

Unit: Greetings - "Los Saludos"

Spanish Kindergarten

Elementary School > 2016-2017 > Spanish Kdg. > Week 1 - Week 4

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How can I use basic greetings with friends and teachers?
- How can I express feelings and physical characteristics with friends and teachers?
- How can I ask for someone's name and respond to my own name?

Content

A. Introductions of salutations and departures: "Hola" and "Hasta luego" - "Adiós", "Bien o Mal", "¿Cómo te llamas?- Me llamo" (5 - 8 vocabulary words on greetings.)

B. Vocabulary to express greetings, emotions, and name.

Skills

Bloom's Taxonomy

A.1 Demonstrate verbal comprehension of greetings and introductions.

A.2 Imitate appropriate gestures and intonation of the target language/culture during greetings, leave takings and daily interactions.

B.1 Memorize learned vocabulary to express greetings, emotions, etc.

B.2 Asks and respond to simple questions, make requests, and express preferences using memorized words and phrases.

<p>Learning Activities Students will</p> <ul style="list-style-type: none"> • How to pronounce correctly the Spanish greeting. • - Sing the "Buenos Dias" song, using their hands to demonstrate morning, afternoon and evening. • - Play the game "Hola" Adios" version of "Duck, duck, goose" game. • - Hold up the correct greeting flash card when hearing a (hola, adios me llamo) in Spanish. • - Play the Bingo game on greetings, feelings. • - Create a Greetings book. 	<p>Assessments</p> <p>Teacher Made Rubric Formative: Oral: Discussion Flash Cards Memory Game</p>

<p>Differentiated Instruction</p> <p>Differentiation by Content</p> <ul style="list-style-type: none"> • Multiple intelligences • Jigsaw • Varied supplementary materials <p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education/504 – Modifications and accommodations as per IEP and case manager.</p>	
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Career Awareness Standards

NJ: 2016 NJSL: 21st Century Life and Careers
9.2 Career Awareness, Exploration, And Preparation
Strand A: Career Awareness
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal

and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Name tags

Greeting Worksheets

crayons, pencils

Teacher made materials

Websites:

- Spanishspanish.com

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

Smartboard

Computer

CD/Itunes

Teacher tube: Juan Orozco song - "Buenos Dias"

N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Numbers 1-10 - "Los Números del 1-10" Spanish Kindergarten

Elementary School > 2016-2017 > Spanish Kdg. > Week 5 Week 8

[Standards](#)

NJ: 2016 NJSL: World Languages

NJ: Novice-Mid

A. Interpretive Mode

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[Essential Questions](#)

[Sample Essential Questions](#)

- Can you name the numbers in Spanish?
- How can I tell my friends how old I am in Spanish?

Content

1. Introduce the numbers from 1-10.
2. Name and identify the numbers in Spanish.
3. "Tengo__años."

Skills

Bloom's Taxonomy

- A.1 Count in the target language.
A.2 Sing a song about numbers.

B.1 Identify and match the numbers in the calendar, classroom, etc.

B.2 Recognize numbers related to school objects and tell how many in the target language.

Learning Activities

Students will

- Play the memory game on the OnlinefreeSpanish.com
- Sing and dance to the songs.
- Tell each other their age.
- Create a number line for the classroom.
- Recite the numbers in Spanish, forward, backwards, odd and even.
- Learn to pronounce the numbers correctly in the target language.

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Flash Cards
Memory Game

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

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ELL – Consult with speech and language specialist.

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Career Awareness Standards

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Technology Standards

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Resources

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Number Worksheets

Teacher made materials

Websites:

-Rockalingua.com

- Spanishspanish.com

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com

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Unit: The Calendar - "El Calendario"
Spanish Kindergarten

Elementary School > 2016-2017 > Spanish Kdg. > Week 9 - Week 13

[Standards](#)

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Essential Questions

Sample Essential Questions

- Can I identify the everyday calendar vocabulary I use in school?
- Can I name the days of the week in Spanish?

Content

1. Introduce the Calendar vocabulary.
2. Introduce the days of the weeks.
3. "Hoy es..."

Skills

Bloom's Taxonomy

A.1 Identify and name the calendar vocabulary in Spanish.

A.2 Ask and respond to simple Calendar questions.

B.1 Match and label the days of the week.

B.2 Identifying and ordering vocabulary as it relates to the calendar and date.

Learning Activities

Students will

- Learn to pronounce correctly the Calendar vocabulary.
- Sing several songs using the days of the week, the months of the year and the calendar.
- Color pictures and copy calendar words.
- Identify and label the calendar vocabulary.
- Match calendar vocabulary with Spanish

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Worksheets

Memory Games

- flash cards.
- Ask and respond to Calendar questions, as part of classroom routine.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

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Career Awareness Standards

NJ: 2016 NJSL: 21st Century Life and Careers

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Resources

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Color Worksheets

Teacher made materials

Websites:

- Spanishspanish.com

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- Myhq.com

- Quia.com

- Youtube.com

N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Shapes & Colors - "Formas y Colores"

Spanish Kindergarten

Elementary School > 2016-2017 > Spanish Kdg. > Week 14 - Week 18

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

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Essential Questions

Sample Essential Questions

- Can you name the colors in Spanish?
- Can you name your favorite color and shape?
- Can you identify the different shapes in Spanish?
- Can you locate a shape in the classroom?
- What color is that shape?

Content

1. Introduce colors.
2. Discuss the colors of the Rainbow.
3. Introduce the shapes. Five shapes in total- "Cuadrado, rectángulo, círculo, triángulo, y corazón".
4. Different characteristics of shapes.
5. Introduce objects by shape and color.

Skills

Bloom's Taxonomy

A.1 Identify the colors in Spanish.

A.2 Ask and respond to questions related to the classroom objects by colors in Spanish.

B.1 Locate the colors of the rainbow in the target language.

B.2 Label the colors of the rainbow.

C.1. Identify the shapes in Spanish.

	<p>C2. Recognize the classroom objects by their shape.</p> <p>D.1 Count how many sides a shape has.</p> <p>D.2 Compare and contrast the shapes in the classroom.</p> <p>E. Match shapes and colors.</p>
<p>Learning Activities</p> <p>Students will</p> <ul style="list-style-type: none"> Name and identify shapes and colors in Spanish. Sing a song about colors. Match colors with shapes Play the following games: Bingo, Fly Swatter Game, Seven Up. Students will create an activity for the season. Students will label classroom objects by shape and color. 	<p>Assessments</p> <p>Teacher Made Rubric</p> <p>Formative: Oral: Discussion</p> <p>Flash Cards</p> <p>Memory Game</p>

<p>Differentiated Instruction</p>	
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Unit: Weather and Seasons- "El tiempo y las estaciones" Spanish Kindergarten

Elementary School > 2016-2017 > Spanish Kdg. > Week 19 - Week 22

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

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Essential Questions

[Sample Essential Questions](#)

- Can I name the seasons of the year?
- How do I describe the weather around me in Spanish?

Content

1. Introduce the weather in Spanish and by TPR (five to eight words- "hace frío, hace calor, está lloviendo, está nevando, hace viento").
2. Sounds that some of the weather vocabulary make.
3. Introduce the seasons in Spanish and by TPR.

Skills

Bloom's Taxonomy

- A.1 Ask and respond to the different weathers associated in each season. Identify and name the weather vocabulary in Spanish and TPR.
- A.2 Identify and name the weather vocabulary in Spanish and TPR.
- A.3 Explain that some of the weather vocabulary can be make sounds.
- B.1 Illustrate and label the weather with the correct season.
- B.2 Match the weather vocabulary with actual weather that day.

Learning Activities

Students will

- Recite "The Weather" song in Spanish.
- Identify weather terms associated with the four seasons
- Describe weather by using picture cards and calendar.
- Illustrate and label the four seasons in Spanish.
- Identify orally the weather conditions.
- Create a project by using the four seasons and weather expressions.

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Flash Cards
Memory Game
Calendar

Differentiated Instruction

Differentiation by Content

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- Jigsaw
- Varied supplementary materials

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Resources

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Poster

Computer

Smartboard

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CD/I Tunes songs

Color Worksheets

Teacher made materials

Websites:

-Rockalingua.com

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-Myhq.com

- Quia.com

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Unit: The Body Parts- "Las Partes Del Cuerpo"
Spanish Kindergarten

Elementary School > 2016-2017 > Spanish Kdg. > Week 23- Week 26

[Standards](#)

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Essential Questions

Sample Essential Questions

- How can I describe my body parts in Spanish?
- Can I name parts of my body in Spanish?

Content

1. Introduce the body parts in Spanish (five to eight vocabulary words- “El cuerpo- la cabeza, las manos, los pies, etc. Las partes de la cara- los ojo, la nariz, la oreja, la boca”).
2. Different characteristics of the body.

Skills

Bloom's Taxonomy

- A.1 Identify the parts of the body in Spanish.
- A.2 Name and describe the parts of the body in the target language.
- B.1 Locate and label the parts of body in Spanish.
- B.2 Indicate how many of each (singular & plural).

Learning Activities

Students will

- Identify and name the body parts vocabulary.
- Play the game “Simon dice” in order to reinforce the new vocabulary.
- Sing the songs “Cabeza, hombros, rodillas,

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Simon says game.

Worksheets on the labeling of the body parts.

Responses to questions.

- y pies” and “El Cuerpo Sr.”
- Draw and label a portrait of a person.
- Distinguish between singular and plural vocabulary on the body parts.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

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- Youtube.com

N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Food- "La Comida-Ecuador"

Spanish Kindergarten

Elementary School > 2016-2017 > Spanish Kdg. > Week 27 - Week 30

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

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Essential Questions

Sample Essential Questions

- How do I describe different types of food in Spanish?
- Can I name the different types of food in Spanish?
- Recognize the different types of food?

Content

1. Introduce the different types of food (five to eight words).
2. Describe the shape and size of food.

Skills

Bloom's Taxonomy

A.1 Identify Spanish names of different types of food.

A.2 Recognize and label the different types of food.

B.1 Explain the different shapes and sizes of food.

B.2 Identify and pronounce different characteristics of food.

<p>Learning Activities</p> <p>Students will</p> <ul style="list-style-type: none"> • Learn the correct pronunciation for 5-8 vocabulary words related to food. • Sing the song “Las Frutas”. • Identify and label worksheets with food vocabulary. • Distinguish and label flash cards correctly by using the vocabulary identifying different types of food. • Use a poster with the shapes of food. • Create a project of coloring pictures of the different shapes and sizes of food. 	<p>Assessments</p> <p>Teacher Made Rubric Formative: Oral: Discussion Worksheets Memory Game</p>		
<p>Differentiated Instruction</p> <table border="0"> <tr> <td data-bbox="198 926 553 1073"> <p>Differentiation by Content</p> <ul style="list-style-type: none"> • Multiple intelligences • Jigsaw • Varied supplementary materials </td> <td data-bbox="659 926 1555 1318"> <p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education/504 – Modifications and accommodations as per IEP and case manager.</p> </td> </tr> </table>		<p>Differentiation by Content</p> <ul style="list-style-type: none"> • Multiple intelligences • Jigsaw • Varied supplementary materials 	<p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education/504 – Modifications and accommodations as per IEP and case manager.</p>
<p>Differentiation by Content</p> <ul style="list-style-type: none"> • Multiple intelligences • Jigsaw • Varied supplementary materials 	<p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education/504 – Modifications and accommodations as per IEP and case manager.</p>		

Career Awareness Standards

NJ: 2016 NJSL: 21st Century Life and Careers
9.2 Career Awareness, Exploration, And Preparation
Strand A: Career Awareness

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Food Worksheets

Teacher made materials

Websites:

-Rockalingua.com

- Spanishspanish.com

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com

N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Pets- "Las Mascotas" Spanish Kindergarten

Elementary School > 2016-2017 > Spanish Kdg. > Week 31 - Week 34

[Standards](#)

NJ: 2016 NJSL: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

[Essential Questions](#)

[Sample Essential Questions](#)

- Can I identify an animal by the sound the animals make?
- Can I name an animal in Spanish?
- Can I identify an animal by the color?
- Can I name and describe my favorite pet?

Content

1. Introduce animals- “perro, gato, pajaro, hamster, pez”.
2. Sounds animals make.
3. Different characteristics of animals.

Skills

Bloom's Taxonomy

- A.1 Identify Spanish names for animals.
- B.1 Explain that animals make different sounds in different languages.
- B.2 Identify different animal sounds in Spanish.
- C.1 Identify and pronounce different animal characteristics such as: color, size, etc.

Learning Activities

Students will

- Students will play the games: “Seven Up” and “Simon Says” using farm animals and their sounds.
- Students will play the Memory game on the “OnlineFreeSpanish.com” website.
- Students will relate the pets they own.
- Students will identify farm animals by looking at pictures.
- Students will sing a song using animal vocabulary.

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Memory Game
Flashcards

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLS: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

“Los Animales” Powerpoint

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher made materials

Websites:

-Rockalingua.com

- Spanishspanish.com- Pets, Farm and Wild Animals

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com- songs “Los Pollitos dicen”, “Un elefante se balanceaba” & “Los Animales de la Granja”

N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Spanish Alphabet - "El Alfabeto"
Spanish Kindergarten

Elementary School > 2016-2017 > Spanish Kdg. > Week 35-Week 37

[Standards](#)

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

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7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- What sounds are different in Spanish and English?
- How do we name things in a different language?
- Why does the Spanish alphabet have more letters than the English alphabet?

Content

1. Introduce the vowels.
2. Introduce the alphabet.
3. Different sounds the vowels and the alphabet make.

Skills

Bloom's Taxonomy

- A.1 Identify and name the vowels in Spanish.
- A.2 Identify and name the Alphabet in Spanish.
- A.3 Recognize the sounds of the letter and vowels to read and memorize vocabulary.

- B.1. Recognize the vowels and pronounce their sounds.
- B.2 Guess the beginning letter of a word.
- B.3 Combine the vowels with the letters to pronounce the letters of their name.

Learning Activities

Students will

- Sing and march to the alphabet song.
- Pronounce the letters of their name.
- Guess the beginning letter of a word.
- Play Bingo game using alphabet letters.
- Create flash cards/poster for the classroom.
- Learn the sounds to start reading books.
- Play Fly Swatter game, Seven Up, Memory game.

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Flash Cards
Bingo Game

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

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Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLS: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Websites:

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher made materials

- Spanishspanish.com

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com

N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Greetings- "Los Saludos"

Spanish Gr. 1

Elementary School > 2016-2017 > Spanish Gr. 1 > Week 1 - Week 4

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How can I use basic greetings with friends and teachers?
- How can I express feelings.
- How can I ask and respond to name, age, etc.?

Content

1. Review of salutations and departures: "hola" and "hasta luego" - "adios" "hello, goodbye, chao." (8-

Skills

Bloom's Taxonomy

A.1 Demonstrate verbal comprehension of greetings and introductions.

A.2 Imitate appropriate gestures and intonation of the

<p>15 words).</p> <p>2. Vocabulary to express age, emotions (Estoy asi-asi, estoy feliz, triste), and name.</p>	<p>target language/culture during greetings, leave takings and daily interactions.</p> <p>B.1 Memorize learned vocabulary to express emotions, age, etc.</p> <p>B.2 Asks and responds to simple questions, make requests, and express preferences using memorized words and phrases.</p>
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<p>Learning Activities</p> <p>Students will</p> <ul style="list-style-type: none"> • Sing the “Buenos Dias” song, using their hands to demonstrate morning, afternoon, and evening. • Play the game “Hola” “Adios” version of “Duck, duck, goose” game. • Hold up the correct number when hearing a number (uno, dos, tres) in Spanish. • Play the Bingo game on greetings, feelings, and numbers. • Create a Greetings book. 	<p>Assessments</p> <p>Teacher Made Rubric Formative: Oral: Discussion Flashcards Online Memory Game</p>
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<p>Differentiated Instruction</p> <p>Differentiation by Content</p> <ul style="list-style-type: none"> • Multiple intelligences • Jigsaw • Varied supplementary materials <p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education/504 – Modifications and accommodations as per IEP and case manager.</p>	
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<p>Career Awareness Standards</p> <p>NJ: 2016 NJSLS: 21st Century Life and Careers</p> <p>9.2 Career Awareness, Exploration, And Preparation</p> <p>Strand A: Career Awareness</p>
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9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Name tags
Crayons, pencils
Flash cards
Poster
Computer
Smartboard
Teacher/Schooltube
CD/I Tunes songs
Greetings Worksheets
Teacher made materials
Websites:
-Rockalingua.com
- Spanishspanish.com
-OnlinefreeSpanish.com
-Myhq.com
- Quia.com
-Youtube.com
N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Spanish Alphabet - "El Alfabeto"

Spanish Gr. 1

Elementary School > 2016-2017 > Spanish Gr. 1 > Week 5 - Week 8

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- What sounds are different in Spanish and English?
- How do we name things in a different language?
- Why does the Spanish alphabet (27) have more letters than the English alphabet (26)?

Content

1. Introduce the vowels.

Skills

Bloom's Taxonomy

<p>2. Introduce the alphabet.</p>	<p>A.1 Identify and name the vowels in Spanish. A.2 Identify and name the Alphabet in Spanish. A.3 Recognize the sounds of the letter and vowels to read and memorize vocabulary.</p> <p>B.1. Recognize the vowels and pronounce their sounds. B.2 Guess the beginning letter of a word. B.3 Combine the vowels with the letters to pronounce the letters of their name.</p>
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<p>Learning Activities Students will</p> <ul style="list-style-type: none"> ● Sing and march to the alphabet song. ● Pronounce the letters of their name. ● Guess the beginning letter of a word. ● Play Bingo game using alphabet letters. ● Create flash cards/poster for the classroom. ● Learn the sounds to start reading books. ● Play Fly Swatter game, Seven Up, Memory game. 	<p>Assessments</p> <p>Teacher Made Rubric Formative: Oral: Discussion Flash Cards Bingo Game</p>
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<p>Differentiated Instruction</p> <p>Differentiation by Content</p> <ul style="list-style-type: none"> ● Multiple intelligences ● Jigsaw ● Varied supplementary materials <p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education/504 – Modifications and accommodations as per IEP and case manager.</p>	
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Career Awareness Standards

NJ: 2016 NJSL: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Websites:

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher made materials

- Spanishspanish.com

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com

N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Numbers 1-20 - "Los Números del 1-20"
Spanish Grade 1

Elementary School > 2016-2017 > Spanish Gr. 1 > Week 9 - Week 12

[Standards](#)

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

[Essential Questions](#)

[Sample Essential Questions](#)

- Can you name the numbers in Spanish?
- How can I tell my friends how old I am in Spanish?
- How can I say the days of the week?

Content

1. Introduce the numbers from 1-20.
2. Name and identify the numbers in Spanish.

Skills

Bloom's Taxonomy

- A.1 Count in the target language.
A.2 Sing a song about numbers.

- B.1 Identify and match the numbers in the calendar, classroom, etc.
B.2 Recognize numbers related to school objects and tell how many in the target language.

- C.1 Respond to simple addition and subtraction equations.
C.2 Hold up the correct number when hearing the equation.

Learning Activities

Students will

- Play the memory game on the OnlinefreeSpanish.com
- Sing and dance to the songs.
- Tell each other their age.
- Create a number line for the classroom.
- Recite the numbers in Spanish, forward, backwards, odd and even.
- Learn to pronounce the numbers correctly in the target language.

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Flash Cards
Memory Game

Differentiated Instruction

Differentiation by Content

Refer to the References Tab at the top of the page – “Special

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Education and Learning Differences”

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

ELL – Consult with speech and language specialist.

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Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLS: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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Technology Standards

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Resourc es

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Number Worksheets

Teacher made materials

Websites:

-Rockalingua.com

- Spanishspanish.com
-OnlinefreeSpanish.com
-Myhq.com
- Quia.com
-Youtube.com
N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Calendar - "El Calendario" Spanish Grade 1

Elementary School > 2016-2017 > Spanish Grade 1 > Week 13- Week 20

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- Can I name the days of the week in Spanish?
- Can I name the months of the year in Spanish?

Content

1. Introduce the Calendar vocabulary.
2. Introduce the days of the weeks.
3. Introduce the months of the year.

Skills

Bloom's Taxonomy

- A.1 Identify and name the calendar vocabulary in Spanish.
A.2 Ask and respond to simple Calendar questions.
- B.1 Match and label the days of the week.
B.2 Identifying and ordering vocabulary as it relates to the calendar and date.
- C.1. Recognize and name the months of the year.
C2. Identifying and ordering vocabulary related to the calendar.

Learning Activities

Students will

- Learn to pronounce correctly the Calendar vocabulary.
- Sing several songs using the days of the week, the months of the year and the calendar.
- Color pictures and copy calendar words.
- Identify and label the calendar vocabulary.
- Match calendar vocabulary with Spanish flash cards.
- Ask and respond to Calendar questions, as part of classroom routine.

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Worksheets
Memory Games

Differentiated Instruction

<p>Differentiation by Content</p> <ul style="list-style-type: none"> ● Multiple intelligences ● Jigsaw ● Varied supplementary materials 	<p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education/504 – Modifications and accommodations as per IEP and case manager.</p>
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Career Awareness Standards

NJ: 2016 NJSLS: 21st Century Life and Careers
9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

- Flash cards
- Poster
- Computer
- Smartboard
- Teacher/Schooltube
- CD/I Tunes songs
- Color Worksheets
- Teacher made materials
- Websites:
 - Spanishspanish.com
 - OnlinefreeSpanish.com

-Myhq.com
- Quia.com
-Youtube.com

N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Shapes & Colors - "Formas y Colores" Spanish Grade 1

Elementary School > 2016-2017 > Spanish Gr. 1 > Week 21- Week 24

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and

requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- Can you name the colors in Spanish?
- Can you name your favorite color and shape?
- Can you identify the different shapes in Spanish?
- Can you locate a shape in the classroom?
- What color is that shape?

Content

1. Introduce colors.
2. Discuss the colors of the Rainbow.
3. Introduce the shapes. Include- Hectágono, trapezio.
4. Different characteristics of shapes.
5. Introduce objects by shape and color.

Skills

Bloom's Taxonomy

- A.1 Identify the colors in Spanish.
A.2 Ask and respond to questions related to the classroom objects by colors in Spanish.
- B.1 Locate the colors of the rainbow in the target language.
B.2 Label the colors of the rainbow.
- C.1. Identify the shapes in Spanish.
C.2. Recognize the classroom objects by their shape.
- D.1 Count how many sides a shape has.
D.2 Compare and contrast the shapes in the classroom.
- E. Match shapes and colors.

Learning Activities

Students will

- Name and identify shapes and colors in Spanish.
- Sing a song about colors.
- Match colors with shapes
- Play the following games: Bingo, Fly Swatter Game, Seven Up.
- Students will create an activity for the season.
- Students will label classroom

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Flash Cards
Memory Game

objects by shape and color.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Flash cards
Poster
Computer
Smartboard

Teacher/Schooltube
CD/I Tunes songs
Color Worksheets
Teacher made materials

Websites:

-Rockalingua.com
- Spanishspanish.com
-OnlinefreeSpanish.com
-Myhq.com
- Quia.com
-Youtube.com

N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Weather and Seasons- "El tiempo y las
estaciones"
Spanish Grade 1

Elementary School > 2016-2017 > Spanish Gr. 1 > Week 25 - Week 28

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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Essential Questions

Sample Essential Questions

- How do I describe the weather around me in Spanish?
- Can I name the seasons of the year?

Content

1. Review the weather in Spanish and by TPR (new words and expressions). (Esta nublado, despejado, bueno)
2. Sounds that some of the weather vocabulary make.
3. Introduce the seasons in Spanish and by TPR.

Skills

Bloom's Taxonomy

A.1 Identify and name the weather vocabulary in Spanish and TPR.

A.2 Explain that some of the weather vocabulary can be make sounds.

A.3 Ask and respond to the different weathers associated in each season.

B.1 Match the weather vocabulary with actual weather that day.

B.2 Illustrate and label the weather with the correct season.

B.3 Compare and contrast the different weather and season between North & South America.

Learning Activities

Students will

- Recite "The Weather" song in Spanish.
- Identify weather terms associated with the four seasons
- Describe weather by using picture cards and calendar.
- Illustrate and label the four seasons in Spanish.

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Flash Cards

Memory Game

Calendar

- Identify orally the weather conditions.
- Create a project by using the four seasons and weather expressions.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

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Career Awareness Standards

NJ: 2016 NJSLS: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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Resources

Flash cards
Poster

Computer
Smartboard
Teacher/Schooltube
CD/I Tunes songs
Color Worksheets
Teacher made materials

Websites:

-Rockalingua.com
- Spanishspanish.com
-OnlinefreeSpanish.com
-Myhq.com
- Quia.com
-Youtube.com

N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Body Parts- "Las Partes Del Cuerpo" Spanish Grade 1

Elementary School > 2016-2017 > Spanish Gr. 1 > Week 29- Week 32

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How can I describe my body parts in Spanish?
- Can I name parts of my body in Spanish?

Content

1. Review the body parts in Spanish.
2. Different characteristics of the body (fingers, toes, hands, feet, parts of the face).

Skills

Bloom's Taxonomy

- A.1 Identify the parts of the body in Spanish.
A.2 Name and describe the parts of the body in the target language.
- B.1 Locate and label the parts of body in Spanish.
B.2 Indicate how many of each (singular & plural).

Learning Activities

Students will

- Identify and name the body parts vocabulary.
- Play the game "Simon dice" in order to reinforce the new vocabulary.
- Sing the songs "Cabeza, hombros, rodillas, y pies" and "El Cuerpo Sr."
- Draw and label a portrait of a person.
- Distinguish between singular and plural vocabulary on the body

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Simon says game.
Worksheets on the labeling of the body parts.
Responses to questions.

parts.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Flash cards
Poster
Computer

Smartboard
Teacher/Schooltube
CD/I Tunes songs
Body parts Worksheets
Teacher made materials

Websites:

-Rockalingua.com
- Spanishspanish.com
-OnlinefreeSpanish.com
-Myhq.com
- Quia.com
-Youtube.com

N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Food- "La Comida" Spanish Grade 1

Elementary School > 2016-2017 > Spanish Gr.1 > Week 33 - Week 37

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How can I express what meals I like and dislike (me gusta, no me gusta) in Spanish?
- What role does food play in other cultures?

Content

1. Introduce food vocabulary.
2. Different characteristics of food.
3. Food of the Spanish speaking countries.

Skills

Bloom's Taxonomy

A.1 Identify and label the food vocabulary.
A.2 Ask and respond questions about your favorite food.

B.1 Describe and show the different characteristics of foods from US and from Spanish-speaking countries.

C.1 Explain and show foods from different Spanish-speaking countries.

C.2 Describe favorite foods you have tried from Spanish-speaking countries.

Learning Activities

Students will

- Identify and label food vocabulary.

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Worksheets

<ul style="list-style-type: none"> • Learn the correct pronunciation for vocabulary words related to food. • Sing the song “Las Frutas”. • Distinguish and label flash cards correctly by using the vocabulary identifying different types of food. • Create a project of coloring pictures of the different shapes and sizes of food. 	<p>Memory Game</p>
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<h3>Differentiated Instruction</h3>	
<p>Differentiation by Content</p> <ul style="list-style-type: none"> • Multiple intelligences • Jigsaw • Varied supplementary materials 	<p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education/504 – Modifications and accommodations as per IEP and case manager.</p>

<h3>Career Awareness Standards</h3> <p>NJ: 2016 NJSLs: 21st Century Life and Careers 9.2 Career Awareness, Exploration, And Preparation Strand A: Career Awareness</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>
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<h3>Technology Standards</h3> <p>Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>
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Resources

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Food Worksheets

Teacher made materials

Websites:

-Rockalingua.com

- Spanishspanish.com

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com

N.J. DOE Resources - <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Greetings - "Los Saludos" Spanish Grade 2

Elementary School > 2016-2017 > Spanish Gr.2 > Week 1 - Week 4

Standards

NJ: 2016 NJSL: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How can I use basic greetings with friends and teachers?
- How can I express feelings?
- How can I ask and respond to name and age?

Content

1. Review of salutations and departures: "hola" and "hasta luego - adios" "hello, good-bye, como esta usted, cómo está tu, usted" (new vocabulary).
2. Vocabulary to express age, emotions, and name. (Estoy nervioso/a, enojado/a, enfermo/a, cansado/a)

Skills

Bloom's Taxonomy

A.1 Demonstrate verbal comprehension of greetings and introductions.

A.2 Imitate appropriate gestures and intonation of the target language/culture during greetings, leave takings and daily interactions.

B.1 Memorize learned vocabulary to express emotions, age, etc.

B.2 Asks and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Learning Activities

Students will

- Sing the "Buenos Dias" song, using their hands to demonstrate morning, afternoon and evening.
- Play the game "Hola" Adios" version of "Duck, duck, goose" game.
- Hold up the correct number when hearing a number (uno, dos, tres,) in Spanish.
- Play the Bingo game on greetings, feelings and numbers.
- Create a Greetings book.

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Flash Cards
Memory Game

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

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Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSL: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Poster

Computer

Smartboard

CD/I Tunes songs

Teacher tube: Juan Orozco song - "Buenos Dias"

Name tags

Greeting Worksheets

crayons, pencils

Teacher made materials

Websites:

-Rockalingua.com

- Spanishspanish.com

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Spanish Alphabet - "El Alfabeto" Spanish Grade 2

Elementary School > 2016-2017 > Spanish Gr.2 > Week 5 - Week 6

Standards

NJ: 2016 NJSL: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- What sounds are different in Spanish and English?
- How do we name things in a different language?
- Why does the Spanish alphabet have more letters than the English alphabet?

Content

1. Introduce the vowels.
2. Introduce the alphabet.
3. Different sounds the vowels and the alphabet make.

Skills

Bloom's Taxonomy

A.1 Identify and name the vowels in Spanish.
 A.2 Identify and name the Alphabet in Spanish.
 A.3 Recognize the sounds of the letter and vowels to read and memorize vocabulary.

B.1. Recognize the vowels and pronounce their sounds.
 B.2 Guess the beginning letter of a word.
 B.3 Combine the vowels with the letters to pronounce the letters of their name.

Learning Activities

Students will

- Sing and march to the alphabet song.
- Pronounce the letters of their name.
- Guess the beginning letter of a word.
- Play Bingo game using alphabet letters.
- Create flash cards/poster for the classroom.
- Learn the sounds to start reading books.
- Play Fly Swatter game, Seven Up, Memory game.

Assessments

Teacher Made Rubric
 Formative: Oral: Discussion
 Flash Cards
 Bingo Game

Differentiated Instruction

Differentiation by Content

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

- Multiple intelligences

- Jigsaw
- Varied supplementary materials

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Resources

Websites:

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher made materials

- Spanishspanish.com

-OnlinefreeSpanish.com
-Myhq.com
- Quia.com
-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Numbers 0-31 - "Los Números del 0-31" Spanish Grade 2

Elementary School > 2016-2017 > Spanish Gr.2 > Week 7- Week 9

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

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- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- Can you name the numbers in Spanish?
- How can I tell my friends how old I am in Spanish?

Content

1. Introduce the numbers from 0-31.
2. Name and identify the numbers in Spanish.
3. Count and subtract in the target language.

Skills

Bloom's Taxonomy

- A.1 Count in the target language.
A.2 Sing a song about numbers.
- B.1 Identify and match the numbers in the calendar, classroom, etc.
B.2 Recognize numbers related to school objects and tell how many in the target language.
- C.1 Hold up the correct number when hearing the equation.

Learning Activities

Students will

- Play the memory game on the OnlinefreeSpanish.com
- Sing and dance to the songs.
- Tell each other their age.
- Create a number line for the classroom.
- Recite the numbers in Spanish, forward, backwards, odd and even.
- Learn to pronounce the numbers correctly in the target language.

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Flash Cards
Memory Game

Differentiated Instruction

Differentiation by Content

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Websites:

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher made materials

- Spanishspanish.com
- OnlinefreeSpanish.com
- Myhq.com
- Quia.com
- Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Calendar - "El Calendario" Spanish Grade 2

Elementary School > 2016-2017 > Spanish Gr.2 > Week 10 - Week 12

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- Can I identify the everyday calendar vocabulary I use in school?
- Can I name the days of the week in Spanish?
- Can I name the months of the year in Spanish?
- How can I tell someone what day is today?

Content

1. Introduce the Calendar vocabulary.
2. Introduce the days of the weeks.
3. Introduce the months of the year.

Skills

Bloom's Taxonomy

A.1 Identify and name the calendar vocabulary in Spanish.

A.2 Ask and respond to simple Calendar questions.

B.1 Match and label the days of the week.

B.2 Identifying and ordering vocabulary as it relates to the calendar and date.

B3. Recognize and explains where the days of the week comes from.

C.1. Recognize and name the months of the year.

C2. Identifying and ordering vocabulary related to the calendar.

Learning Activities

Students will

- Learn to pronounce correctly the Calendar vocabulary.
- Sing several songs using the days of the week, the months of the year and the calendar.
- Color pictures and copy calendar words.
- Identify and label the calendar vocabulary.
- Match calendar vocabulary with Spanish flash cards.
- Ask and respond to Calendar questions, as part of classroom routine.

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Worksheets

Memory Game

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Websites:

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher made materials

- Spanishspanish.com

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Weather and Seasons- "El tiempo y las
estaciones"
Spanish Grade 2

Elementary School > 2016-2017 > Spanish Gr. 2 > Week 13 - Week 14

Standards

NJ: 2016 NJSL: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

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- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How do I describe the weather around me in Spanish?
- Can I name the seasons of the year?
- Can I name the changes in seasons from North to South America?

Content

1. Review the weather in Spanish and by TPR (new and recycled vocabulary).
2. Sounds that some of the weather vocabulary make.
3. Introduce the seasons in Spanish and by TPR.

Skills

Bloom's Taxonomy

- A.1 Identify and name the weather vocabulary in Spanish and TPR.
- A.2 Explain that some of the weather vocabulary can be make sounds.
- A.3 Ask and respond to the different weathers associated in each season.
- B.1 Match the weather vocabulary with actual weather that day.
- B.2 Illustrate and label the weather with the correct season.
- B.3 Compare and contrast the different weather and season between North & South America.

Learning Activities

Students will

- Recite "The Weather" song in Spanish.
- Identify weather terms associated with the four seasons
- Describe weather by using picture cards and calendar.
- Illustrate and label the four seasons in Spanish.
- Identify orally the weather conditions.

Assessments

Teacher Made Rubric
 Formative: Oral: Discussion
 Flash Cards
 Memory Game
 Calendar

- Create a project by using the four seasons and weather expressions.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

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Career Awareness Standards

NJ: 2016 NJSLS: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

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CD/I Tunes songs

Color Worksheets

Teacher made materials

Websites:

-Rockalingua.com

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-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Classroom- "La Clase" Spanish Gr. 2

Elementary School > 2016-2017 > Spanish Gr. 2 > Week 15- Week 18

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

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7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

NJ: 2016 NJSLS: 21st Century Life and Careers

NJ: Grade 4

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Essential Questions

Sample Essential Questions

- Can I identify everyday objects I use at school?
- Can I name the classroom objects in Spanish?
- Can I tell what's in my backpack?
- Can I find my favorite classroom object?

Content

1. Introduce the classroom vocabulary. (Escritorio, silla, cuaderno, tijeras, pega, lápiz, papel, regla, lápices de color)
2. Introduce the objects in the back pack.
3. Different characteristics of the classroom objects.

Skills

Bloom's Taxonomy

A.1 Identify and name the classroom objects.

A.2 Locate and label the classroom objects.

B.1 Recognize and name the objects in the back pack in Spanish.

B.2 Use simple questions to ask find objects in the classroom.

C.1 Explain the different characteristics of the classroom objects.

C.2 Distinguish the differences between an American & Spanish classroom.

Learning Activities

Students will

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

<ul style="list-style-type: none"> • Sing a song using classroom vocabulary. • Color pictures and copy classroom vocabulary words. • Identify and describe the classroom items using size, number and color. • Match and label classroom objects with vocabulary words. • Ask and respond to simple direction questions, such as: “What is that? And Where is it?” • Draw a back pack and label different items needed to bring to class. 	<p>Worksheets Projects</p>
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Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

**NJ: 2016 NJSLs: 21st Century Life and Careers
9.2 Career Awareness, Exploration, And Preparation**

Strand A: Career Awareness

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Flash cards
Poster
Computer
Smartboard
Teacher/Schooltube
CD/I Tunes songs
Worksheets
Teacher Made Materials
Websites:
Spanishspanish.com
OnlineFreeSpanish.com
Myhq.com
123 teachme.com
Quia.com - games

IDE Portal -  <http://www.ideportal.com>

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Body Parts- "Las Partes Del Cuerpo" Spanish Grade 2

Elementary School > 2016-2017 > Spanish Gr. 2 > Week 19- Week 20

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can

independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How can I describe my body parts in Spanish?
- Can I name parts of my body in Spanish?

Content

1. Introduce the body parts in Spanish (new and recycled vocabulary).
2. Different characteristics of the body.

Skills

Bloom's Taxonomy

A.1 Identify the parts of the body in Spanish.
A.2 Name and describe the parts of the body in the target language.

B.1 Locate and label the parts of body in Spanish.
B.2 Indicate how many of each (singular & plural).

Learning Activities

Students will

- Identify and name the body parts vocabulary.
- Play the game "Simon dice" in order to reinforce the new vocabulary.
- Sing the songs "Cabeza, hombros, rodillas, y pies" and "El Cuerpo Sr."
- Draw and label a portrait of a person.
- Distinguish between singular and plural vocabulary on the body parts.

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Simon says game.

Worksheets on the labeling of the body parts.

Responses to questions.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Body parts Worksheets

Teacher made materials

Websites:

-Rockalingua.com
- Spanishspanish.com
-OnlinefreeSpanish.com
-Myhq.com
- Quia.com
-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Family Extended - "La Familia" Spanish Gr. 2

Elementary School > 2016-2017 > Spanish Gr. 2 > Week 21- Week 24

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

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7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

NJ: 2016 NJSLS: 21st Century Life and Careers

NJ: Grade 4

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Essential Questions

Sample Essential Questions

- How can describe my family?
- Can I name the members of my family?

Content

1. Introduce the members of the family. (Mama, papa, hermano, hermanastro, hermana, hermanastra abuelo, abuela)

2. Different characteristics of the family members. (Grande, pequeno)

Skills

Bloom's Taxonomy

A.1 Identify and name each family member and pets.
A.2 Describe family members providing different characteristics (name, age, physical description).

B.1 Draw and labor the members of the family.
B.2 Recognize and label family members by their characteristics.

Learning Activities

Students will

- Identify and name the family members and pets in Spanish.

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Family Tree

- Describe the members of the family and pets.
- Draw and label the members of the family and pets.
- Learn and sing the song "La Familia Grande"
- Create a family tree.
- Draw a picture of their family.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

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ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

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Resources

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123 teachme.com
Quia.com - games

IDE Portal -  <http://www.ideportal.com>

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Farm Animals - "Los Animales de la Granja" Spanish Gr. 2

Elementary School > 2016-2017 > Spanish Gr. 1> Week 25 - Week 29

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home

and global communities.

Linguistic:

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7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

NJ: 2016 NJSLS: 21st Century Life and Careers

NJ: Grade 1

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Essential Questions

Sample Essential Questions

- Can I identify a farm animal by the sound the animals make?
- Can I name a farm animal in Spanish?
- Can I identify a farm animal by the color or the shape?

Content

1. Introduce animals
2. Sounds animals make
3. Different characteristics of animals

Skills

Bloom's Taxonomy

- A1. Identify Spanish names for animals
B1. Explain that animals make different sounds in different languages.
C1. Identify and pronounce different animal characteristics such as: color, shape, size, etc.
- A2. Identify different animal sounds in Spanish

Learning Activities

Students will play the games: "Seven Up" and "Simon Says" using farm animals and their sounds.
Students will play the Memory game on the "OnlineFreeSpanish.com Website".

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Memory games
Flash Cards

Students will identify farm animals by looking at pictures.
Students will sing a song using animal vocabulary

Differentiated Instruction

Differentiation by Content

- Jigsaw
- Varied supplementary materials

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Career Awareness Standards

NJ: 2016 NJSLS: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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OnlineFreeSpanish.com
Myhq.com
123 teachme.com
Quia.com - games

IDE Portal -  <http://www.ideportal.com>

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Food- "La Comida" Spanish Grade 2

Elementary School > 2016-2017 > Spanish Gr.2 > Week 29 - Week 32

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their

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7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How are eating habits different in the US and in Spanish-speaking countries?
- How can I express what meals I like and dislike in Spanish?
- How do you order food in Spanish?
- What role does food play in other cultures?

Content

1. Introduce food vocabulary.
2. Different characteristics of food.
3. Food of the Spanish speaking countries.

Skills

Bloom's Taxonomy

- A.1 Identify and label the food vocabulary.
A.2 Ask and respond questions about your favorite food.

- B.1 Describe and show the different characteristics of foods from US and from Spanish-speaking countries.
B.2 Compare and contrast the differences in the eating habits in the US & in the Spanish-speaking countries.

- C.1 Explain and show foods from different Spanish-speaking countries.
C.2 Describe favorite foods you have tried from Spanish-speaking countries.

Learning Activities

Students will

- Identify and label food vocabulary.
- Learn the correct pronunciation for vocabulary words related to food.
- Sing the song "Las Frutas".
- Distinguish and label flash cards correctly by using the vocabulary identifying different types of food.

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Worksheets
Memory Game

- Create a project of coloring pictures of the different shapes and sizes of food.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

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Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Poster
Computer
Smartboard
Teacher/Schooltube
CD/I Tunes songs
Food Worksheets
Teacher made materials
Websites:
-Rockalingua.com
- Spanishspanish.com
-OnlinefreeSpanish.com
-Myhq.com
- Quia.com
-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Greetings - "Los Saludos" Spanish Grade 3

Elementary School > 2016-2017 > Spanish Gr.3 > Week 1 - Week 2

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How can I use basic greetings with friends and teachers?
- How can I express feelings with friends and teachers?
- How can I ask and respond to name, age and birthdate?

Content

1. Introductions of salutations and departures: "hola" and "hasta luego - adios" "hello, good-bye" (new vocabulary).
2. Vocabulary to express age, emotions, and name.

Skills

Bloom's Taxonomy

A.1 Demonstrate verbal comprehension of greetings and introductions.

A.2 Imitate appropriate gestures and intonation of the target language/culture during greetings, leave takings and daily interactions.

B.1 Memorize learned vocabulary to express emotions, age, etc.

B.2 Asks and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Learning Activities

Students will

- Sing the "Buenos Dias" song, using their hands to demonstrate morning, afternoon and evening.
- Play the game "Hola" Adios" version of "Duck, duck, goose" game.
- Hold up the correct number when hearing a number (uno, dos, tres,) in Spanish.
- Play the Bingo game on greetings, feelings and numbers.
- Create a Greetings book.

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Flash Cards
Memory Game

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw

Refer to the References Tab at the top of the page – "Special Education and Learning Differences"

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

- Varied supplementary materials

ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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Technology Standards

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Resources

Poster

Computer

Smartboard

CD/I Tunes songs

Teacher tube: Juan Orozco song - "Buenos Dias"

Name tags

Greeting Worksheets

crayons, pencils

Teacher made materials

Websites:

-Rockalingua.com

- Spanishspanish.com

-OnlinefreeSpanish.com
-Myhq.com
- Quia.com
-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Spanish Alphabet - "El Alfabeto" Spanish Grade 3

Elementary School > 2016-2017 > Spanish Gr.3 > Week 3 - Week 4

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- What sounds are different in Spanish and English?
- How do we name things in a different language?
- Why does the Spanish alphabet have more letters than the English alphabet?

Content

1. Introduce the vowels.
2. Introduce the alphabet.
3. Different sounds the vowels and the alphabet make.
4. Learn to spell their names.

Skills

Bloom's Taxonomy

- A.1 Identify and name the vowels in Spanish.
 A.2 Identify and name the Alphabet in Spanish.
 A.3 Recognize the sounds of the letter and vowels to read and memorize vocabulary.

- B.1. Recognize the vowels and pronounce their sounds.
 B.2 Guess the beginning letter of a word.
 B.3 Combine the vowels with the letters to pronounce the letters of their name.

Learning Activities

Students will

- Sing and march to the alphabet song.
- Pronounce the letters of their name.
- Guess the beginning letter of a word.
- Play Bingo game using alphabet letters.
- Create flash cards/poster for the classroom.
- Learn the sounds to start reading books.
- Play Fly Swatter game, Seven Up, Memory game.

Assessments

Teacher Made Rubric
 Formative: Oral: Discussion
 Flash Cards
 Bingo Game

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

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Career Awareness Standards

NJ: 2016 NJSL: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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Technology Standards

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Resources

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Flash cards
Poster
Computer
Smartboard
Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher made materials

- Spanishspanish.com

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Calendar/Numbers 0-31 - "El
Calendario y Los Números del 0-31"
Spanish Grade 3

Elementary School > 2016-2017 > Spanish Gr.3 > Week 5 - Week 8

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

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7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- Can I identify the everyday calendar vocabulary I use in school?
- Can I name the days of the week in Spanish?
- Can I name the months of the year in Spanish?

Content

1. Introduce the Calendar vocabulary.
2. Introduce the days of the weeks.
3. Introduce the months of the year.

Skills

Bloom's Taxonomy

A.1 Identify and name the calendar vocabulary in Spanish.

A.2 Ask and respond to simple Calendar questions.

B.1 Match and label the days of the week.

B.2 Identifying and ordering vocabulary as it relates to the calendar and date.

B3. Recognize and explains where the days of the week comes from.

C.1. Recognize and name the months of the year.

C2. Identifying and ordering vocabulary related to the calendar.

Learning Activities

Students will

- Learn to pronounce correctly the Calendar vocabulary.
- Sing several songs using the days of the week, the months of the year and the calendar.
- Color pictures and copy calendar words.
- Identify and label the calendar vocabulary.
- Match calendar vocabulary with Spanish flash cards.
- Ask and respond to Calendar questions, as part of classroom routine.

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Worksheets

Memory Game

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

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Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSL: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Websites:

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher made materials

- Spanishspanish.com

- OnlinefreeSpanish.com

- Myhq.com

- Quia.com

- Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Body Parts- "Las Partes Del Cuerpo" Spanish Grade 3

Elementary School > 2016-2017 > Spanish Gr. 3 > Week 9- Week 12

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How can I describe my body parts in Spanish?
- Can I name parts of my body in Spanish?

Content

1. Introduce the body parts in Spanish (New and recycled vocabulary. Introduce el pelo, el cuello, la garganta, la espalda, la barriga, los brazos, las piernas).
2. Different characteristics of the body.

Skills

Bloom's Taxonomy

- A.1 Identify the parts of the body in Spanish.
A.2 Name and describe the parts of the body in the target language.
- B.1 Locate and label the parts of body in Spanish.
B.2 Indicate how many of each (singular & plural).

Learning Activities

Students will

- Identify and name the body parts vocabulary.
- Play the game "Simon dice" in order to reinforce the new vocabulary.
- Sing the songs "Cabeza, hombros, rodillas, y pies" and "El Cuerpo Sr."
- Draw and label a portrait of a person.
- Distinguish between singular and plural vocabulary on the body parts.

Assessments

Teacher Made Rubric
Formative: Oral: Discussion
Simon says game.
Worksheets on the labeling of the body parts.
Responses to questions.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Body parts Worksheets

Teacher made materials

Websites:

-Rockalingua.com
- Spanishspanish.com
-OnlinefreeSpanish.com
-Myhq.com
- Quia.com
-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Adjective- "Los adjetivos" Spanish Gr. 3

Elementary School > 2016-2017 > Spanish Gr. 3 > Week 13- Week 16

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

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- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

NJ: 2016 NJSLs: 21st Century Life and Careers

NJ: Grade 4

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Essential Questions

Sample Essential Questions

- How can I use adjectives to describe myself and others?
- How can I use adjectives to describe the body parts?
- How are Spanish adjectives different from English adjectives?

Content

1. Introduce the adjective vocabulary. (Review los colores de ojos, largo, corto, pelo/cabello rizado/lacio, el pelo negro, rubio, rojo, etc. Use tener/tengo.)
2. Match adjectives by gender and number of the noun.
3. Different characteristics of adjective in the Spanish language.

Skills

Bloom's Taxonomy

- A.1 Identify and say the adjective vocabulary.
- A.2 Describe the self and others by using appropriate adjectives.
- B.1 Distinguish the difference between singular and plural adjectives.
- B.2 Explain and match the adjective by gender and numbers of nouns they describe.
- C1. Demonstrate the differences between the Spanish and English adjectives.
- C.2 Compare and contrast Spanish and English adjectives.

Learning Activities

Students will

- Identify and say the adjective vocabulary.
- Describe themselves and others by using appropriate adjectives.

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Self portrait with detailed adjectives
Memory games

- Learn and sing the song “Mi amigo Bob, Descriptions”
- Memorize and act out skits where they describe themselves with adjectives in Spanish.
- Draw a monster and describe him using adjectives in Spanish.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

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ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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Resources

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123 teachme.com
Quia.com - games

IDE Portal -  <http://www.ideportal.com>

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Family Extended - "La Familia" Spanish Gr. 3

Elementary School > 2016-2017 > Spanish Gr. 3 > Week 17- Week 19

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

NJ: 2014 CCCS: 21st Century Life and Careers

NJ: Grade 4

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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Essential Questions

Sample Essential Questions

- How can describe my family?
- Can I name the members of my family?

Content

1. Introduce/review the members of the family.(Tio, tia, primos.)
2. Different characteristics of the family members.

Skills

Bloom's Taxonomy

- A.1 Identify and name each family member and pets.
- A.2 Describe family members providing different characteristics (name, age, physical description).
- B.1 Draw and labor the members of the family.
- B.2 Recognize and label family members by their characteristics.

Learning Activities

Students will

- Identify and name the family members and pets in Spanish.
- Describe the members of the family and pets.
- Draw and label the members of the family and pets.

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Family Tree

- Learn and sing the song "La Familia Grande"
- Memorize and act out the family skit.
- Create a family tree.
- Draw a picture of their family.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

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Career Awareness Standards

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123 teachme.com
Quia.com - games

IDE Portal -  <http://www.ideportal.com>

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: My House - "Mi Casa" Spanish Gr. 3

Elementary School > 2016-2017 > Spanish Gr. 3 > Week 20- Week 23

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their

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NJ: 2016 NJSLs: 21st Century Life and Careers

NJ: Grade 4

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Essential Questions

Sample Essential Questions

- How can I describe my house?
- Can I name the parts of the house?
- Can I name my favorite room in the house?

<p>Content</p> <ol style="list-style-type: none"> 1. Introduce the parts of the house. (La cocina, el baño, el cuarto de dormitorio, la sala, el comedor) 2. The different characteristics of the house and dream house.(Grande, pequeño, los colores, etc.) 	<p>Skills</p> <p><u>Bloom's Taxonomy</u></p> <p>A.1 Identify and label the parts of the house.</p> <p>A.2 Locate and name the rooms in the house.</p> <p>B.1 Explain the different characteristics between the house and the dream house.</p> <p>B.2 Describe your favorite rooms in the house and dream house.</p>
<p>Learning Activities</p> <p>Students will</p> <ul style="list-style-type: none"> • Identify the rooms in the house. • Describe the rooms in the house. • Draw and label the rooms in the house. • Play several online activities. • Create and label their favorite room in the house. • Sing a song. 	<p>Assessments</p> <p>Teacher Made Rubric</p> <p>Formative: Oral: Discussion</p> <p>Project</p> <p>Memory Game</p>
<p>Differentiated Instruction</p> <p>Differentiation by Content</p> <ul style="list-style-type: none"> • Multiple intelligences • Jigsaw • Varied supplementary materials <p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education – Modifications and accommodations as per IEP and case manager.</p>	

Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher Made Materials

Websites:

Spanishspanish.com

OnlineFreeSpanish.com

Myhq.com

123 teachme.com

Quia.com - games

IDE Portal -  <http://www.ideportal.com>

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: My City/Transportation- "La Ciudad y La Transportacion" Spanish Gr. 3

Elementary School > 2016-2017 > Spanish Gr. 3 > Week 24- Week 30

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

NJ: 2016 NJSLS: 21st Century Life and Careers

NJ: Grade 4

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Essential Questions

Sample Essential Questions

- Can I identify the local places found in a town/city?
- Can I name the places in the town/city?
- Can I give directions in the target language?
- How can I find my favorite place/store?
- How do I describe the forms of transportations in Spanish?
- Can I name the different forms of transportation in Spanish?
- What are the sounds that some of the forms of transportation make?
- Recognize the different types of transportations.

Content

1. Introduce the town vocabulary. (Bombero, departamento de policia, la escuela, la escuela intermedaria, el mercado, la bodega, la tienda, la farmacia, el hospital, el restaurante).
2. Introduce the direction vocabulary.
3. Different characteristics of the places/stores in a town.

Skills

Bloom's Taxonomy

- A.1 Identify the local places/stores in town.
- A.2 Locate and label the places/stores in town.
- B.1 Recognize the direction vocabulary in Spanish.
- B.2 Use simple directions to go from place to place.
- C.1 Explain the different characteristics in a town.
- C.2 Distinguish the differences between and American & Spanish town.

<ol style="list-style-type: none"> 4. Introduce the different forms of transportation (Carro, autobus, avion, tren, , etc). 5. Sounds that some of the forms of transportations make. 6. Different characteristics of the forms of transportations. 	<p>D.1 Identify Spanish names of the forms of transportations.</p> <p>D.2 Recognize and label the different forms of transportations.</p> <p>E.1 Explain that some forms of transportation make different sounds in different languages.</p> <p>E.2 Identify the different sounds that the forms of transportations make.</p> <p>F.1 Identify and pronounce different characteristics related to the forms of transportations.</p>
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<p>Learning Activities</p> <p>Students will</p> <ul style="list-style-type: none"> • Sing a song using town vocabulary. • Color pictures and copy town vocabulary words. • Identify and describe the places in a town. • Match and label town vocabulary in a map. • Ask and respond to simple directions questions. • Create their dream town and label the places. 	<p>Assessments</p> <p>Teacher Made Rubric</p> <p>Formative: Oral: Discussion</p> <p>Worksheets</p> <p>Projects</p>
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<p>Differentiated Instruction</p>	
<p>Differentiation by Content</p> <ul style="list-style-type: none"> • Multiple intelligences • Jigsaw • Varied supplementary materials 	<p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education – Modifications and accommodations as per IEP and case manager.</p>

Career Awareness Standards

NJ: 2016 NJSLS: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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Technology Standards

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Resources

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Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher Made Materials

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Spanishspanish.com

OnlineFreeSpanish.com

Myhq.com

123 teachme.com

Quia.com - games

IDE Portal -  <http://www.ideportal.com>

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Food- "La Comida- Puerto Rico"
Spanish Grade 3

Elementary School > 2016-2017 > Spanish Gr.3 > Week 31 - Week 34

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can

independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How are eating habits different in the US and in Spanish-speaking countries?
- How can I express what meals I like and dislike in Spanish?
- How do you order food in Spanish?
- What role does food play in other cultures?

Content

1. Introduce food vocabulary.
2. Different characteristics of food.
3. Food of the Spanish speaking countries.

Skills

Bloom's Taxonomy

A.1 Identify and label the food vocabulary.

A.2 Ask and respond questions about your favorite food.

B.1 Describe and show the different characteristics of foods from US and from Spanish-speaking countries.

B.2 Compare and contrast the differences in the eating habits in the US & in the Spanish-speaking countries.

C.1 Explain and show foods from different Spanish-speaking countries.

C.2 Describe favorite foods you have tried from Spanish-speaking countries.

Learning Activities

Students will

- Identify and label food vocabulary.
- Learn the correct pronunciation for vocabulary words related to food.
- Sing the song "Las Frutas".
- Distinguish and label flash cards correctly by using the vocabulary identifying different types of food.

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Worksheets

Memory Game

- Create a project of coloring pictures of the different shapes and sizes of food.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education/504 – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Food Worksheets

Teacher made materials

Websites:

-Rockalingua.com

- Spanishspanish.com

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Greetings - "Los Saludos"

Spanish Grade 4

Elementary School > 2016-2017 > Spanish Gr.4 > Week 1 - Week 2

Standards

NJ: 2016 NJSL: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How can I use basic greetings with friends and teachers?
- How can I express feelings and physical characteristics with friends and teachers?
- How can I ask and respond to name, age and birthdate?

Content

1. Review of greetings and departures: "hola" and "hasta luego - adios" "hello, good-bye" (new vocabulary).

Skills

Bloom's Taxonomy

A.1 Demonstrate verbal comprehension of greetings and introductions.

A.2 Imitate appropriate gestures and intonation of the target language/culture during greetings, leave takings and daily interactions.

<p>2. Vocabulary to express age, emotions, and name.</p>	<p>B.1 Memorize learned vocabulary to express emotions, age, etc. B.2 Asks and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>
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<p>Learning Activities Students will</p> <ul style="list-style-type: none"> • Sing the "Buenos Dias" song, using their hands to demonstrate morning, afternoon and evening. • Play the game "Hola" Adios" version of "Duck, duck, goose" game. • Hold up the correct number when hearing a number (uno, dos, tres,) in Spanish. • Play the Bingo game on greetings, feelings and numbers. • Create a Greetings book. 	<p>Assessments</p> <p>Teacher Made Rubric Formative: Oral: Discussion Flash Cards Memory Game</p>
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<p>Differentiated Instruction</p>	
<p>Differentiation by Content</p> <ul style="list-style-type: none"> • Multiple intelligences • Jigsaw • Varied supplementary materials 	<p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education/504 – Modifications and accommodations as per IEP and case manager.</p>

<p>Career Awareness Standards</p> <p>NJ: 2016 NJSLs: 21st Century Life and Careers 9.2 Career Awareness, Exploration, And Preparation Strand A: Career Awareness</p>
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9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

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9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Poster

Computer

Smartboard

CD/I Tunes songs

Teacher tube: Juan Orozco song - "Buenos Dias"

Name tags

Greeting Worksheets

crayons, pencils

Teacher made materials

Websites:

-Rockalingua.com

- Spanishspanish.com

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Spanish Alphabet - "El Alfabeto" Spanish Grade 4

Elementary School > 2016-2017 > Spanish Gr.4 > Week 3 - Week 4

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

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7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- What sounds are different in Spanish and English?
- How do we name things in a different language?
- Why does the Spanish alphabet have more letters than the English alphabet?

Content

1. Review the vowels.
2. Review the alphabet.

Skills

Bloom's Taxonomy

A.1 Identify and name the vowels in Spanish.

<p>3. Different sounds the vowels and the alphabet make.</p> <p>4. Introduce spelling of last names.</p>	<p>A.2 Identify and name the Alphabet in Spanish.</p> <p>A.3 Recognize the sounds of the letter and vowels to read and memorize vocabulary.</p> <p>B.1. Recognize the vowels and pronounce their sounds.</p> <p>B.2 Guess the beginning letter of a word.</p> <p>B.3 Combine the vowels with the letters to pronounce the letters of their last name.</p>
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<p>Learning Activities</p> <p>Students will</p> <ul style="list-style-type: none"> • Sing and march to the alphabet song. • Pronounce the letters of their name. • Guess the beginning letter of a word. • Play Bingo game using alphabet letters. • Create flash cards/poster for the classroom. • Learn the sounds to start reading books. • Play Fly Swatter game, Seven Up, Memory game. 	<p>Assessments</p> <p>Teacher Made Rubric</p> <p>Formative: Oral: Discussion</p> <p>Flash Cards</p> <p>Bingo Game</p>
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<p>Differentiated Instruction</p> <p>Differentiation by Content</p> <ul style="list-style-type: none"> • Multiple intelligences • Jigsaw • Varied supplementary materials <p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education/504 – Modifications and accommodations as per IEP and case manager.</p>	
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Career Awareness Standards

NJ: 2016 NJSLS: 21st Century Life and Careers 9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

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Resources

Websites:

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher made materials

- Spanishspanish.com

- OnlinefreeSpanish.com

- Myhq.com

- Quia.com

- Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Numbers/The Calendar - "Los Números del 0-31 y El Calendario" Spanish Grade 4

Elementary School > 2016-2017 > Spanish Gr.4 > Week 5 - Week 8

Standards

NJ: 2016 NJSL: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- Can you name the numbers in Spanish?
- How can I tell my friends how old I am in Spanish?
- How can I add or subtract in Spanish?
- How can I tell someone what day is today?
- Can I identify the everyday calendar vocabulary I use in school?
- Can I name the days of the week in Spanish?

- Can I name the months of the year in Spanish?
- Can I distinguish the planets in the days of the week?

Content

1. Introduce the numbers from 0-31.
2. Name and identify the numbers in Spanish.
3. Count and subtract in the target language.

Skills

Bloom's Taxonomy

A.1 Count in the target language.

A.2 Sing a song about numbers.

B.1 Identify and match the numbers in the calendar, classroom, etc.

B.2 Recognize numbers related to school objects and tell how many in the target language.

C.1 Respond to simple addition and subtraction equations.

C.2 Hold up the correct number when hearing the equation.

D.1 Identify and name the calendar vocabulary in Spanish.

D.2 Ask and respond to simple Calendar questions.

E.1 Match and label the days of the week.

E.2 Identifying and ordering vocabulary as it relates to the calendar and date.

E3. Recognize and explains where the days of the week comes from.

F.1. Recognize and name the months of the year.

F2. Identifying and ordering vocabulary related to the calendar.

Learning Activities

Students will

- Play the memory game on the OnlinefreeSpanish.com
- Sing and dance to the songs.
- Tell each other their age, etc.
- Create a number line for the classroom.
- Recite the numbers in Spanish, forward, backwards, odd and even.
- Learn to pronounce the numbers correctly in the target language.

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Flash Cards

Memory Game

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

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Career Awareness Standards

NJ: 2016 NJSL: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

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- Quia.com

-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Clothes/Parts of the Body – “La Ropa/Las Partes del Cuerpo”
Spanish Gr. 4

Elementary School > 2016-2017 > Spanish Gr. 4 > Week 9- Week 13

[Standards](#)

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

NJ: 2016 NJSLS: 21st Century Life and Careers

NJ: Grade 4

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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[Essential Questions](#)

[Sample Essential Questions](#)

- How are the clothes we wear the same or different from kids from Spanish-speaking countries?

- What types of clothes do I wear in different types of weather?
- How can I describe the clothes I am wearing?
- How can I describe my body parts in Spanish?
- Can I name parts of my body in Spanish?

Content

1. Review the clothing vocabulary. (Include clothing for all four seasons. Ej: Los guantes, la gora, la bufanda, el abrigo, las botas, las medias, las sandalias, los lentes oscuros, el traje de bano, etc)
2. Different clothes for different types of weather.
3. Different characteristics of clothes.
4. Review the parts of the body.

Skills

Bloom's Taxonomy

- A.1 Identify and label clothing vocabulary.
 A.2 Ask and respond to questions of clothes they are wearing.
- B.1 Classify clothing according to the season.
 B.2 Describe classmates based on the clothing he/she should wear.
- C.1 Describe the different characteristics i.e. warm weather clothes vs. cold weather clothes.
 C.2 Explain the differences of clothes used in Spanish-speaking countries.
 C.3 Compare and contrast clothes in the US and in the Spanish-speaking countries.

Learning Activities

Students will

- Identify and label clothing vocabulary. (Las estaciones: Invierno-guantes, gorro, bufanda, botas. Primavera-abrigo, botas, sombrilla. Otono-pantalones largo, medias, botas, zapatos cerrados, sueter. Verano-Lentes de sol, traje de bano, camiseta, pantalones cortos, sandalias.)
- Memorize and act out skits where students describe the clothing they are wearing.
- Learn and sing the song "U La La (Clothes, Places, Weather)"
- Create a Venn Diagram where students compare and contrast clothes in the US and in the Spanish-speaking countries.
- Play the game "Ropa" in order to reinforce the new vocabulary.

Assessments

Teacher Made Rubric

Formative: Oral: Discussion
 Collage

Differentiated Instruction

Differentiation by Content

Refer to the References Tab at the top of the page – "Special Education and Learning Differences"

- Multiple intelligences
 - Jigsaw
 - Varied supplementary materials
- Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.
- ELL – Consult with speech and language specialist.
- At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.
- Special Education – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLs: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher Made Materials

Websites:

Spanishspanish.com

OnlineFreeSpanish.com

Myhq.com

123 teachme.com

Quia.com - games

IDE Portal -  <http://www.ideportal.com>

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: The Adjectives/Physical Appearances/The Family
Extended- "Los adjetivos, ¿Como eres?, La Familia"
Spanish Gr. 4

Elementary School > 2016-2017 > Spanish Gr. 4 > Week 14- Week 18

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

NJ: 2016 NJSLS: 21st Century Life and Careers

NJ: Grade 4

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Essential Questions

Sample Essential Questions

- How can I use adjectives to describe myself and others?
- How can I use adjectives to describe the body parts?
- How are Spanish adjectives different from English adjectives?
- How are physical appearances influenced by culture?
- How are physical appearances in the US different from physical appearances in Spanish –speaking countries?
- How do I express my physical appearances and that of others?
- How can I describe my family?
- Can I name the members of my family?
- How are family reunions celebrated in other cultures?

Content

1. Review the adjective vocabulary.
2. Match adjectives by gender and number of the noun.
3. Different characteristics of adjective in the Spanish language.
4. Review the physical appearances vocabulary.
5. Review the family (extended) vocabulary.

Skills

Bloom's Taxonomy

- A.1 Identify and say the adjective vocabulary.
A.2 Describe the self and others by using appropriate adjectives.
- B.1 Distinguish the difference between singular and plural adjectives.
B.2 Explain and match the adjective by gender and numbers of nouns they describe.
- C1. Demonstrate the differences between the Spanish and English adjectives.
C.2 Compare and contrast Spanish and English adjectives.

Learning Activities

Students will

- Identify and say the adjective vocabulary.
- Describe themselves and others by using appropriate adjectives.
- Learn and sing the song “Mi amigo Bob, Descriptions”
- Memorize and act out skits where they describe themselves with adjectives in Spanish.
- Draw a monster and describe him using adjectives in Spanish.

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Self portrait with detailed adjectives
Memory games

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education – Modifications and accommodations as per IEP and case manager.

NJ: 2016 NJSLS: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Body Parts Worksheets

Teacher Made Materials

Websites:

Spanishspanish.com

OnlineFreeSpanish.com

Myhq.com

123 teachme.com

Quia.com - games

IDE Portal -  <http://www.ideportal.com>

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Sports/Hobbies – “Los Deportes/Los Pasa Tiempos” Spanish Gr. 4

Elementary School > 2016-2017 > Spanish Gr. 4 > Week 19- Week 23

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

NJ: 2016 NJSLs: 21st Century Life and Careers

NJ: Grade 4

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Essential Questions

Sample Essential Questions

- How do sports and spare time activities differ in the United States vs. Spanish-speaking countries?
- What are the most popular sports in the United States vs. Spanish-speaking countries?
- How can I express the sports that I enjoy playing?
- How do hobbies and activities differ in the US vs. Spanish speaking countries?
- What are the most popular sports in the US vs. Spanish speaking countries?
- How can I express the hobbies that I enjoy playing?

Content

1. Introduce the sports vocabulary. (Difference between soccer (futbol) and American football (futbol americano))
2. Different characteristics of sports.
3. Introduce sports played in Spanish speaking countries.(Baseball, basketball, etc.)
4. Introduce the hobbies vocabulary.
5. Different characteristics of hobbies.
6. Introduce hobby interests in Spanish speaking countries.(Checkers vs. Dominoes, instruments, verbs-jugar y tocar)

Skills

Bloom's Taxonomy

- A.1 Identify and label the sports vocabulary.
A.2 Show and Express favorite sports.
- B.1 Recognize and name the different characteristics of each sport.
B.2 Match the vocabulary for each sport.
- C.1 Compare and contrast popular sports in the US vs. Spanish speaking countries.
C.2 Explain what is the most favorite sport in Spanish-speaking countries and the US.

Learning Activities

Students will

- Identify and label the sports vocabulary.
- Show and express favorite sport through skits.
- Create a Venn diagram comparing popular sports in the US vs. Spanish speaking countries.
- Create a group activity. (Dominoes)

Assessments

Teacher Made Rubric

Formative: Oral: Discussion
Bar graph

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.

ELL – Consult with speech and language specialist.

At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.

Special Education – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSLS: 21st Century Life and Careers
9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Flash cards

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Worksheets

Teacher Made Materials

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Spanishspanish.com

OnlineFreeSpanish.com

Myhq.com

123 teachme.com

Quia.com - games

IDE Portal -  <http://www.ideportal.com>

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: My City- "La Ciudad"
Spanish Gr. 4

Elementary School > 2016-2017 > Spanish Gr. 4 > Week 24- Week 29

Standards

NJ: 2016 NJSLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present

information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

NJ: 2016 NJSLS: 21st Century Life and Careers

NJ: Grade 4

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Essential Questions

Sample Essential Questions

- Can I identify the local places found in a town/city?
- Can I name the places in the town/city?
- Can I give directions in the target language?
- How can I find my favorite place/store?

Content

1. Introduce new and recycled town vocabulary.
2. Introduce the direction vocabulary.
3. Different characteristics of the places/stores in a town.

Skills

Bloom's Taxonomy

A.1 Identify the local places/stores in town.

A.2 Locate and label the places/stores in town.

B.1 Recognize the direction vocabulary in Spanish.

B.2 Use simple directions to go from place to place.

C.1 Explain the different characteristics in a town.

C.2 Distinguish the differences between American & Spanish town.

Learning Activities

Students will

- Sing a song using town vocabulary.
- Color pictures and copy town vocabulary words.
- Identify and describe the places in a town.
- Match and label town vocabulary in a map.
- Ask and respond to simple directions questions.

Assessments

Teacher Made Rubric

Formative: Oral: Discussion

Worksheets

Projects

- Create their dream town and label the places.

Differentiated Instruction

Differentiation by Content

- Multiple intelligences
- Jigsaw
- Varied supplementary materials

Refer to the References Tab at the top of the page – “Special Education and Learning Differences”

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Special Education – Modifications and accommodations as per IEP and case manager.

Career Awareness Standards

NJ: 2016 NJSL: 21st Century Life and Careers

9.2 Career Awareness, Exploration, And Preparation

Strand A: Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

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Poster

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Smartboard

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CD/I Tunes songs

Worksheets

Teacher Made Materials

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123 teachme.com
Quia.com - games

IDE Portal -  <http://www.ideportal.com>

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>

Unit: Food- "La Comida-Spain" Spanish Grade 4

Elementary School > 2016-2017 > Spanish Gr.4 > Week 30 - Week 34

Standards

NJ: 2016 NJSLs: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Essential Questions

Sample Essential Questions

- How are eating habits different in the US and in Spanish-speaking countries?
- How can I express what meals I like and dislike in Spanish?
- How do you order food in Spanish?
- What role does food play in other cultures?

Content

1. Introduce food vocabulary.

Skills

Bloom's Taxonomy

A.1 Identify and label the food vocabulary.

A.2 Ask and respond questions about your favorite food.

<p>2. Different characteristics of food.</p> <p>3. Food of the Spanish speaking countries.</p>	<p>B.1 Describe and show the different characteristics of foods from US and from Spanish-speaking countries.</p> <p>B.2 Compare and contrast the differences in the eating habits in the US & in the Spanish-speaking countries.</p> <p>C.1 Explain and show foods from different Spanish-speaking countries.</p> <p>C.2 Describe favorite foods you have tried from Spanish-speaking countries.</p>
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<p>Learning Activities</p> <p>Students will</p> <ul style="list-style-type: none"> • Identify and label food vocabulary. • Learn the correct pronunciation for vocabulary words related to food. • Sing the song “Las Frutas”. • Distinguish and label flash cards correctly by using the vocabulary identifying different types of food. • Create a project of coloring pictures of the different shapes and sizes of food. 	<p>Assessments</p> <p>Teacher Made Rubric Formative: Oral: Discussion Worksheets Memory Game</p>
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<p>Differentiated Instruction</p>	
<p>Differentiation by Content</p> <ul style="list-style-type: none"> • Multiple intelligences • Jigsaw • Varied supplementary materials 	<p>Refer to the References Tab at the top of the page – “Special Education and Learning Differences”</p> <p>Gifted & Talented – Consult with G&T teacher for enrichment and extension activities.</p> <p>ELL – Consult with speech and language specialist.</p> <p>At Risk – Modifications and accommodations as per I&RS committee and guidance counselor.</p> <p>Special Education/504 – Modifications and accommodations as per IEP and case manager.</p>

<p>Career Awareness Standards</p>
<p>NJ: 2016 NJSLs: 21st Century Life and Careers</p> <p>9.2 Career Awareness, Exploration, And Preparation</p> <p>Strand A: Career Awareness</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology Standards

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Resources

Poster

Computer

Smartboard

Teacher/Schooltube

CD/I Tunes songs

Food Worksheets

Teacher made materials

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-Rockalingua.com

- Spanishspanish.com

-OnlinefreeSpanish.com

-Myhq.com

- Quia.com

-Youtube.com

N.J. DOE Resources -  <http://www.state.nj.us/education/aps/cccs/chpe/resources.htm>