaking Countries	<input type="checkbox"/> What is your name and my name is___. <input type="checkbox"/> Nice to meet you (two-way communication) <input type="checkbox"/> Mucho gusto, encantad@, igualmente, <input type="checkbox"/> ¿Cuántos años tienes? <input type="checkbox"/> Favorite colors - introduction <input type="checkbox"/> Rank one's favorite colors	<input type="checkbox"/> Feminine and masculine nouns <input type="checkbox"/> Parts of speech



World Language Curriculum Grade Levels K - 2

G2 Unit 1: Instructional Materials & Resources

Core Instructional Materials

- Teacher created materials
- <https://rockalingua.com/>

Supplemental Instructional Materials

- Class DoJo or Google Classroom
- Flipgrid
- [Eureka Math Grade 2 Module 7 p. 12-89](#) (Gr 2 Data/graphing examples)

G2 Unit 1 Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Formative assessments: <ul style="list-style-type: none"> ● Listening to others describe self ● Completion of written matching/fill in the blank activity ● Completion of Kahoot Game ● Thumbs up/thumbs down ● Stop/Go ● Exit/Entrance Ticket 	Formative assessments: <ul style="list-style-type: none"> ● Spontaneous Speaking <ul style="list-style-type: none"> ○ Selection of picture ● Usage of content within classroom ● Describe a Disney Character in target language 	Formative assessments: About me Project <ul style="list-style-type: none"> ● Role Playing ● Present idea/Concept ● Speaking Entrance/Exit ● Singing ● Reciting Chants/Songs
Summative Assessments: <ul style="list-style-type: none"> ● Rubric used to evaluate students' presentation of self ● Performance Tasks ● Oral Proficiency Assessment 		



World Language Curriculum Grade Levels K - 2

- Word identification assessments

Alternative Assessments:

- Oral Proficiency Questions
- Contextualized Assessments
- Group Projects
- Flipgrid Description of Self

G2 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



World Language Curriculum Grade Levels K - 2

G2 Unit 2: Things Around the Classroom	Pacing: 10 weeks
Unit Summary: In this unit, students will identify objects in the classroom by counting and describing them. An emphasis is placed on colors and adjectives as well as hands-on interactions where students will measure objects in the classroom and report their numerical findings in the target language.	
Essential Question: 1. How do we name and describe tools that are used in the 21st century classroom in the target language?	Enduring Understandings: <ul style="list-style-type: none"> • Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.2.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.2.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.2.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.2.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced</p> <p>7.1.2.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Order numbers up to 29 in the target language. • Identify numbers up to 29 out of sequence. • Describe the objects commonly associated with a 21st century classroom. • Describe people and things in a structured setting. • Compare and contrast the linguistic structures of adjectives as used in the native and target languages. • Measure classroom objects expressed in numerics in the target language. • Discuss how classrooms have different technology and features in different parts of the 	<p>Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>



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7.1.2.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.2.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.

7.1.2.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.2.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals

world.

Interdisciplinary Connections

English-Language Arts

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)



World Language Curriculum Grade Levels K - 2

- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Career Readiness, Life Literacies & Key Skills

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Math

- 2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.A.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.

Social Studies

- 6.1.2.GeoHE.1- Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

Computer Science & Design Thinking

- 8.2.2.EC.1 Identify and compare technology used in different schools, communities, regions, and parts of the world.

G2 Unit 2: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<input type="checkbox"/> Colors <input type="checkbox"/> Numbers <input type="checkbox"/> Classroom Objects <input type="checkbox"/> Verb Ser	<input type="checkbox"/> How does the concept of numbers transcend language? <input type="checkbox"/> Colors and Latin America <input type="checkbox"/> Indigenous Art <input type="checkbox"/> Classrooms in Latin America	<input type="checkbox"/> What is your name and my name is____. <input type="checkbox"/> Nice to meet you (two-way communication) <input type="checkbox"/> Mucho gusto, encantad@, igualmente, <input type="checkbox"/> ¿Cuántos años tienes? <input type="checkbox"/> Favorite colors - introduction <input type="checkbox"/> Rank one's favorite colors	<input type="checkbox"/> Singular/Plural <input type="checkbox"/> Feminine/Masculine <input type="checkbox"/> Definite and indefinite articles <input type="checkbox"/> Counting

G2 Unit 2: Instructional Materials & Resources



World Language Curriculum Grade Levels K - 2

Core Instructional Materials

- Teacher created materials
- <https://rockalingua.com/>
- Jose Hernandez Interview: Numbers
- Threads of Peru (Colors)

Supplemental Instructional Materials

- Class DoJo or Google Classroom
- Flipgrid
- [Eureka Math Grade 2 Module 7 p. 197-310](#) (Gr 2 measurement plus graphing examples)
- Classkick
- Nearpod

G2 Unit 2: Assessments

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Formative assessments: <ul style="list-style-type: none"> ● Worksheets ● Graphic Organizers ● Thumbs up/thumbs down ● Stop/Go ● Exit/Entrance Ticket ● Whiteboards ● Four corners ● Sequence cards ● Mini quizzes ● Student self assessment ● Summary of learning checks 	Formative assessments: <ul style="list-style-type: none"> ● Students will demonstrate the ability to listen and describe weather in the target language ● Spontaneous speaking ● Speed Speaking ● Think Pair Share ● Cold Calls ● *Scavenger Hunt for Classroom Objects 	Formative assessments: <ul style="list-style-type: none"> ● Role Playing ● Present idea/Concept ● Speaking Entrance/Exit ● Singing ● Reciting Chants/Songs



World Language Curriculum Grade Levels K - 2

Summative Assessments:

- Rubric used to evaluate students' presentation of classroom objects found
- Performance Tasks
- Oral Proficiency Assessment
- Word identification assessments

Alternative Assessments:

- Oral Proficiency Questions
- Contextualized Assessments
- Group Projects
- Use of Flipgrid
- Written Assessment

G2 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)



World Language Curriculum Grade Levels K - 2

G2 Unit 3: Animals & Plants of the Rainforest	Pacing: 10 weeks
<p>Unit Summary: In this unit, students will explain how the animals and plants of the rainforest are different from their local area. There will also be an Earth Day connection where students learn the importance of protecting the rainforest in addition to vocabulary associated with conservation. Another component to this unit is to identify, compare, and describe the fruits in both the target and native cultures.</p>	
<p>Essential Question:</p> <ol style="list-style-type: none"> 1. How is the rainforest different from Sussex County? 2. Explain how animals and fruits are different in the rainforest than in NJ. 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

New Jersey Student Learning Standards	Student Learning Objectives	World Language Practices
<p>7.1.2.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.2.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.12.NL.IPRET.4 Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p> <p>7.1.2.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced</p> <p>7.1.2.NL.IPERS.6 Share with others the names of a few memorized and practiced words and phrases related to</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the regions of the world where particular fruits are grown. • Classify animals and plants based on their geographical areas of prominence. • Compare and contrast the flavors and fruits consumed in the native culture with those in the target culture. • Create an artifact about an animal or plant of the rainforest to be displayed on a class bulletin board. • Describe the colors and qualities of the animals and plants of the rainforest. 	<p>Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices, products and perspectives of the cultures studied.</p> <p>Connections: Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.</p>



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climate change in the target culture(s) and in students' own cultures.

7.1.2.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

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

Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Interdisciplinary Connections

English-Language Arts

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.CHSS.4 Describe how climate change affects the health of individuals, plants and animals.
- 2.2.2.N.1: Explore different types of foods and food groups
- 2.2.2.N.2 Explain why some foods are healthier to eat than others
- 2.2.2.N.3 Differentiate between healthy and unhealthy eating habits.

Career Readiness, Life Literacies & Key Skills



World Language Curriculum Grade Levels K - 2

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- 9.4.2.IML.3 Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Math

- 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with **up to four** categories. Solve simple put together, take-apart, and compare problems⁴ using information presented in a bar graph. (Gr 2 Categorical data/classification)

Social Studies

- 6.1.2.GeoHE.1- Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom).
- 6.1.2.GeoSV.1 Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.GeoPP.1 Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

Social and Emotional Competencies & Sub-Competencies

- Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions
- Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed



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G2 Unit 3: Core Unit Content

<i>Key Skills</i>	<i>Culture</i>	<i>Vocabulary</i>	<i>Grammar Concepts</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to express preferences in the target language in regards to fruit. <input type="checkbox"/> Students will be able to compare and contrast differences <input type="checkbox"/> Understand how Global Climate change can affect our most vulnerable resource: The Rainforest 	<ul style="list-style-type: none"> <input type="checkbox"/> Amazon Rainforest <input type="checkbox"/> The United States's Only Rainforest 	<ul style="list-style-type: none"> <input type="checkbox"/> Gustar/Me gusta/No me gusta <input type="checkbox"/> Fruits <ul style="list-style-type: none"> a. Apple, strawberry, banana <input type="checkbox"/> Colors <input type="checkbox"/> Compare and contrast fruit differences <input type="checkbox"/> Earth Day: Protecting the rainforest <input type="checkbox"/> Animals and plants 	<ul style="list-style-type: none"> <input type="checkbox"/> Verb and Noun Development <input type="checkbox"/> Masculine and Feminine

G2 Unit 3: Instructional Materials & Resources

<p>Core Instructional Materials</p> <ul style="list-style-type: none"> • Teacher created materials • https://rockalingua.com/ • El Perro y El Gato • Teach Them Spanish: McGraw Hill • Readworks 	<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none"> • Class DoJo or Google Classroom • Newsela (varied levels of text) • Flipgrid • Eureka Math Grade 2 Module 7 p. 12-89 (Gr 2 Data/graphing examples) • Weather And Climate NASA Climate Kids
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G2 Unit 3: Assessments



World Language Curriculum Grade Levels K - 2

See link for help in creating assessments

https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html

<i>Interpretive Mode of Communication</i>	<i>Interpersonal Mode of Communication</i>	<i>Presentational Mode of Communication</i>
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Stop/Go ● Exit/Entrance Ticket ● Whiteboards ● Four corners ● Sequence cards ● Mini quizzes ● Student self assessment ● Summary of learning checks ● Kahoot/Quizlet ● Nearpod ● Listening activities ● Reading Comprehension 	<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Students will demonstrate the ability to listen and verbalize regarding animals and fruit in the target language ● Spontaneous speaking ● Speed Speaking ● Think Pair Share ● Cold Calls 	<p>Formative assessments:</p> <ul style="list-style-type: none"> ● Role Playing ● Present idea/Concept ● Speaking Entrance/Exit ● Singing ● Reciting Chants/Songs ● Letter to a friend
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubric used to evaluate students' presentation of vocabulary of fruit and animals ● Performance Tasks ● Oral Proficiency Assessment ● Word identification assessments 		
<p>Benchmark Assessments:</p>		



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- Teacher created assessment to assess foundational skills addressed in Grade 1.

Alternative Assessments:

- Oral Proficiency Questions
- Contextualized Assessments
- Group Projects
- Multiple Choice/Answer elimination
- *Assessments other than paper & pencil tests* See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

- [Modifications & Accommodations Menu](#)