ELEMENTARY SPANISH GRADES 2-5

Curriculum Guide

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This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student's Individualized Educational Plan (IEP)

Approved by the Berkeley Heights Board of Education at the regular meeting held on 12/5/19.
VISION STATEMENT

As citizens of the 21st century, World Language students in the Berkeley Heights Schools are entering into a dynamic society in which knowledge of other cultures and viewpoints learned through systematic language study is critical to success across multiple disciplines and fields of employment. The advancement of technology has only amplified the critical need for the skills and understanding offered by World Language study.

According to the American Council on the Teaching of Foreign Language: “language and communication are at the heart of the human experience.” Language programs beginning at Elementary level and continuing through Columbia Middle School and Governor Livingston High School will focus on helping students acquire and build skills in linguistic and cultural proficiency.

Our vision is that students will gain a firm foundation to support acquisition and progress naturally through the various NJSLS proficiency levels. Students will achieve second language proficiency in three modes of communication: interpersonal, intrapersonal, and presentational. By incorporating College Board Advanced Placement language themes and standards into the curriculum, students will be held to a level of rigor which will prepare them for success throughout their entire language careers.
MISSION STATEMENT

Culturally speaking, the age of ten has been designated as a crucial time in the development of attitudes toward nations and groups, according to the research of Piaget, and Lambert (Lambert and Klinebert, 1967). The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language. It is the mission of the Berkeley Heights Public Schools that students be given the opportunity to broaden their conceptual horizon of the world.

The study of the World language and culture enables students to interact and communicate with others while gaining a greater understanding and respect for cultural perspectives, practices, and products of different countries.

Studying a foreign language at this level strengthens critical thinking skills through problem solving, conceptualizing, and reasoning as it provides basic connections between the various disciplines of study.
GRADE 2

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. In unit one of second grade, students will become acquainted with their teachers, classroom and classmates. They will establish classroom procedures and how to follow directions in Spanish. They will learn to respond to familiar questions about themselves, their classroom and their friends.

2. In unit 2 of second grade, students will continue to expand on their learned vocabulary by completing a unit using the text *Brown Bear, Brown Bear* by Eric Carle. By the end of the unit students will be able to retell the story in Spanish and identify different animals and their habitats.

3. In unit three of second grade, students will learn how to talk about themselves by describing some of their physical characteristics and personality traits, as well as their family, in Spanish. Throughout the unit, students will create artifacts to capture interesting facts about themselves, while utilizing the high frequency words and other vocabulary they have learned in each section of the unit.

4. Students begin as Novice Low speakers with little functional ability to communicate. Many children will progress to the Novice Mid-range, able to communicate using memorized words and a few phrases to identify familiar objects and respond to very familiar questions about themselves, their classroom, and school friends. By the end of the year, students will be able to use Spanish to talk about themselves, others, and their classroom environment. Some students will move from Novice-Low level to Novice - Mid Level as defined by the American Council on the Teaching of Foreign Languages.
Students in Grade 2 Spanish will achieve proficiency at the Novice-Mid Level in the three modes of communication described below.

**Novice Mid Speakers** communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence. Novice Low Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may

**Novice Mid Writers** can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

**Novice Mid Listeners** can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.
GRADE 2
COURSE OUTLINE AND STUDENT OBJECTIVES

Unit 1: Al Principio (The Beginning)
Duration - 20-25: 30 minute lessons

Overview:
1. Students will become acquainted with their teacher, classmates, and classroom.
2. Students will begin to develop interpretive skills (listening and responding physically - TPR).
3. Students will begin to internalize high frequency expressions.
4. Students will begin to respond verbally in Spanish when asked personal questions.
5. Students will communicate using memorized words and a few phrases.
6. Students will identify familiar objects.
7. Students will respond to very familiar questions about themselves, their classroom, and school friends.

Grade 2
Standards: 7.1 NM A1-5; 7.1 NM B1-5; 7.1 NM C1-4

Technology: 8.1.2 A1-7, B1, C1, D1, E1, F1

21st Century: CRP 1-12; 9.1.4 A1-3, B1, G1

Cross-Curricular: NJSLSA R 1-10; RL 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10; RI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10; RF 2.3A-E; 2.4A-C; NJSLSA W 1-10; W 2.1, 2.2, 2.3, 2.4, 2.5, 2.6; NJSLSA SL 1-6; SL 2.1A-C, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8; NJSLSA L 1-6; L 2.1A-F; 2.2A-E, 2.3A, 2.4A-E, 2.5A-B, 2.6

Essential Questions:
- How can I talk to someone in another language when I am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?
- What do I need to do to better understand another language?

Student Learning Objectives:
Students will know and be able to...
- Follow and give instructions for classroom behaviors and procedures.
- Follow established classroom practices.
- Give their names and the names of their classmates using memorized chunks of language.
- Make brief introductions.
- Talk about how they and others feel.
- Identify objects in the classroom and tell how they are used in a school setting.
- Use the numbers 0-20 to count objects and people in the classroom and to do simple mathematical computations.
- Ask and answer some memorized questions
- Describe actions that they do with their bodies and classroom objects
- State physical descriptions
- State the day of the week

**Vocabulary:**
- Greetings
- Leave - takings
- Colores: rojo, azul, verde, amarillo, rosado, blanco, negro, café, anaranjado, gris, claro, oscuro
- Numbers 0-20
- Commands and instructions: puedo ir al baño, repita por favor, comprendo/no comprendo, etc.
- Introduce self and others; me llamo, se llama
- State of being expressions: Tengo- hambre, sed, frio, calor, miedo
- Names of some classroom objects: papel, carpeta, lapiz, libro, tijeras, pegamento, goma de borrar

**Suggested Materials and Resources:**
- [https://www.youtube.com/watch?v=bkMQXFO0qyQA](https://www.youtube.com/watch?v=bkMQXFO0qyQA) (TPR strategies)
- [https://www.youtube.com/watch?v=lrj3pNN7n18&t=14s](https://www.youtube.com/watch?v=lrj3pNN7n18&t=14s) (TPR)
- [http://www.miscositas.com/miscositastv.html#spanish](http://www.miscositas.com/miscositastv.html#spanish) (video resources for related content)
- [https://www.youtube.com/watch?v=BlxkVBL2Fx8](https://www.youtube.com/watch?v=BlxkVBL2Fx8) (De Que Esta Hecho El Arco Iris? By Betty Ann Schwartz (Colors))
- [https://www.youtube.com/watch?v=HfrqHBfq0G0](https://www.youtube.com/watch?v=HfrqHBfq0G0) (La Mochila Roja) (School supplies)
- [https://www.youtube.com/watch?v=7Ho5C_hCbgQ](https://www.youtube.com/watch?v=7Ho5C_hCbgQ) (Lola en la Biblioteca por Edith McQuinn)
- [https://www.youtube.com/watch?v=IKznbHvPFwc](https://www.youtube.com/watch?v=IKznbHvPFwc) (months of the year)
- [https://www.youtube.com/watch?v=v7mm8MC1MgY](https://www.youtube.com/watch?v=v7mm8MC1MgY) (days of the week)
- [https://www.youtube.com/watch?v=8ydjr1s8xI](https://www.youtube.com/watch?v=8ydjr1s8xI) (numbers 1-10 - song)
- [https://www.youtube.com/watch?v=6FEyfy5N3Nc&list=PLx5B4WOj3FfKMWMzZzdfuTdnX2-qv5Rsb](https://www.youtube.com/watch?v=6FEyfy5N3Nc&list=PLx5B4WOj3FfKMWMzZzdfuTdnX2-qv5Rsb) (numbers 1-20)
- [https://www.youtube.com/watch?v=kdDu8pFbnRc](https://www.youtube.com/watch?v=kdDu8pFbnRc) (greetings/routines)
- Teacher generated handouts
- Books about the seasons
● Songs related to colors, numbers, greetings, days of the week, months, school supplies
● Games (matching, memory, guessing, bingo)
● Props for modes of transportation (plane, car, train, school bus, taxi)
● Visuals for classroom actions and commands
● *Así Vamos a la Escuela* by Edith Baker
● *Lola en la Biblioteca* by Edith McQuinn
● *De Qué Está Hecho un Arco Iris?* By Betty Ann

**Unit 2: Oso Pardo (Brown Bear)**

**Duration - 16-20: 30 minute lessons**

**Overview:**
1. Students will begin to internalize high frequency expressions.
2. Students will begin to respond verbally in Spanish when asked personal questions.
3. Students will communicate using memorized words and a few phrases.
4. Students will identify familiar objects.
5. Students will respond to very familiar questions about themselves, their classroom, and school friends.

**Grade 2**

**Standards:** 7.1 NM A1-5; 7.1 NM B1-5; 7.1 NM C1-4

**Technology:** 8.1.2 A1-7, B1, C1, D1, E1, F1

**21st Century:** CRP 1-12; 9.1.4 A1-3, B1, G1

**Cross-Curricular:** NJSLSA R 1-10; RL 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10; RI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8; RF 2.3A-E; 2.4A-C; NJSLSA W 1-10; W 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8; NJSLSA RL 1-6; SL 2.1A-C, 2.2, 2.3, 2.4, 2.5, 2.6; NJSLSA L 1-6; L 2.1A-F; 2.2A-E, 2.3A, 2.4A-E, 2.5A-B, 2.6

**Essential Questions:**
- How can I talk to someone in another language when I am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?
- What do I need to do to better understand another language?

**Student Learning Objectives:**
Students will know and be able to...
- Identify Thirteen Common Colors
- Identify Numbers 1-20
- Identify 9 Animals
- Recognize Appropriate Animal Habitats
• Demonstrate understanding of noun and adjective sequencing
• Recite the Story of Brown Bear in the target language

Vocabulary:
• rojo, anaranjado, amarillo, verde, azul, morado, rosado, marrón, negro, blanco, pardo, café, dorado
• Numbers 1-20
• oso, pájaro pato, caballo, rana, gato, perro, oveja, pez
• nido, aquario, casa, granja, lago
• All previously learned vocabulary in unit 1

Unit 3: ¡Yo soy único! (I'm unique!)
Duration - 16-20: 30 minute lessons

Overview:
1. Demonstrating listening comprehension of texts with high frequency vocabulary by using accurate images and appropriate gestures.
2. Identifying and using high frequency words in context.
3. Communicating about themselves, including who they are, birthday, age, personality, and family
4. Students will begin to internalize high frequency expressions.
5. Students will begin to respond verbally in Spanish when asked personal questions.
6. Students will communicate using memorized words and a few phrases.
7. Students will identify familiar objects.
8. Students will respond to very familiar questions about themselves, and their family members.

Grade 2
Standards: 7.1 NM A1-5; 7.1 NM B1-5; 7.1 NM C1-4

Technology: 8.1.2 A1-7, B1, C1, D1, E1, F1

21st Century: CRP 1-12; 9.1.4 A1-3, B1, G1

Cross-Curricular: NJSLSA R 1-10; RL 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10; RI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10; RF 2.3A-E; 2.4A-C; NJSLSA W 1-10; W 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8; NJSLSA SL 1-6; SL 2.1A-C, 2.2, 2.3, 2.4, 2.5, 2.6; NJSLSA L 1-6; L 2.1A-F; 2.2A-E, 2.3A, 2.4A-E, 2.5A-B, 2.6

Essential Questions:
• How many of the words that I hear and see do I need to know?
• What do I do when I get stuck?
• How is my birthday party different from that of a student from a Spanish-speaking country?
How is my family similar or different from other families?

Student Learning Objectives:
Students will know and be able to...
- Describe themselves physically
- State birthday, age, and personality traits
- Identify and describe their family members
- Compare characteristics of individuals
- Compare and contrast birthday celebrations in Hispanic countries and in the United States
- Sing “Happy Birthday” in Spanish

Vocabulary:
- Previously learned vocabulary
- High frequency words: Soy, Yo, Tengo, Cumpleaños (mi, de, en), Años,
- Descriptive words: rubio, moreno, castaño, pelirrojo, eye color
- Cognates: Atlético/a, Artístico/a, Tímido/a, Inteligente, Generoso/a,
  Imaginativo/a, Creativo/a, Energético/a, Interesante, Honesto, Sociable,
  Responsable, Organizado
- La familia: madre, padre, hermano/a, abuelo/a

Suggested Materials and Resources:
- Teacher generated handouts and manipulatives
- Books about La Familia
- Songs about La Familia
- Games (matching, memory, guessing, bingo)
- Props- of family members
- Yo Soy Asi-- worksheet
- https://www.pinterest.com/pin/417920040405325352/?autologin=true Editable classroom birthdays worksheet
- Guess Who game in Spanish
GRADE 3

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. Students will understand that how they prepare for school and their activities.
2. Students will reflect on their culture and how it might be similar and/or different from those of a student in a Spanish-speaking country.
3. Students will understand that there are formulaic questions and expressions in Spanish that are used to satisfy basic needs such as describing morning routines, activities, and finding out how friends and family spend their time.
GRADE 3
STUDENT PROFICIENCIES

Students in Grade 3 Spanish will achieve proficiency at the Novice-Mid Level in the three modes of communication described below.

**Novice Mid Speakers** communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence. Novice Low Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may

**Novice Mid Writers** can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

**Novice Mid Listeners** can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.
GRADE 3
SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Unit 1: Vamos a la Escuela (Let's Go to School)
Duration - 40: 30 minute lessons

Overview:
At the conclusion of the unit students will be able to talk about getting ready for school, how they choose what to wear, describe the weather, and talk about their classroom and school.
Most students will begin at the Novice Mid level as defined by the American Council on the Teaching of Foreign Languages.

Grade 3
Standards: 7.1 NM A1-5; 7.1 NM B1-5; 7.1 NM C1-4

Technology: 8.1.5 A1-5, B1, C1, D1-4, E1, F1

21st Century: CRP 1-12; 9.1.4 A1-3, B1, G1

Cross-Curricular: NJSLSA R 1-10; RL 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10; RI 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10; RF 3.3A-D; 3.4A-C; NJSLSA W 1-10; W 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8; NJSLSA SL 1-6; SL 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; NJSLSA L 1-6; L 3.1; 3.2, 3.3, 3.4, 3.5, 3.6

Essential Questions:
● What cues do I listen and watch for before I respond to questions and statements about my school and the activities in which I take part?
● How can I improve my communication in Spanish with my teacher and classmates?
● What do I do when I get stuck in a conversation with them when we are speaking Spanish?
● How can I get the things I need when I do not know all the words and expressions to ask the right questions?
● How can I keep talking to someone and keep that person talking to me when I need to find out information and/or carry out a simple transaction?

Student Learning Objectives:
Students will know and be able to...
● Demonstrate knowledge of calendar vocabulary
● Identify and describe the weather
● Demonstrate knowledge of the seasons
- Talk about clothing/ choosing clothes
- Identify parts of the body
- Identify classroom objects
- Tell what they have in their backpacks
- Use descriptive adjectives and expressions
- Numbers from 0 to 100
- Ways to express likes and dislikes (me gusta/no me gusta/más o menos)
- Key vocabulary and structures to introduce family members (se llama)
- Classroom objects, people, rules, commands, and routines
- Routines to prepare for school
- Summertime routines and activities
- Vocabulary and functions to narrate a story (un dia, habia una vez, entonces, luego, etc)
- Ask for and respond to questions about personal information
- Give and respond to typical teacher commands, requests, and routines
- Describe the people and objects that are in their school/classroom
- Compare characteristics of individuals (clothing, hair, eyes, likes and dislikes, activities and when and where they take place)
- Identify family members and describe their relationships
- Count to 100 using money
- Compare and contrast summer and fall activities and routines
- Narrate short stories about getting ready for school by recombining memorized chunks of language to express personal meaning

**Vocabulary:**
- **El tiempo:** hace sol, hace frío, hace calor, hace viento, hace buen tiempo, hace mal tiempo, está nublado, está lloviendo, está nevando, la lluvia, la nieve, lluvioso, caluroso, hay neblina
- **La ropa:** camisa, camiseta, zapatos, calcetines, medias, pantalones, cortos, chaqueta, suéter, abrigo, gorra, botas, guantes, bufanda, vestido, falda, traje de baño, sandalias, tenis, gafas de sol, paraguas, impermeable
- **El Calendario:** los días, los meses, la semana, el año, enero-diciembre, lunes-domingo
- **Estaciones:** el invierno, la primavera, el otoño, el verano, los colores
- **Números:** cero - cien, el dinero, dolar, centavos
- **Describiendo:** castaño, rubio, pelirrojo, negro, azules, cafés, marrones, negros, verdes, bajo/a, alto/a, gordo/a, flaco/a, delgado/a, viejo/a, joven, yo tengo, yo soy
- **En la escuela:** lápiz, libro, goma de borrar, mochila, silla, escritorio, sacapuntas, pluma/bolígrafo

**Suggested Materials and Resources:**
Core Text: TPRs of Ropa Sucia by Joanna Emery and El Sombrero Magico by Rosario Ferre
Calendar, number visuals, weather visuals, routine visuals, clothing, flashcards showing characteristics
Visuals of sports and famous Hispanic athletes
Video: Doki descubre los deportes (youtube.com) https://tinyurl.com/y8l9zzw
https://tinyurl.com/y8f2vww8 Link to free sample matamoscas game from TPT
Videos: Teo en espanol (youtube.com) Teo va al colegio https://tinyurl.com/yd4gfgv
School vocabulary https://tinyurl.com/y8t8qrp4
Tio Spanish on (youtube.com)
La ropa https://tinyurl.com/jmvc8zd
Song “la vaca beatriz” on Sing, Dance and Eat Tacos 2
Song “Ponte la camisa” from Patti Lozano Music that Teaches Spanish
Books for clothing: Ropa Sucia by Joanna Emery
Como soy https://tinyurl.com/m4eggs2
Student folders
Pobre Jose Flashcards
“El sombrero mágico” by Rosario Ferré
https://tinyurl.com/y7mrek8t (resource for teaching El Sombrero Magico)
Tear sheet vocabulary for clothing and routines
Teacher generated materials related to content
Games (memory/matching/guessing/jeopardy)
Folk song/traditional game “Jugueamos en el bosque” https://tinyurl.com/yczw5eht (youtube video) (routines)
Classroom based activities using technology tools- Quizlet
You Tube video suggestions: https://tinyurl.com/ycoqgqw (el tiempo)

**Unit 2:**
**Duration - 16-20: 30 minute lessons**

**Overview:**
The context of this unit centers on home life, both in the United States and in Latin America. Children learn to talk about their homes, families, and routines as well as the cultural practices followed by their relatives. Children learn to compare and contrast their experiences with those of children in Latin America in order to begin to gain perspectives about the target culture. Within these contexts, children build on previously-learned vocabulary and structures to gain proficiency.
Grade 3  
**Standards:** 7.1 NM A1-5; 7.1 NM B1-5; 7.1 NM C1-4

**Technology:** 8.1.5 A1-5, B1, C1, D1-4, E1, F1

**21st Century:** CRP 1-12; 9.1.4 A1-3, B1, G1

**Cross-Curricular:** NJSLSA R 1-10; RL 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10; RI 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10; RF 3.3A-D; 3.4A-C; NJSLSA W 1-10; W 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8; NJSLSA SL 1-6; SL 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; NJSLSA L 1-6; L 3.1; 3.2, 3.3, 3.4, 3.5, 3.6

**Essential Questions:**
- How does my family life reflect my culture?
- How are my home and family life similar to those of kids my age in Latin America?
- How are home and family life different and why?
- How does what I eat reflect my culture/heritage?
- How is my school life similar to that of a Spanish-speaking student? How is it different and why?

**Student Learning Objectives:**
*Students will know and be able to...*
- Students will understand that home and family life play a role in self-identify.
- Students will understand that although there are similarities in home and family life between the United States and Latin America, family practices reflect cultural perspectives.
- Identify, describe, and compare members of a family.
- Identify and describe rooms of the house and furniture.
- Talk about the activities that they and their families like/dislike doing in various rooms of the house.
- State and compare their likes and dislikes with those of classmates and/or family members.
- State the time of day.
- Identify, classify, and state likes and dislikes of various foods.
- Recognize and state times of meals, activities, and other daily routines.
- Talk about how they and their families organize their daily routines.
- Compare and contrast the lifestyles, practices, and activities of the different characters presented in stories and videos to their own lifestyle.
- Compare and contrast the routines of people of different countries.
- Organize ideas to extend language beyond simple sentences by sequencing short stories.
- Construct basic narrated sequences using memorized target language.

**Vocabulary:**
● La familia: madre, padre, hermano/a, hijo/a, abuelo/a, primo/a, tío/a, mascota
● La casa: dormitorio, habitación, sala, cocina, baño, comedor, patio, jardín
● Las comidas: desayuno, almuerzo, cena, merienda, frutas, comidas regionales
● Vocabulario: me gusta, no me gusta, compara, rutina

**Suggested Materials and Resources:**

- “El Nuevo hogar de los siete cabritos” by Ada and Campoy
- Visuals of food-related locales
- “El desayuno de los osos” by Patti Jennings
- Food props
- House and furniture manipulatives
- “Ricitos de oro” (any Spanish version), book and pictures for summary/retelling, youtube has several
- “Teo” books and videos by Violeta Denou (Teo y su Abuelo, Teo y su Familia, Teo en la Escuela)
- Story/routine sequences
- Reproducible house and family members
- “Las aventuras de Alex...A vestirse!”
- Games (matching/memory/guessing)
- Teacher generated handouts
- Video de la rutina rural (Documental “Cuando voy a la escuela”; youtube.com)
  - [https://www.youtube.com/watch?v=kMNqRTtoJxo](https://www.youtube.com/watch?v=kMNqRTtoJxo)
  - [https://www.youtube.com/watch?v=-mRpwnBhQnk](https://www.youtube.com/watch?v=-mRpwnBhQnk) (youtube video) students in a Guatemalan school
  - [https://www.youtube.com/watch?v=Wh0o2zN0x8Y](https://www.youtube.com/watch?v=Wh0o2zN0x8Y) (youtube video) getting to school in Colombia
- Classroom based activities using technology tools
GRADE 4

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. Students will understand that how they prepare for school and their activities.
2. Students will reflect on their culture and how it might be similar and/or different from those of a student in a Spanish-speaking country.
3. Students will understand that there are formulaic questions and expressions in Spanish that are used to satisfy basic needs such as describing morning routines, activities, and finding out how friends and family spend their time.
GRADE 4
STUDENT PROFICIENCIES

Students in Grade 4 Spanish will achieve proficiency at the Novice-Mid Level in the three modes of communication described below.

**Novice Mid Speakers** communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence. Novice Low Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may

**Novice Mid Writers** can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

**Novice Mid Listeners** can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.
Unit 1: La Comunidad! (The community)

Overview:
At the conclusion of the unit students will be able to talk and the people and places within a community. They will be able to ask for and give directions to different locations and order a meal in a restaurant.
Most students will begin at the Novice Mid level as defined by the American Council on the Teaching of Foreign Languages.

Grade 4
Standards: 7.1 NM A1-5; 7.1 NM B1-5; 7.1 NM C1-5

Technology: 8.1.5 A1-5, B1, C1, D1-4, E1, F1

21st Century: CRP 1-12; 9.1.4 A1-3, B1, G1

Cross-Curricular: NJSLSA R 1-10; RL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; RF 4.3A; 4.4A-C; NJSLSA W 1-10; W 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8; NJSLSA SL 1-6; SL 4.1, 4.2, 4.3, 4.4, 4.5, 4.6; NJSLSA L 1-6; L 4.1; 4.2, 4.3, 4.4, 4.5, 4.6

Essential Questions:
- What cues do I listen and watch for before I respond to questions and statements about my school and the activities in which I take part?
- How can I improve my communication in Spanish with my teacher and classmates?
- What do I do when I get stuck in a conversation with them when we are speaking Spanish?
- How can I get the things I need when I do not know all the words and expressions to ask the right questions?
- How can I keep talking to someone and keep that person talking to me when I need to find out information and/or carry out a simple transaction?

Student Learning Objectives:
Students will know and be able to...
- Identify and Describe places in the community
- Demonstrate knowledge of people, places, and things in the school.
- Identify sports/activities played in the park
- Identify and Categorize common food items by the 5 main food groups
- Learn how to ask for things in a restaurant situation
- Use Tener verb to state condition
- Identify and describe meals
- Recognize the target language in culturally authentic electronic information
- Identify and locate neighborhood places on a map.
- Identify examples of types of workers in the community and describe what they do.
- Verbally identify community places.
- Compare and contrast means of transportation for getting around a city or town.
- Compare and contrast our community with communities in Spanish-speaking countries
- Students will function in some personally relevant contexts on topics that relate to basic biographical information
- Students will understand and produce highly practiced words and phrases and an occasional sentence.
- Students will be able to ask formulaic or memorized questions.
- Students will develop ability to comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures.
- Students will control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.
- Students will understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions.

Vocabulary:
- **Unit 1A-La comunidad**: casa, escuela, supermercado, biblioteca, tienda, restaurante, museo, zoológico, parque, cine, rascacielos, familia, clases, frutas, libros, ropa, comida, arte, animales, actividades, películas, personas
- **Unit 1B-La casa**: madre, padre, hijo/a, hermano/a, tía/o, primo/a, abuelo/a, sala, dormitorio, cocina, baño, patio, jardín, sofá, mesa, televisión, refrigerador, fregadero, comedor, silla, sillón, inodoro, ducha, baño, gavetero, cama, espejo, lavamanos, radio, alfombra, lampara, estufa, horno, donde, está, en
- **Unit 1C-La Escuela**: maestro/a, enfermera, director/a, secretaria, bibliotecaria, estudiante, aula, cuarto de música/ arte, biblioteca, enfermería, laboratorio de computadoras, baño, pasillo, cafetería, clase, oficina, gimnasio, luz, lápiz, papel, regla, pegamento, reloj, mapa, puerta, silla, bandera, pizarra, globo, borrador, sacapuntas, escritorio, mesa, libro, tiras, ventana, crayones
- **Unit 1D-El Parque**: futbol, futbol americano, correr, esquiar, béisbol, tenis, nadar, ciclismo, natación, volibol, boliche, boxeo, hockey, golf, (no) me gusta, te gusta
- **Unit 1E-El supermercado/food groups**: frutas, vegetales, carnes, leches, cereales, pera, manzana, uvas, tomate, melón, limón, cerezas, banana, naranja, toronja, fresa, papa, lechuga, pepino, guisantes, champiñones, maíz, ajo, zanahoria, bistec, carne, pavo, pollo, pescado, atún, langosta, camarones, jamón, tocino, leche, helado, queso, yogur, pan, cereal, panecillo, panqueques, pasta
● **Unit 1F-La ropa**: camisa, camiseta, zapatos, calcetines, medias, pantalones, cortos, chaqueta, sueter, abrigo, gorra, botas, guantes, bufanda, vestido, falda, traje de baño, sandalias, tenis, gafas de sol, paraguas, impermeable

● **Unit 1G-El zoológico**: pinguino, tigre, mono, camello, gorila, serpiente, jirafa, elefante, foca, leon, culebra, ártico, desierto, selva, savana

● **Unit 1H-El restaurante**: desayuno, almuerzo, cena, postre, and food vocab. Me gustaria, Quiero...

● **Questions word/phrases**: ¿Qué?, ¿Cómo?, ¿Quién?, ¿Por qué?, ¿Cuándo?, ¿Dónde?, ¿Cuánto? ¿Cuántos? ¿Cuántas?

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**Suggested Materials and Resources:**

- Written and visual manipulatives
- Worksheets
- Flashcards
- Quizlet- vocabulary practice decks
- Authentic electronic information sources
- Video: Mi Ciudad- Teacher’s Discovery
- Video: Asking Directions- Teacher’s Discovery
- Magazines
- Supermarket Flyers
- Student Online Resources:
  - Play or create online interactive maps and questions: [https://www.purposegames.com/search?q=paises+de+latinoamerica](https://www.purposegames.com/search?q=paises+de+latinoamerica)
  - Play online vocabulary games: [http://spanishspanish.com/](http://spanishspanish.com/)
  - Lessons for students to read/practice orally on their own. This one is on greetings: [http://www.thespanishexperiment.com/learn-spanish/greetings](http://www.thespanishexperiment.com/learn-spanish/greetings)
  - Lessons for students to read/practice orally on their own. This one is on questions words: [http://www.thespanishexperiment.com/learn-spanish/question-words](http://www.thespanishexperiment.com/learn-spanish/question-words)
  - For advanced learners - Challenge: [https://www.lingq.com](https://www.lingq.com)
GRADE 5
COURSE PROFICIENCIES

COURSE OBJECTIVES

1. Students will understand that how they prepare for school and their activities.
2. Students will reflect on their culture and how it might be similar and/or different from those of a student in a Spanish-speaking country.
3. Students will understand that there are formulaic questions and expressions in Spanish that are used to satisfy basic needs such as describing morning routines, activities, and finding out how friends and family spend their time.
GRADE 5

STUDENT PROFICIENCIES

Students in Grade 5 Spanish will achieve proficiency at the **Novice-Mid Level** in the three modes of communication described below.

**Novice Mid Speakers** communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence. Novice Low Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may

**Novice Mid Writers** can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

**Novice Mid Listeners** can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.
GRADE 5
SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

Unit 1: ! Mi Mundo(My World!))

Overview:
The students will explore their world which is made up of new friends that they meet at their school and their community. Most students will begin at the Novice Mid level as defined by the American Council on the Teaching of Foreign Languages.

Grade 5 Standards:
7.1 NM A1-5; 7.1 NM B1-5; 7.1 NM C1-5

Technology:
8.1.5 A1-5, B1, C1, D1-4, E1, F1

21st Century:
CRP 1-12; 9.1.8.D1,2

Cross-Curricular:
NJSLSA R 1-10; RL 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10; RI 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10; RF 5.3A; 5.4A-C; NJSLSA W 1-10; W 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10; NJSLSA SL 1-6; SL 5.1, 5.2, 5.3, 5.4, 5.5, 5.6; NJSLSA L 1-6; L 5.1; 5.2, 5.3, 5.4, 5.5, 5.6

Essential Questions:
● What cues do I listen and watch for before I respond to questions and statements about my school and the activities in which I take part?
● How can I improve my communication in Spanish with my teacher and classmates?
● What do I do when I get stuck in a conversation with them when we are speaking Spanish?
● How can I get the things I need when I do not know all the words and expressions to ask the right questions?
● How can I keep talking to someone and keep that person talking to me when I need to find out information and/or carry out a simple transaction?

Student Learning Objectives:
Students will know and be able to...

● Students will ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying.
● Students will function in some personally relevant contexts on topics that relate to basic biographical information.
● Students will understand and produce highly practiced words and phrases and an occasional sentence.
● Students will be able to ask formulaic or memorized questions.
● Students will develop ability to comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures.
● Students will control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.
● Students will understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions.
● Compare and contrast our community with communities in Spanish-speaking countries.

Vocabulary:


- **Pronouns:** (1st and 3rd person): Yo, él/ella/ello, nosotros/nosotras, ellos/ellas

- **Numbers:** 1 - 1,000

- **Geography (map, land, and bodies of water):** el mapa, el globo/el mundo, viajar, los puntos cardinales (sur, este, oeste, norte), frontera, las montañas, los desiertos, las costas, los ríos, los océanos, el mar, el golfo, las playas. **Continents, Countries, Capitals and Cities:** Europa, Asia, África, América del Norte, América del Sur, Oceanía, Antártida, el país/los países latinoamericanos, las capitales de algunos países latinoamericanos, algunas ciudades, México, La Ciudad de México, Cancún, España, Madrid, Los Estados Unidos. Nueva York, California, Nueva Jersey, Florida, Washington D.C., Puerto Rico, Venezuela, Argentina

- **The transition words to narrate a story:** Primero, luego, entonces, después, a continuación, finalmente. Había una vez

- **Culture (Spain)** - Juan Sin Miedo, España, las culebras, la oscuridad, el caballero sin cabeza, sin vs. sí, el castillo, el rey, la princesa

- **Culture (Puerto Rico)** - Juan Bobo, el caldero, la olla, bobo/tonto, inteligente

**Suggested Materials and Resources:**

- Flashcards/posters/maps
- Props/Realia: transport vehicles, instruments, rubber/plastic food/fruit/vegetables, stuffed animals and plastic/rubber animals, Piñata (small)
- Games/Instruments: Bingo, math cards, board games and pieces, Monopoly Spanish Version
- Suggested Books:
  - Juan Sin Miedo:
Unit 2: Vamos a viajar! (Let's Travel!)

Overview:
The students will explore their heritage and culture and begin develop expressive language in order to function in personal relevant contexts with basic topics (ie. family composition, relationships, family traits and family origin, etc.).

- The students will demonstrate emerging evidence of the ability to communicate in highly practiced context in the target language.
- The students will demonstrate some awareness of cultural differences and/or similarities to their own.

Interpersonal Communication:
- Students communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
- Students usually handle short social interactions in everyday situations by asking and answering simple questions.

Presentational Speaking:
- Students present basic information on familiar topics using language that has been practiced using phrases and simple sentences.

Presentational Writing:

Berkeley Heights Public Schools
Students write short messages and notes on familiar topics related to everyday life.

Interpretive Listening:
- Students often understand words, phrases, and simple sentences related to everyday life.
- Students recognize pieces of information and sometimes understand the main topic of what is being said.

Interpretive Reading:
- Students understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
- Students sometimes understand the main idea of what he/she reads.

Most students will begin at the Novice Mid level as defined by the American Council on the Teaching of Foreign Languages.

Grade 5
Standards: 7.1 NM A1-5; 7.1 NM B1-5; 7.1 NM C1-5

Technology: 8.1.5 A1-5, B1, C1, D1-4, E1, F1

21st Century: CRP 1-12; 9.1.8.D1,2

Cross-Curricular: NJSLSA R 1-10; RL 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10; RI 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10; RF 5.3A; 5.4A-C; NJSLSA W 1-10; W 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10; NJSLSA SL 1-6; SL 5.1, 5.2, 5.3, 5.4, 5.5, 5.6; NJSLSA L 1-6; L 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Essential Questions:
- How do I use my understanding of culture to communicate and function appropriately in Spanish?
- Where are we from?
- How do we identify ourselves?
- How are we different and similar from others?
- How do celebrations in the target culture differ from our celebrations?

Student Learning Objectives:
Students will know and be able to...
- Extend conversations by using simple communication strategies such as asking for repetition, restating a question, and asking for a definition of a word or phrase
- Ask and respond to questions relating to personal information and about others (including strategies such as asking and understanding how to spell a word).
- Understand and be able to talk in Spanish about the famous and influential Spanish-speaking artists and places.
- Recognize the singular and plural forms verbs “ser” and “estar” and recognize that “ser” is used with physical characteristics, nationality, and “estar” with location.
Recognize the difference between first and third person pronouns in singular and plural form.

Recognize possessive adjectives with 1st and 3rd person pronouns in singular and plural form.

Recognize the difference of the verb “tener” and “tiene” when using the 1st and 3rd person pronouns in singular and plural form.

Describe family composition – members, origin and relationships – using first and third person singular and plural forms of possessive adjectives.

Use numbers 1-10,000 to express personal data (dates of birth, age, year etc.) and ask and provide information regarding time and money.

Ask and respond to questions relating to location/places using maps.

Give and follow a series of oral and written directions.

Describe family’s country of origin and its location.

Describe family composition – members, origin and relationships – using first and third person singular and plural forms of possessive adjectives.

Ask and respond to questions, make requests, and express preferences

Formulate questions and answers used to gather information about themselves and others.

Ask and answer questions regarding personal information.

Extend conversations by using simple communication strategies such as asking for repetition, restating a question, and asking for a definition of a word or phrase.

Identify some common products related to home and community life of other cultures and their own.

Understand and interpret authentic texts from various sources print/non-print and/or online text.

Initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways.

Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes.

Transfer the knowledge gained in the study of Latin America to describe their own heritage (country, foods, dance)

Enact/retell a story about a family.

Vocabulary:


**Numbers:** 1 - 10,000
• **Culture (Latin America)** - El Día de La Independencia (Independence Day) Falls in September for many of the Spanish-speaking countries in the Americas. Mexico celebrates it on Sept. 15th and 16th

• **Culture (Latin America)** El Día de la Raza or el Día de la Hispanidad (Day of the Race) vs. Christopher Columbus Day - el 12 de octubre (Oct. 12th) It has many different meanings in the Spanish speaking world. For all Spanish-speaking groups, it marks a key turning point in the lives and cultures of the people in Spain and those living in the Americas.

• **Geography (map, land, and bodies of water):** el mapa, el globo/el mundo, viajar, los puntos cardinales (sur, este, oeste, norte), frontera, las montañas, los desiertos, las costas, los ríos, los océanos, el mar, el golfo, las playas

• **Continents, Countries, Capitals and Cities:** Europa, Asia, África, América del Norte, América del Sur Oceánía, Antártida, el país/los países latinoamericanos, las capitales de algunos países latinoamericanos, algunas ciudades, México, La Ciudad de México, Xochimilco, Teotihuacán, Cancún, España, Madrid, Los Estados Unidos. Nueva York, California, Nueva Jersey, Florida, Washington D.C., Venezuela

• **The transition words to narrate a story:** Primero, luego, entonces, después, a continuación, finalmente. Había una vez

• **Culture (Mexico):** Los días feriados, El día de los muertos, La Catrina, El altar, La ofrenda, Pan de muerto, las flores (Cempasúchil), Calacas, Calaveras de azúcar, papel picado

• **Culture (Mexico):** Xochimilco, el jardín, las flores, las chinampas, las trajineras, la llorona, leyenda

• **Culture (Guatemala):** El Rey Colibrí: Una Leyenda Guatemalteca, leyenda vs mito, colibrí, Mayas

**Suggested Materials and Resources:**

- Flashcards/posters/map
- Props/Realia: Plastic food/restaurant items,
- Games: Games: Bingo, math cards, board games and pieces
- English info on Mexican Day of the Dead: [http://www.mexconnect.com/articles/1427-los-dias-de-los-muertos-the-days-of-the-dead](http://www.mexconnect.com/articles/1427-los-dias-de-los-muertos-the-days-of-the-dead)
- Day of the Dead Concentration game: [https://www.quia.com/cc/2070464.html](https://www.quia.com/cc/2070464.html)
- Suggested Titles / Books:
  - Frida
  - Dia de los Muertos
  - Clatter Bash! A Day of the Dead Celebration
  - Day of the Dead
  - The Day of the Dead / El Dia De Los Muertos
  - El Rey Colibrí: Una Leyenda Guatemalteca
Vuelo Del Quetzal Por Alma Flor Ada y F. Isabel Campoy:

- **Student Online Resources:**
  - Play or create online interactive maps and questions: [https://www.purposegames.com/search?q=paises+de+latinoamerica](https://www.purposegames.com/search?q=paises+de+latinoamerica)
  - Play online vocabulary games: [http://spanishspanish.com/](http://spanishspanish.com/)
  - Lessons for students to read/practice orally on their own. This one is on greetings: [http://www.thespanishexperiment.com/learn-spanish/greetings](http://www.thespanishexperiment.com/learn-spanish/greetings)
  - Lessons for students to read/practice orally on their own. This one is on questions words: [http://www.thespanishexperiment.com/learn-spanish/question-words](http://www.thespanishexperiment.com/learn-spanish/question-words)
  - Create your own wordsearch to play online: [http://www.abcya.com/crossword_puzzle_maker.htm](http://www.abcya.com/crossword_puzzle_maker.htm)
  - Interactive flags of the world: [http://juegos-geograficos.es/banderas_continentes.html](http://juegos-geograficos.es/banderas_continentes.html)
  - Practice Spanish with Babbel: [https://lp.babbel.com/d/QAE_index.html?l1=QAE&l2=SPA&ch=ORG](https://lp.babbel.com/d/QAE_index.html?l1=QAE&l2=SPA&ch=ORG)
  - Create your own wordsearch to play online: [http://www.abcya.com/crossword_puzzle_maker.htm](http://www.abcya.com/crossword_puzzle_maker.htm)
  - [www.quizlet.com](http://www.quizlet.com)
  - Free games for kids: [www.spanishgames.com](http://www.spanishgames.com)
  - For advanced learners - Challenge: [https://www.lingq.com](https://www.lingq.com)

FORMATIVE ASSESSMENT STRATEGIES

Formative Assessment strategies will provide data during the instructional process. The following are examples of strategies that may be used during lessons:

- Observations
- Class participation
- Entrance/Exit slips
- Graphic Organizers
- Peer/self Assessment
- Think Pair Share
- Question and answer (orally/written)
- Notebooks
- Performance tasks
- Teacher-created quizzes/tests
- Complete written worksheets
- Checklists
- 4 corners
- Hand signals to show understanding

BENCHMARK ASSESSMENTS/PRODUCTS

- Student oral presentation of self and others/ vocabulary
- Matching activities with manipulatives
- TPR Games
- Group number games
- Independent completion of worksheets
- Recite selections and recognize vocabulary within culturally authentic text
- Sequence, order and spell the days of the week
- Teacher observation of student oral presentation of self and others (Summative Assessment)
- Recite and recall color names
- Recite and recall number words
- Independent completion of matching worksheets (Summative Assessment)
- Recite and recall animals
- Perform animal songs
- Independent matching animals activity on a worksheet (Summative Assessment)
- Small Group Games
- Identify visuals of animals (Oral Assessment)
- Categorize animals by habitat
- Sequence animal and color names as a group with manipulatives
- Sequence animal and color names independently on a worksheet (Summative Assessment)
- Identify vocabulary as sight words
- Recite selections and Recognize phrases within culturally authentic text
Modifications for Special Education Students, English Language Learners, and Gifted Students:

Modifications can be specific to the student’s IEP if applicable. For more information visit: http://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf

Suggested modifications:

- Personalized examples
- No penalty for spelling errors/handwriting
- Use manipulatives
- Hands on experiences
- Preferential seating
- Review of directions
- For assessments: simplify directions/rephrase test questions
- Oral assessment
- Dictated assessment
- Extended time
- Teacher modeling
- Student involvement in goal setting and assessment activities
- Choice to work with others or alone

Gifted/Advanced Students:

- Students will use additional vocabulary when appropriate.
- Students will create longer dialogues
- Students will be given a more in-depth summative assessment.
- Tiered assignments and assessments
- Student centered activities
- Cooperative grouping
- Additional independent activities for higher leveled learners
- Additional questioning/discussion techniques
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

**Special Education**
- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
• Guided Notes
• Functional learning incorporated into each lesson
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Organizational Support
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
• Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Content-focused assessment (not grading for spelling/grammar)
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**

• Provide one-to-one teacher support
• Curriculum Compacting
• Advanced problems to extend the critical thinking skills of the advanced learner
• Supplemental reading material for independent study
• Elevated questioning techniques using Webb’s Depth of Knowledge matrix
• Curriculum Compacting
• Flexible grouping
• Tiered assignments
• Topic selection by interest
• Manipulatives
• Tiered Lessons
• Flipped Instruction
• Multimedia Presentations
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Conclusions and analysis of exploratory activities
• Career based learning incorporated into each lesson
• Exploration Activities
● Student choice

**ELLs**

● Exemplars of varied performance levels
● Multimedia presentations
● Sheltered instruction
● Consultation with ESL teachers
● Manipulatives
● Tiered/Scaffolded Lessons
● Mnemonic devices
● Visual aids
● Modeling
● Guided note-taking
● Study Guides
● Modified homework
● Differentiated pre-typed class notes and example problems
● Individualized instruction plans
● Manipulatives
● Flipped Instruction
● Words banks
● Reduced choice on assessments
● Preferential seating
● Choice activities
● Modified time requirements
● Modified notes
● Modify lesson, assessment and study guide format
● Provide an enriched curriculum and activities
● Contracts/management plans
● Open-ended responses
● Project-based learning
● Group activities
● Guided Notes
● Exploration Activities
● Assessment read aloud
● Small group assessments
● Oral questioning assessments to supplement written response
● Pre-writing Structural Supports for extended writing tasks
● Ongoing teacher feedback as part of the writing process
● Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Graphic organizers
• Non-verbal cues to begin task/remain on task/refocus
• Individual monitoring for understanding/reinforced instruction
• Printed copies of class readings for application of Active Reading Strategies

504s
• Exemplars of varied performance levels
• Multimedia presentations
• Sheltered instruction
• Tiered/Scaffolded Lessons
• Mnemonic devices
• Visual aids
• Modeling
• Guided note-taking
• Study Guides
• Differentiated pre-typed class notes and example problems
• Manipulatives
• Words banks
• Reduced choice on assessments
• Preferential seating
• Modified time requirements
• Modified notes
• Modify lesson, assessment and study guide format
• Modified homework
• Independent projects
• Contracts/management plans
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Organizational Support
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
• Interactive Study Guides
• Multi-sensory approach to instruction
• Written and spoken step-by-step directions
• Content-focused assessment (not grading for spelling/grammar)
• Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure
● Exemplars of varied performance levels
● Multimedia presentations
● Tiered/Scaffolded Lessons
● Modeling
● Guided note-taking
● Study Guides
● Differentiated pre-typed class notes and example problems
● Individualized instruction plans
● Words banks
● Reduced choice on assessments
● Preferential seating
● Choice activities
● Modified time requirements
● Modified notes
● Modified lesson, assessment and study guide format
● Modified homework
● Provide an enriched curriculum and activities
● Contracts/management plans
● Open-ended responses
● Project-based learning
● Group activities
● Guided Notes
● Exploration Activities
● Assessment read aloud
● Small group assessments
● Oral questioning assessments to supplement written response
● Pre-writing Structural Supports for extended writing tasks
● Ongoing teacher feedback as part of the writing process
● Interactive Study Guides
● Multi-sensory approach to instruction
● Written and spoken step-by-step directions
● Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies