

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grades K-2 Spanish Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in World Language

Curriculum Scope and Sequence			
Content Area	World Language Spanish	Course Title/Grade Level:	Grade K-2

Topic/Unit Name		Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Essentials	4 - 6 cycles
<u>Topic/Unit #2</u>	My School days	3 - 6 cycles
<u>Topic/Unit #3</u>	Traditions and celebrations	3 - 4 cycles
<u>Topic/Unit #4</u>	Animals	6 - 8 cycles
<u>Topic/Unit #5</u>	All about me	4 - 6 cycles

Topic/Unit 1 Title	Essentials	Approximate Pacing	4-6 cycles
STANDARDS			
<p>Mission World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.</p> <p>Vision An education in world languages fosters a population that:</p> <ul style="list-style-type: none"> • Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace. • Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication. • Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems. • Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world. 			
NJSLS World Language			
<p>Interpretive Mode Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. <p>Interpersonal Mode Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 			

- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode

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

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target culture.

Interdisciplinary Connections:	Computer Science & Design Thinking
<p>Music</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Activity: Students will listen and show with movements their understanding of language while making kinesthetic connections.</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p>

<p>Math K.CC A. Know number names and the count sequence. K.NBT A. Work with numbers 11–19 to gain foundations for place value 1.G A. Reason with shapes and their attributes 2.OA A. Represent and solve problems involving addition and subtraction</p> <p>Activity: Students will listen and state numbers in the target language to show counting skills.</p>	<p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>Activity: Students will use technology for essential tasks varies in different parts of the world.</p>
<p align="center">Career Readiness, Life Literacies and Key Skills:</p>	
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</p> <p>Activity: Students will work in collaboration with their peers in different classroom settings to complete a task.</p>	
<p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Question: How do we learn another language? What sounds are different in Spanish than English?</p>	<p>Enduring Understanding: Distinguish and assign meaning to the different sounds and intonation of a second language.</p>
<p align="center">STUDENT LEARNING OBJECTIVES</p>	
<p align="center">Key Knowledge</p>	<p align="center">Process/Skills/Procedures/Application of Key Knowledge</p>
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> - Greeting and farewell expressions. - Classroom words to transition to different routines / activities - Days of the week, numbers, months. - Weather expressions, seasons - Basic colors 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -recognize and state greetings according to the time of the day -listen, repeat and state commands like stand up, sit down, quick, slow, listen, stop. -listen, state and respond to calendar and weather questions.

<ul style="list-style-type: none"> - Alphabet sounds - Familiar questions and responses to find similar information 	<ul style="list-style-type: none"> - identify and describe the color of objects/ nouns. -gain comparison and awareness of different alphabet sounds. -introduce self, ask for others' names, courtesy expressions by role playing, meeting a new friend by asking familiar questions, asking: How are you? How old are you? When is your birthday?
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Students will receive written and oral summative assessments at the end of the learning period when age appropriate..
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will be tested on listening, speaking, reading skills when age appropriate in every class..
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students self assess while practicing the language skills with peers or teachers.
Benchmark Assessments (to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students will take a pre-assessment to obtain baseline data about the topic presented and a post-assessment at the end of the year to measure student growth.
RESOURCES	
Core instructional materials: Teacher generated vocabulary word lists, expressions and grammar notes.	
Supplemental materials: <ul style="list-style-type: none"> • Quizlet • Quizizz • Flipgrid • Google Classroom • ABCYA • Language Guide • Languages Online • Kahoot • Online whiteboards: awapp, jamboard 	

- [Onlinefreespanish](#)
- Youtube

Modifications for Learners

See [appendix](#)

Topic/ Unit 2 Title	My school days	Approximate Pacing	3-6 cycles
STANDARDS			
<p>Mission World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.</p> <p>Vision An education in world languages fosters a population that:</p> <ul style="list-style-type: none"> • Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace. • Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication. • Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems. • Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world. 			
NJSLS World Language			
<p>Interpretive Mode</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. <p>Interpersonal Mode</p> <p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 			

- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode

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

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Intercultural Statements: Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.

Interdisciplinary Connections:	Computer Science & Design Thinking
<p>Visual Arts 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.</p> <p>Activity: Students compare and describe school objects in pictures</p> <p>Music 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. .</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>Activity: Students will use technology for essential tasks in different parts of the world.</p>

<p>Activity: Students will sing Spanish vocabulary terms to be acquainted with the phonetics of the target language.</p> <p>Math K.CC A. Know number names and the count sequence. 1.G A. Reason with shapes and their attributes 1.NBT B. Understand place value. 2.MD A. Measure and estimate lengths in standard units 2.OA A. Represent and solve problems involving addition and subtraction</p> <p>Activity: Students will listen and state numbers to count school items</p>	
<p align="center">Career Readiness, Life Literacies and Key Skills:</p>	
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</p> <p>Activity: Students will share ideas of how to protect their digital tools when traveling from room to room.</p>	
<p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Question:</p> <p>How do I describe the people, places and things in my school in Spanish?</p> <p>How do I know in what countries people speak Spanish?</p>	<p>Enduring Understanding:</p> <p>Students gain confidence in their ability to understand basic Spanish vocabulary and begin to describe their world.</p>
<p align="center">STUDENT LEARNING OBJECTIVES</p>	
<p align="center">Key Knowledge</p>	<p align="center">Process/Skills/Procedures/Application of Key Knowledge</p>

Students will know: <ul style="list-style-type: none">- numbers up to a 70- basic school supplies in the classroom and backpack- adjectives: big, medium, small, colors- Spanish countries' names- Seasons in other parts of the world.		Students will be able to: <ul style="list-style-type: none">- match number sounds to count, sequence, place, order objects- identify objects used during the class time- describe school supplies in a backpack,- locate Spanish speaking countries in a map- describe the seasons according to the location in a map..
Summative Assessment (Assessment at the end of the learning period)	Students will receive written and oral summative assessments at the end of the learning period when age appropriate..	
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will be tested on listening, speaking, reading skills when age appropriate in every class.	
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students self assess while practicing the language skills with peers or teachers.	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students will take a pre-assessment to obtain baseline data about the topic presented and a post-assessment at the end of the year to measure student growth..	
RESOURCES		
Core instructional materials: Teacher generated vocabulary word lists, expressions and grammar notes.		
Supplemental materials: <ul style="list-style-type: none">• Quizlet• Quizizz• Flipgrid• Google Classroom• ABCYA• Language Guide• Languages Online• Kahoot		

- Online whiteboards: [awapp](#), [jamboard](#)
- [Onlinefreespanish](#)
- Youtube

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Traditions and Celebrations	Approximate Pacing	3 - 4 cycles
STANDARDS			
<p>Mission World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.</p> <p>Vision An education in world languages fosters a population that:</p> <ul style="list-style-type: none"> • Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace. • Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication. • Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems. • Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world. 			
NJSLS World Language			
<p>Interpretive Mode</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 			

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode

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

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
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- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Intercultural Statements Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.

Interdisciplinary Connections:

Computer Science & Design Thinking

<p>Visual Arts 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.</p> <p>Activity: Students will listen and compare practices from other cultures.</p> <p>Social Studies 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p> <p>Activity: Students will respect and understand the products and perspectives of other cultures through role playing.</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>Activity: Students will use technology for essential tasks in different parts of the world.</p>
<p align="center">Career Readiness, Life Literacies and Key Skills:</p>	
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). 9.1.2.FP.2: Differentiate between financial wants and needs.</p> <p>Activity: Students will work in collaboration with their peers in different classroom settings to complete a task.</p>	
<p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	

Essential Question: How do other cultures celebrate common holidays? What holidays are celebrated in Latin America but are not celebrated i/ n the US?		Enduring Understanding: Students will begin to gain understanding of the differences between cultures. Additionally, they will begin to see a connection between language and culture.
STUDENT LEARNING OBJECTIVES		
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge
Students will know: - local celebrations, traditions, regional practices. - Spanish speaking countries on a map. - names of familiar foods		Students will be able to: - Compare celebrations, traditions, practices in Latin America and Spain -illustrate understanding of celebrations -understand the concept of borrowed words, foods, practices from other countries.
Summative Assessment (Assessment at the end of the learning period)	Students will receive written and oral summative assessments at the end of the learning period when age appropriate..	
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will be tested on listening, speaking, reading skills when age appropriate in every class..	
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students self assess while practicing the language skills with peers or teachers.	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students will take a pre-assessment to obtain baseline data about the topic presented and a post-assessment at the end of the year to measure student growth.	
RESOURCES		
Core instructional materials: Teacher generated vocabulary word lists, expressions and grammar notes.		

Supplemental materials:

- [Quizlet](#)
- [Quizizz](#)
- [Flipgrid](#)
- [Google Classroom](#)
- [ABCYA](#)
- [Language Guide](#)
- [Languages Online](#)
- [Kahoot](#)
- Youtube
- Online whiteboards: [awapp](#), [jamboard](#)
- [Onlinefreespanish](#)
- Youtube

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	My environment Animales/ pets/ nature	Approximate Pacing	4-6 cycles
STANDARDS			
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NJSLS World Language			
<p>Interpretive Mode</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 			

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode

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- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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Presentational Mode

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- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.

Interdisciplinary Connections:

Computer Science & Design Thinking

<p>Visual Arts 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling. 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.</p> <p>Activity: Students will listen and illustrate a passage of a traditional story in Latin America and Spain</p> <p>Social Studies 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p> <p>Activity: Students will read traditional stories that enhance the folklore of Latin American culture and present other habitats in the world.</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>Activity: Students will use technology for essential tasks in different parts of the world.</p>
<p align="center">Career Readiness, Life Literacies and Key Skills:</p>	
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards). 9.1.2.FP.2: Differentiate between financial wants and needs.</p> <p>Activity: Students will work in collaboration with their peers in different classroom settings to complete a task.</p>	
<p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>Essential Question: How are animals different? What is a habitat?</p>	<p>Enduring Understanding: Students begin to gain confidence in their ability to express concepts and preferences about their environment in Spanish.</p>

STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> - basic domestic, farm and zoo animals - familiarize with noun / articles agreement, “the”, “a/ an” - parts of the body - use of I have, I do not have. - describe animal nouns and familiarize with adjective endings. - basic animal habitats 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - identify and name different animals with cognates - describe pets physically by color, size, and movement - name, count the animal's body parts. - identify noun endings and the accordance of adjectives - ask and respond to others: Do you have a pet? - sort animals according to their habitats. Where do you live?
Summative Assessment (Assessment at the end of the learning period)	Students will receive written and oral summative assessments at the end of the learning period when age appropriate..
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Students will be tested on listening, speaking, reading skills when age appropriate in every class..
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Students self assess while practicing the language skills with peers or teachers.
Benchmark Assessments (to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Students will take a pre-assessment to obtain baseline data about the topic presented and a post-assessment at the end of the year to measure student growth.
RESOURCES	
<p>Core instructional materials: Teacher generated vocabulary word lists, expressions and grammar notes.</p>	
<p>Supplemental materials:</p> <ul style="list-style-type: none"> • Quizlet • Quizizz • Flipgrid • Google Classroom • ABCYA 	

- [Language Guide](#)
- [Languages Online](#)
- [Kahoot](#)
- Online whiteboards: [awapp](#), [jamboard](#)
- [Onlinefreespanish](#)
- Youtube

Modifications for Learners

See [appendix](#)

Topic/ Unit 5 Title	All about me	Approximate Pacing	4 - 6 cycles
STANDARDS			
<p>Mission World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.</p> <p>Vision An education in world languages fosters a population that:</p> <ul style="list-style-type: none"> • Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace. • Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication. • Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems. • Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world. 			
NJSLS World Language			
<p>Interpretive Mode</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 			

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode

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

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.

Interdisciplinary Connections:

Computer Science & Design Thinking

<p>Visual Arts 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling. 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.</p> <p>Activity: Students will identify family relations in artwork from famous artists.</p> <p>Music 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Activity: Students will listen and make connections with traditional tunes while learning a new language.</p> <p>Social Studies 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</p> <p>Activity: Students will respect and understand the products and perspectives of other cultures through similar activities.</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>Activity: Students will use technology for essential tasks in different parts of the world.</p>
<p align="center">Career Readiness, Life Literacies and Key Skills:</p>	

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
 9.1.2.FP.2: Differentiate between financial wants and needs.

Activity: Students will share ideas of how they help around the house and the idea of allowance.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES /UNDERSTANDINGS

Essential Question:

How can I begin to talk about myself and others in Spanish?
 How is my family like?

Enduring Understanding:

Describe self and others in the target language. Compare families from other cultures.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- family names and relationships of immediate family.
- parts of the face
- describe appearances
- pronouns, I, he, she

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- identify family members in relation to self
 - identify self in comparison to he or she
 - describe physical appearances of face of self and of others
 - give information about others based on previous knowledge of self
- Do you have any siblings?

Summative Assessment (Assessment at the end of the learning period)

Students will receive written and oral summative assessments at the end of the learning period when age appropriate..

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