

WORLD LANGUAGES CURRICULUM GUIDE
FOR: ELEMENTARY SPANISH

GRADE LEVELS: K-5

PREPARED BY: WORLD LANGUAGE DEPT.

REVISED AUGUST 2018
ALIGNED TO THE NEW JERSEY STUDENT LEARNING STANDARDS

B.O.E. ADOPTED AUGUST 23, 2018

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Dumont Public Schools
Elementary Spanish Curriculum Grades K-5

The mission of the World Language Program of the Dumont Public Schools is to offer an instructional sequence, which enables all students to communicate meaningfully in a language other than English. It provides opportunities to demonstrate an understanding of themes and issues relevant to a multicultural society. Integrated into the New Jersey Student Learning Standards, the acquisition of a world language will enhance the students' ability to actively participate in the dynamic global community of the 21st century by providing an interactive curriculum based on critical thinking and problem solving.

- The World Language Curriculum will be delivered by a language specialist working collaboratively with the classroom teacher to integrate language and content into instruction on a weekly basis.
- Students will become proficient in the basic communication skills of listening, speaking, reading, and writing, with an emphasis on speaking and listening in the primary grades.
- Students will gain an understanding of and respect for people of diverse cultural backgrounds and learn more about their own language and culture through exposure of another.
- The study of World Language will explore issues and concepts connected to other classroom disciplines.
- World Language study is continuous with a smooth transition from one year to the next. Opportunities will be provided to continue with the first language and/or select a second world language at the intermediate level.

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The New Jersey Student Learning Standards for World Languages envisions that a well-coordinated K-12 program will prepare students to participate actively and effectively in the dynamic global community of the 21st Century. The instructional sequence should provide opportunities to use language in meaningful experiences, enriched by culturally authentic content. World languages are an essential part of the education of all students. Elementary and high school students who have had the opportunity to study a world language benefit in the following ways:

- Greater academic achievement in the other areas of study, including reading, social studies and mathematics.
- Higher scores on Scholastic Achievement Tests (SAT) and other standardized tests.
- Improved understanding of English language and greater sensitivity to structure, vocabulary, and syntax.
- Improved reasoning, conceptualizing, and analyzing, along with better listening and memory skills.
- Enhanced employment opportunities and work relationships.
- Personal satisfaction through the ability to communicate across languages and cultures.

The New Jersey Standard (7.1) for World Languages is as follows: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. Note regarding the Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

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Grades : K-2	Unit 1: All About Me	Instructional Days: 30 min 1x per week Unit Pacing: 8 to 10 weeks
Unit Summary		
<p>Students use the target language in the three modes of communication to explore physical characteristics and personality qualities and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <p><u>Interpretive:</u> They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on first introductions and personal information.</p> <p><u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.</p> <p><u>Presentational:</u> They use lists, chunks of language, and memorized phrases to introduce themselves and describe themselves or others while using culturally appropriate gestures and intonations.</p>		
Student Learning Objectives		
1. Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age). (NJSLS for World Language 7.1.NM.A.1, 7.1.NM.A.4)		
2. Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication. (NJSLS for World Language 7.1.NM.B.1, 7.1.NM.B.4)		
3. Use appropriate greetings and leave taking from the target culture in a variety of scenarios. (NJSLS for World Language 7.1.NM.B.3)		
4. Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language). (NJSLS for World Language 7.1.NM.B.3)		
5. Describe self and others. (NJSLS for World Language 7.1.NM.C.4)		
6. Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing including physical characteristics and personality qualities by creating a multimedia presentation. (NJSLS for World Language 7.1.NM.C.1, 7.1.NM.C.4)		

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Interdisciplinary Standards

NSLS-ELA Anchor Standards 1, 2, 3 for Reading
NJSLS-ELA Anchor Standards 1,4 for Speaking & Listening
NJSLS-ELA Anchor Standards 4, 5 & 6 for Writing
NJSLS-Math Standard for Numbers & Base Ten (NBT)

21st Century Standards

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Technology Standards

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

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Unit Sequence	
Activities/Concepts	Formative & Summative Assessments
<ul style="list-style-type: none"> • Physical characteristics • Personality qualities • Numbers 1-31 • The structures necessary to: <ul style="list-style-type: none"> ○ Describe physical qualities and personality qualities ○ Express emotions ○ Tell age (as a memorized chunk) ○ Express where one lives and goes to school • Memorized and frequently practiced questions associated with physical characteristics, personality qualities, and age • Culturally appropriate expressions and gestures to greet and take leave <p>How to raise or lower intonation when asking different types of questions (if appropriate in the target language)</p>	<p><i>Students who understand the concepts can:</i></p> <ul style="list-style-type: none"> • Recognize descriptions of people as found in culturally authentic oral and written texts. • Ask memorized questions related to physical characteristics and personality qualities using digital tools. • Answer simple questions related to physical characteristics and personality qualities using digital tools. • Use appropriate greetings and leave taking from the target culture. • Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language). • Describe self and others using oral or written text. <p>Retell highlights from a culturally authentic text (oral or written) that includes physical characteristics and personality qualities.</p>

What It Looks Like in the Classroom
<p>*Note: Classroom lessons/instruction will be focused on the Following Student “Can Do” Statements:</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information when someone describes themselves and others.</p> <ol style="list-style-type: none"> a. I can match pictures based on oral descriptions of physical and/or personality traits. b. I can draw a picture based on oral descriptions of physical and/or personality traits. <p>I can understand when someone is stating their age and telling where they are from.</p> <p><u>Interpretive Reading:</u></p> <p>I can understand some basic personal information as found in personal profiles, bulleted biographies, and emails.</p>

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- a. I can match pictures based on oral descriptions of physical and/or personality traits.
- b. I can draw a picture based on oral descriptions of physical and/or personality traits.

I can understand when someone is stating their age and telling where they are from.

Interpersonal:

I can use digital tools and face-to-face communication to:

- a. Introduce myself and others.
- b. Ask for some personal information such as name, age, and where someone is from.
- c. Provide personal information such as name, age, and where I am from.
- d. Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.
- e. Answer simple questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.

Interpersonal:

I can greet and take leave in a culturally acceptable manner.

Interpersonal:

I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either or and short response).

Presentational: Speaking and/or Writing – Note: The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing.

I can use words, phrases, and memorized sentences to describe myself including details about my physical characteristics and my personality qualities.

I can use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities.

I can tell my age and the age of others.

Presentational:

I can use words, phrases, and memorized sentences and technology tools to retell a story or summarize an article that includes:

- a. Physical characteristics
- b. Personality qualities

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Unit Resources

To develop novice, intermediate and advanced language communicative proficiencies, **culturally authentic resources** can include online newspapers, magazines, blogs, wikis, podcasts, radio, videos, music, info graphics, government websites, etc. to provide current information on products, perspectives and practices of the target culture on local, national, and global problems/issues.

Some suggested online resources include online flashcards, using Skype to speak with native speakers, digital recording tools for podcasting, and/or creating digital video presentations.

Presentation/Digital Storytelling Tools: [Google Slides](#), [Prezi](#), [Go Animate](#), [Storybird](#), [ToonDoo](#), [ZooBurst](#), Online Speaking/Recording Tools: [Voicethread](#), [clear.msu](#), [Audacity](#), [Vocaroo](#), [Aviary](#), [Voki](#), Chatterpix Backchanneling: [TodaysMeet](#), [Polleverywhere](#), [Padlet](#) Video Tools: [YouTube](#), [TubeChop](#), [educanon](#), [blubbr.tv](#), [edpuzzle](#),

QR Codes: [QR Code Generator](#) Game-based Response Tools: [Kahoot!](#), [Socrative](#),

Word clouds: [Tagxedo](#), [Wordle](#) Interpersonal Communicative Tools: [Skype](#), [Google Hangouts](#), [Twitter](#), Learning Management Systems such

as [Edmodo](#), [Schoolology](#), Canvas, Blackboard, etc. E-Portfolios: [Google Drive](#), [Pinterest](#), [LiveBinder](#) Self-Assessment Tools: [Can-Do Descriptors](#), [Linguafolio](#)

Modifications

At Risk Students:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be mastered.

Extended time to complete class work

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Preferential seating to be mutually determined by the student and teacher

Assign a peer helper in the class setting

Students with Disabilities/504:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be

Extended time to complete class work

Assign a peer helper in the class setting

Preferential seating to be mutually determined by the student and teacher

ELL Students:

Multi-sensory approach

Pair Visual Prompts with verbal presentation

Provide repetition and practice

Restate Directions (verbal or written)

Model skills / techniques to be mastered

Use graphic organizers

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Elementary Spanish Curriculum Grades K-5

Highlight key vocabulary

Extended time for assignment completion as needed

Gifted & Talented/Enrichment:

Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.

Use of technological device to gain access to online resources in order to research and explore current events and cultural practices.

Use of authentic resources to promote a deeper understanding of culture.

Provide opportunities for open-ended, self-directed activities

Communication outside the language classroom for travel, study, work, and/or interviews with community members.

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Grades : K-2	Unit 2: School Days	Instructional Days: 30 min 1x per week Unit Pacing: 8 to 10 weeks
Unit Summary		
<p>Students use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <p><u>Interpretive:</u> They interpret authentic written and/or video/audio texts that contain classroom supply lists, ads for ‘back-to-school’, school maps, and descriptions of classrooms in the target culture(s).</p> <p><u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to classroom objects and classroom setup.</p> <p><u>Presentational:</u> They use lists, chunks of language, and memorized phrases in to describe their classroom and compare it with one in the target culture.</p>		
Student Learning Objectives		
1. Skim and scan target language authentic materials to identify classroom items and furniture and their location. (NJSLS for World Language 7.1.NM.A.4)		
2. Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture. (NJSLS for World Language 7.1.NM.A.2)		
3. Ask and respond to memorized questions about classroom items and furniture and their location within the classroom. (NJSLS for World Language 7.1.NM.B.4 7.1.NM.B.5)		
4. Produce a written or oral text that compares a classroom in the United States with a classroom in the target culture using information found in age- and level-appropriate culturally authentic materials. (NJSLS for World Language 7.1.NM.C.3, 7.1.NM.C.4)		

Interdisciplinary Standards
<p>NSLS-ELA Anchor Standards 1,2,3 for Reading;</p> <p>NJSLS-ELA Anchor Standards 1 & 4 for Speaking & Listening</p> <p>NJSLS-ELA Anchor Standards 4 for Writing</p>

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21st Century Standards

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity

Technology Standards

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

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Elementary Spanish Curriculum Grades K-5

Unit Sequence	
Activities/Concepts	Formative & Summative Assessments
<ul style="list-style-type: none"> • Classroom objects and furniture • School supplies • Cultural products related to school • Cultural practices related to school <p>The following items have already been assessed in Unit 1 and are being recycled in this unit:</p> <ul style="list-style-type: none"> • The structures necessary to: <ul style="list-style-type: none"> ○ Express likes or dislikes ○ Give and respond to commands (as memorized chunks) <p>Expressions used to indicate location</p>	<ul style="list-style-type: none"> • Identify school supplies found in written and oral text. • Demonstrate understanding of commands associated with classroom items. • Tell where things and people in the classroom are located. • Compare an American classroom with one in the target culture.

What It Looks Like in the Classroom
<p>*Note: Classroom lessons/instruction will be focused on the Following Student “Can Do” Statements:</p> <p><u>Interpretive Listening:</u> I can understand when someone describes things found in a school such as classroom items and furniture, and their location.</p>
<p><u>Interpretive Reading:</u> I can understand short readings (back-to-school advertisements, school supply lists, school map) dealing with description of things found in a school such as classroom items, furniture, and school supplies.</p>
<p><u>Interpretive Listening:</u> I can draw a picture of a classroom based on an oral description given by my teacher. I can place pictures of classroom items on a drawing of a school based on an oral description given by my teacher.</p> <p><u>Interpretive Reading:</u> I can draw a picture of a classroom based on a written description. I can place pictures of classroom items on a drawing of a school based on a written description.</p>

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Interpersonal:

I can use digital tools and face-to-face communication to:

- a. Ask simple, memorized questions (yes/no, either/or, and short response) about things found in a school and classroom.
- b. Answer simple questions (yes/no, either/or, and short response) about things found in my school and classroom.

Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing.

I can use words, phrases, and memorized sentences to compare my classroom with a classroom in the target culture by comparing pictures from both cultures.

Unit Resources

To develop novice, intermediate and advanced language communicative proficiencies, **culturally authentic resources** can include online newspapers, magazines, blogs, wikis, podcasts, radio, videos, music, info graphics, government websites, etc. to provide current information on products, perspectives and practices of the target culture on local, national, and global problems/issues.

Some suggested online resources include online flashcards, using Skype to speak with native speakers, digital recording tools for podcasting, and/or creating digital video presentations.

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Modifications

At Risk Students:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Preferential seating to be mutually determined by the student and teacher

Assign a peer helper in the class setting

Students with Disabilities/504:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be

Extended time to complete class work

Assign a peer helper in the class setting

Preferential seating to be mutually determined by the student and teacher

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ELL Students:

Multi-sensory approach

Pair Visual Prompts with verbal presentation

Provide repetition and practice

Restate Directions (verbal or written)

Model skills / techniques to be mastered

Use graphic organizers

Highlight key vocabulary

Extended time for assignment completion as needed

Gifted & Talented/Enrichment:

Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.

Use of technological device to gain access to online resources in order to research and explore current events and cultural practices.

Use of authentic resources to promote a deeper understanding of culture.

Provide opportunities for open-ended, self-directed activities

Communication outside the language classroom for travel, study, work, and/or interviews with community members.

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Grades : K-2	Unit 3: Home, Sweet Home	Instructional Days: 30 min 1x per week Unit Pacing: 8 to 10 weeks
Unit Summary		
<p>Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different by examining the design and contents of homes. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <p><u>Interpretive:</u> They interpret authentic written and/or video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours and descriptions of items in a home.</p> <p><u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to homes and items found in homes.</p> <p><u>Presentational:</u> They use lists, chunks of language and memorized phrases to describe the rooms and items in their homes.</p>		
Student Learning Objectives		
1. Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, and common household items. (NJSLS for World Language 7.1.NM.A1, 7.1.NM.A.4, 7.1.NM.A.5)		
2. Skim and scan culturally authentic texts to identify cultural products and practices related to home life. (NJSLS for World Language 7.1.NM.A.3)		
3. Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home using digital tools and face-to-face communication in the target language. (NJSLS for World Language 7.1.NM.B.1,7.1.NM.B.)		
4. Create a multimedia rich presentation to compare homes in the home and target culture(s). (NJSLS for World Language 7.1.NM.C.1)		
5. Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home and its contents in the target culture. (NJSLS for World Language 7.1.NM.C.4)		

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Interdisciplinary Standards

NSLS-ELA Anchor Standards 1,2,3 for Reading;
NJSLS-ELA Anchor Standards 1, 4 for Speaking & Listening
NJSLS-ELA Anchor Standards 4, 5 & 6 for Writing

21st Century Standards

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity

PFL 9.1 Standard for Money Management 9.1.4.B.4

Technology Standards

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

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Unit Sequence	
Activities/Concepts	Formative & Summative Assessments
<ul style="list-style-type: none"> • Types of furniture found in the home • Names of rooms in the home • Common household items used in each room • Characteristics of a home • The structures necessary to: <ul style="list-style-type: none"> ○ Describe homes ○ Describe the contents of homes • Memorized and frequently practiced questions related to: <ul style="list-style-type: none"> ○ Rooms in the home ○ Location of items in the home <p style="text-align: center;">The following items have already been assessed in previous units and are being recycled in this unit:</p> <ul style="list-style-type: none"> • The structures necessary to: <ul style="list-style-type: none"> ○ State a preference or an opinion ○ Express like and dislike ○ Indicate location ○ Give and respond to commands (as memorized chunks) 	<ul style="list-style-type: none"> • Identify furniture and items in a home as found in authentic materials from an electronic information source. • Identify furniture and items in a home as found in videos of home tours from authentic electronic sources and advertisements for homes on the market. • Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools. • Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools. • Compare homes in the target and home cultures. • Create a tour of a home from the target culture. • Create multimedia rich visual representation of one's home or a home representative of the home culture. <p>Retell highlights from an authentic video or simple written text that includes description of the home and its contents.</p>

What It Looks Like In the Classroom
<p>*Note: Classroom lessons/instruction will be focused on the Following Student “Can Do” Statements:</p> <p><u>Interpretive Listening:</u></p> <p>I can understand basic information when someone talks about his or her home.</p> <ol style="list-style-type: none"> a. I can recognize the names of the rooms. b. I can recognize the names of furniture. c. I can match pictures based on oral descriptions of a home (color, size, location of items).

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d. I can draw a picture based on oral descriptions of a home (color, size, location of items).

I can draw a picture of someone's favorite room based on an oral description.

Interpretive Reading:

I can understand some basic information related to home (colors, size, rooms, furniture, and location of furniture) as found on culturally-authentic real estate websites and on-line home tours.

Interpretive Listening:

I can compare a home in my community with ones in the target culture and identify commonalities and differences.

Interpretive Reading:

I can compare a home in my community with ones in the target culture and identify commonalities and differences.

I can ask memorized questions (yes/no, either/or and short response) related to the description of the home.

I can answer simple questions (yes/no, either/or and short response) related to the description of the home.

***Presentational: The focus for K-5 is more on speaking in the presentational mode with limited emphasis on writing**

I can use technology and words, phrases, and memorized sentences to compare my home with homes in the target culture

Presentational:

I can use words, phrases, and memorized sentences to describe a home from the target culture based on a text that includes:

- a. Rooms typically found in the home
- b. Furniture and other items commonly found in different rooms

Unit Resources

To develop novice, intermediate and advanced language communicative proficiencies, **culturally authentic resources** can include online newspapers, magazines, blogs, wikis, podcasts, radio, videos, music, info graphics, government websites, etc. to provide current information on products, perspectives and practices of the target culture on local, national, and global problems/issues.

Some suggested online resources include online flashcards, using Skype to speak with native speakers, digital recording tools for podcasting, and/or creating digital video presentations.

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Modifications

At Risk Students:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Preferential seating to be mutually determined by the student and teacher

Assign a peer helper in the class setting

Students with Disabilities/504:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be

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Extended time to complete class work

Assign a peer helper in the class setting

Preferential seating to be mutually determined by the student and teacher

ELL Students:

Multi-sensory approach

Pair Visual Prompts with verbal presentation

Provide repetition and practice

Restate Directions (verbal or written)

Model skills / techniques to be mastered

Use graphic organizers

Highlight key vocabulary

Extended time for assignment completion as needed

Gifted & Talented/Enrichment:

Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.

Use of technological device to gain access to online resources in order to research and explore current events and cultural practices.

Use of authentic resources to promote a deeper understanding of culture.

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Grades : 3-5	Unit 1: Food	Instructional Days: 30 min 1x per week
Unit Pacing: 8 to 10 weeks		
Unit Summary		
<p>Students use the target language in the three modes of communication to explore cultural products and practices related to foods in the home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <p><u>Interpretive:</u> They interpret age- and level-appropriate authentic written and/or video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.</p> <p><u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to food preferences, products and practices.</p> <p><u>Presentational:</u> They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target cultures.</p>		
Student Learning Objectives		
<p>1. Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s). (NJSLS for World Language 7.1.NM.A.1, 7.1.NM.A.5)</p>		
<p>2. Use memorized words and phrases to ask and respond to questions related to food preferences, products and practices. (NJSLS for World Language 7.1.NM.B.4)</p>		
<p>3. Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials. (NJSLS for World Language 7.1.NM.C.4, 7.1.NM.C.5)</p>		

Interdisciplinary Standards
<p>NSLS-ELA Anchor Standards 1,2,3 for Reading;</p> <p>NJSLS-ELA Anchor Standards 1, 4 for Speaking & Listening</p> <p>NJSLS-ELA Anchor Standards 4,5 & 6 for Writing</p> <p>NJSLS-Math Standards Numbers & Operations-Fractions (NF), Operations & Algebraic Thinking(OA) and Measurement & Data (MD)</p>

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21st Century Standards

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

PFL 9.1 Standard for Becoming a Critical Consumer 9.1.4.E.2

Technology Standards

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

Unit Sequence	
Activities/Concepts	Formative & Summative Assessments
<ul style="list-style-type: none"> • Names of common vegetables, fruits, grains, proteins, and dairy items • Colors • Names of common ‘empty calorie’ foods • Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade) • Adjectives to describe size and shape of food • Memorized questions related to describing food <p>The following items have already been assessed in previous units and are being recycled in this unit:</p> <ul style="list-style-type: none"> • The structures necessary to: <ul style="list-style-type: none"> ○ State a preference ○ Express likes and dislikes ○ Indicate location ○ Compare 	<ul style="list-style-type: none"> • Identify main idea of an authentic text dealing with food products and practices. • Ask questions related to food preferences, products, and practices. • Answer questions related to food preferences, products, and practices. <p>Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.</p>

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What It Looks Like In the Classroom
<p>*Note: Classroom lessons/instruction will be focused on the Following Student “Can Do” Statements:</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information as found in short audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture.</p> <p>I can understand some basic information as found in short audio/video clips when someone talks about a few practices associated with meal time, ordering a meal, and purchasing food.</p>
<p><u>Interpretive Reading:</u></p> <p>I can understand some basic information found in short written texts about what people like to eat and what is commonly eaten in their culture.</p> <p>I can understand some basic information found in short written texts about practices associated with meal time, ordering a meal, and purchasing food.</p>
<p><u>Interpersonal:</u></p> <p>I can ask memorized questions (yes/no, either/or, and short response) about food preferences.</p> <p>I can answer simple questions (yes/no, either/or, and short response) about food preferences.</p> <p>I can ask memorized questions (yes/no, either/or, and short response) to find out about foods that are typical in the target culture.</p> <p>I can answer simple questions (yes/no, either/or, and short response) about foods that are typical in my culture and the target culture.</p> <p>I can ask memorized questions (yes/no, either/or, and short response) about meal time in my culture and the target culture.</p> <p>I can answer simple questions (yes/no, either/or, and short response) about meal time in my culture and the target culture.</p>
<p><u>Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing.</u></p> <p>I can use words, phrases, and memorized sentences to share information I learned about foods that are common in the target culture and a few practice associated with foods in the target culture.</p> <ol style="list-style-type: none"> a. I can use a graphic organizer to categorize foods popular in the United States and the target culture. b. I can use a graphic organizer to compare food practices.

Unit Resources
<p>To develop novice, intermediate and advanced language communicative proficiencies, culturally authentic resources can include online newspapers, magazines, blogs, wikis, podcasts, radio, videos, music, info graphics, government websites, etc. to provide current information on products, perspectives and practices of the target culture on local, national, and global problems/issues.</p> <p>Some suggested online resources include online flashcards, using Skype to speak with native speakers, digital recording tools for podcasting, and/or creating digital</p>

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video presentations.

Presentation/Digital Storytelling Tools: [Google Slides](#), [Prezi](#), [Go Animate](#), [Storybird](#), [ToonDoo](#), [ZooBurst](#), Online Speaking/Recording Tools: [Voicethread](#), [clear.msu](#), [Audacity](#), [Vocaroo](#), [Aviary](#), [Voki](#), Chatterpix Backchanneling: [TodaysMeet](#), [Polleverywhere](#), [Padlet](#) Video Tools: [YouTube](#), [TubeChop](#), [educanon](#), [blubbr.tv](#), [edpuzzle](#),

QR Codes: [QR Code Generator](#) Game-based Response Tools: [Kahoot!](#), [Socrative](#),

Word clouds: [Tagxedo](#), [Wordle](#) Interpersonal Communicative Tools: [Skype](#), [Google Hangouts](#), [Twitter](#), Learning Management Systems such

as [Edmodo](#), [Schoology](#), Canvas, Blackboard, etc. E-Portfolios: [Google Drive](#), [Pinterest](#), [LiveBinder](#) Self-Assessment Tools: [Can-Do Descriptors](#), [Linguafolio](#)

Modifications

At Risk Students:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Preferential seating to be mutually determined by the student and teacher

Assign a peer helper in the class setting

Students with Disabilities/504:

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Elementary Spanish Curriculum Grades K-5

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be

Extended time to complete class work

Assign a peer helper in the class setting

Preferential seating to be mutually determined by the student and teacher

ELL Students:

Multi-sensory approach

Pair Visual Prompts with verbal presentation

Provide repetition and practice

Restate Directions (verbal or written)

Model skills / techniques to be mastered

Use graphic organizers

Highlight key vocabulary

Extended time for assignment completion as needed

Gifted & Talented/Enrichment:

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Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.

Use of technological device to gain access to online resources in order to research and explore current events and cultural practices.

Use of authentic resources to promote a deeper understanding of culture.

Provide opportunities for open-ended, self-directed activities

Communication outside the language classroom for travel, study, work, and/or interviews with community members.

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Grades : 3-5	Unit 2: Celebrations	Instructional Days: 30 min 1x per week
Unit Pacing: 8 to 10 weeks		
Unit Summary		
<p>Students use the target language in the three modes of communication to explore cultural celebrations in the home and target cultures focusing on who celebrates what, when, and with whom. They examine the relationship between dress and specific celebrations. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <p><u>Interpretive:</u> They interpret authentic written and/or video/audio texts related to celebrations (invitations, and posters, radio/television/newspaper advertisements).</p> <p><u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to celebrations in the home and target cultures.</p> <p><u>Presentational:</u> They use lists, chunks of language, and memorized phrases to compare celebrations in the home and target culture.</p>		
Student Learning Objectives		
<p>1. Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.(NJSLS for World Language 7.1.NM.A.1,7.1.NM.A.4)</p>		
<p>2. Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures. (NJSLS for World Language 7.1.NM.B.4, 7.1.NM.B.5)</p>		
<p>3. Dramatize an authentic song or recite a poem associated with a target culture celebration. (NJSLS for World Language 7.1.NM.C.2, 7.1.NM.C.5)</p>		
Interdisciplinary Standards		
<p>NSLS-ELA Anchor Standards 1,2,3 for Reading; NJSLS-ELA Anchor Standards 1, 4 for Speaking & Listening NJSLS-ELA Anchor Standards 4,5 & 6 for Writing NJSLS-Math Standards for Numbers & Base Ten(NBT) NJSLS-Social Studies Standard for World History 6.2</p>		

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21st Century Standards (Career Ready Practices & Personal Finance Standards)

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology Standards

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

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8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

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Unit Sequence	
Activities/Concepts	Formative & Summative Assessments
<ul style="list-style-type: none"> • Family members • Clothing • Names of authentic holidays and celebrations • Seasons • Structures needed to: <ul style="list-style-type: none"> ○ Ask and answer questions related to family members ○ Ask and answer questions related to clothing and preferences ○ Ask and answer questions related to when holidays and celebrations occur <p style="text-align: center;">The following items have been previously assessed and are being recycled in this unit:</p> <ul style="list-style-type: none"> • How people greet and take leave in a target culture(s) • Pastime activities • Food • Days of the week • Months of the year • Colors • Structures needed to: <ul style="list-style-type: none"> ○ Express likes and dislikes ○ State preferences ○ Compare ○ Describe 	<ul style="list-style-type: none"> • Identify culture-specific holidays, as found in culturally authentic video/audio/written texts. • Recognize names of family members as found in culturally authentic video/audio/written texts. • Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations. • Ask memorized questions related to family members. • Answer simple questions related to family members. • Ask memorized questions related to clothing. • Answer simple questions related to clothing. • Ask memorized questions related to celebrations in the home and target cultures. • Answer simple questions related to celebrations in the home and target cultures. • Perform a culturally authentic song/poem associated with a particular target culture celebration. • State likes, dislikes, and preferences related to clothing. • Describe clothing. • Describe family members.

What It Looks Like in the Classroom
<p>*Note: Classroom lessons/instruction will be focused on the Following Student “Can Do” Statements:</p> <p><u>Interpretive Listening:</u></p> <p>I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in short audio/video clips dealing with a cultural celebration such as a birthday party, holiday celebration, and a community celebration.</p>

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Interpretive Reading:

I can recognize the names of people, places, dates, and times, and determine the type of celebration as found in written text dealing with a cultural celebration such as a party invitation and a schedule of events for celebration.

Interpersonal:

I can ask memorized questions (yes/no, either/or, and short response) related to:

- f. The type of celebration
- g. When an event takes place
- h. Where an event takes place
- i. Who is invited to/coming to a celebration
- j. What the dress is for the celebration
- k. What activities take place during the celebration

I can answer simple questions (yes/no, either/or, and short response) related to:

- a. The type of celebration
- b. When an event takes place
- c. Where an event takes place
- d. Who is invited to/coming to a celebration
- e. What the dress is for the celebration
- f. What activities take place during the celebration

Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing. I can perform a song or poem from the target language about a cultural celebration without using any memory crutches.

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Unit Resources

To develop novice, intermediate and advanced language communicative proficiencies, **culturally authentic resources** can include online newspapers, magazines, blogs, wikis, podcasts, radio, videos, music, info graphics, government websites, etc. to provide current information on products, perspectives and practices of the target culture on local, national, and global problems/issues.

Some suggested online resources include online flashcards, using Skype to speak with native speakers, digital recording tools for podcasting, and/or creating digital video presentations.

Presentation/Digital Storytelling Tools: [Google Slides](#), [Prezi](#), [Go Animate](#), [Storybird](#), [ToonDoo](#), [ZooBurst](#), Online Speaking/Recording Tools: [Voicethread](#), [clear.msu](#), [Audacity](#), [Vocaroo](#), [Aviary](#), [Voki](#), Chatterpix Backchanneling: [TodaysMeet](#), [Polleverywhere](#), [Padlet](#) Video Tools: [YouTube](#), [TubeChop](#), [educanon](#), [blubbr.tv](#), [edpuzzle](#),

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as [Edmodo](#), [Schoolology](#), Canvas, Blackboard, etc. E-Portfolios: [Google Drive](#), [Pinterest](#), [LiveBinder](#) Self-Assessment Tools: [Can-Do Descriptors](#), [Linguafolio](#)

Modifications

At Risk Students:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be mastered.

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Elementary Spanish Curriculum Grades K-5

Extended time to complete class work

Preferential seating to be mutually determined by the student and teacher

Assign a peer helper in the class setting

Students with Disabilities/504:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be

Extended time to complete class work

Assign a peer helper in the class setting

Preferential seating to be mutually determined by the student and teacher

ELL Students:

Multi-sensory approach

Pair Visual Prompts with verbal presentation

Provide repetition and practice

Restate Directions (verbal or written)

Model skills / techniques to be mastered

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Use graphic organizers

Highlight key vocabulary

Extended time for assignment completion as needed

Gifted & Talented/Enrichment:

Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.

Use of technological device to gain access to online resources in order to research and explore current events and cultural practices.

Use of authentic resources to promote a deeper understanding of culture.

Provide opportunities for open-ended, self-directed activities

Communication outside the language classroom for travel, study, work, and/or interviews with community members.

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Grades : 3-5	Unit 3: Animals	Instructional Days: 30 min 1x per week Unit Pacing: 8 to 10 weeks
Unit Summary		
Student Learning Objectives		
1. Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about migratory animals and their habitats. (NJSLS for World Language 7.1.NM.A.1, 7.1.NM.A.4)		
2. Ask and respond to memorized questions about migratory animals and their habitats using digital tools and face-to-face communication. (NJSLS for World Language 7.1.NM.B.1,7.1.NM.B.4)		
3. Use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) about animals and their habitats. (NJSLS for World Language 7.1.NM.B.3)		
4. Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that include physical characteristics of migratory animals and their habitats by creating a multimedia-rich presentation (NJSLS for World Language 7.1.NM.C.1, 7.1.NM.C.4)		
Interdisciplinary Standards		
<p>NSLS-ELA Anchor Standards 1,2,3 for Reading;</p> <p>NJSLS-ELA Anchor Standards 1 & 4 for Speaking & Listening</p> <p>NJSLS-ELA Anchor Standards 4 for Writing</p> <p>NJSLS-Science Life Science Standards- LS2 Ecosystems; LS1 Molecules to Organisms</p>		

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21st Century Standards

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Technology Standards

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social

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media.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

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Unit Sequence	
Activities/Concepts	Formative & Summative Assessments
<ul style="list-style-type: none"> • Names of migratory animals • Physical characteristics of migratory animals • Basic survival needs of migratory animals • Names of habitats of migratory animals • Geographical locations where migratory animals may be found • Compass points (to follow migration of animals) • The structures necessary to: <ul style="list-style-type: none"> ○ Describe animals (e.g. verbs such as to be and to have) ○ Express needs ○ Show possession • Memorized and frequently practiced questions associated with characteristics of animals and basic survival needs of animals <p style="text-align: center;">The following items have already been assessed in previous units and are being recycled in this unit:</p> <ul style="list-style-type: none"> • The structures necessary to: <ul style="list-style-type: none"> ○ Indicate location ○ Give and respond to commands (as memorized chunks) ○ Compare <p>Express likes and dislikes</p>	<ul style="list-style-type: none"> • Recognize names and characteristics of migratory animals contained in culturally authentic materials using electronic information sources. • Interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some migratory animals. • Recognize names of habitats, continents, and countries in which migratory animals live as found in culturally authentic materials from electronic information sources. • Imitate appropriate intonation for asking different types of questions about migratory animals, their habitats, and geographical locations in the target language. • Ask memorized questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival. • Answer simple questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival. • Use digital tools to exchange information about where migratory animals live using words and memorized phrases. <p>Compare animals using information included on a graphic organizer.</p>

What It Looks Like in the Classroom
<p>*Note: Classroom lessons/instruction will be focused on the Following Student “Can Do” Statements:</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information about animals as found in short audio/video clips.</p> <ol style="list-style-type: none"> a. I can recognize descriptions of animals and draw a picture of animals based on oral descriptions. b. I can recognize descriptions of animals and match pictures to the descriptions. c. I can match pictures of animals with pictures of the places where they live.

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Interpretive Reading:

I can understand some basic information about animals as found in culturally authentic written texts.

- a. I can recognize descriptions of animals and draw a picture of animals based on oral descriptions.
- b. I can recognize descriptions of animals and match pictures to the descriptions.
- c. I can match descriptions of animals with pictures of the places where they live.

Interpersonal:

I can use digital tools and face-to-face communication to:

- l. Ask memorized questions (yes/no, either/or, and short response) about physical descriptions of animals.
- m. Answer simple questions (yes/no, either/or, and short response) about physical descriptions of animals.
- n. Ask memorized questions (yes/no, either/or, and short response) about where some animals live.
- o. Answer simple questions (yes/no, either/or, and short response) about where some animals live.

Interpersonal:

I can use culturally acceptable gestures to greet and take leave.

I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or, and short response).

Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing.

I can use technology and words, phrases, and simple sentences to share information I have learned from what I have read and listened to regarding animals and their habitats. I can describe some migratory animals and tell where they live.

Unit Resources

To develop novice, intermediate and advanced language communicative proficiencies, **culturally authentic resources** can include online newspapers, magazines, blogs, wikis, podcasts, radio, videos, music, info graphics, government websites, etc. to provide current information on products, perspectives and practices of the target culture on local, national, and global problems/issues.

Some suggested online resources include online flashcards, using Skype to speak with native speakers, digital recording tools for podcasting, and/or creating digital video presentations.

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Presentation/Digital Storytelling Tools: [Google Slides](#), [Prezi](#), [Go Animate](#), [Storybird](#), [ToonDoo](#), [ZooBurst](#), Online Speaking/Recording Tools: [Voicethread](#), [clear.msu](#), [Audacity](#), [Vocaroo](#), [Aviary](#), [Voki](#), Chatterpix Backchanneling: [TodaysMeet](#), [Polleverywhere](#), [Padlet](#) Video Tools: [YouTube](#), [TubeChop](#), [educanon](#), [blubbr.tv](#), [edpuzzle](#),

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as [Edmodo](#), [Schoolology](#), Canvas, Blackboard, etc. E-Portfolios: [Google Drive](#), [Pinterest](#), [LiveBinder](#) Self-Assessment Tools: [Can-Do Descriptors](#), [Linguafolio](#)

Modifications

At Risk Students:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

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Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Students with Disabilities/504:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be mastered

Extended time to complete class work Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

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Elementary Spanish Curriculum Grades K-5

ELL Students:

Multi-sensory approach

Pair Visual Prompts with verbal presentation

Provide repetition and practice

Restate Directions (verbal or written)

Model skills / techniques to be mastered

Provide summary of text or study guides

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Use graphic organizers

Highlight key vocabulary

Extended time for assignment completion as needed

Assess comprehension through demonstration such as gestures, drawing and retelling.

Modified tests (orally)

Use anecdotal records or portfolio work as a form of assessment

Gifted & Talented/Enrichment:

Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and

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public identities.

Use of technological device to gain access to online resources in order to research and explore current events and cultural practices.

Use advanced supplementary / reading materials

Use of authentic resources to promote a deeper understanding of culture.

Provide opportunities for open-ended, self-directed activities

Communication outside the language classroom for travel, study, work, and/or interviews with community members.

Encourage the use of creativity /

Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.)

Conduct research and provide presentation of cultural topics.

Design surveys to generate and analyze data to be used in discussion.

Debate topics of interest / cultural importance.

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Grades : 3-5	Unit 4: The Environment	Instructional Days: 30 min 1x per week Unit Pacing: 8 to 10 weeks
Unit Summary		
<p>Students use the target language in the three modes of communication to explore products from the home and target cultures that are commonly recycled. (Assessment of the Interpretive mode may be in English; however, the text is always in the target language.)</p> <p><u>Interpretive:</u> They interpret authentic written and/or video/audio texts such as blogs, government sites, public service announcements, and short video clips that focus on recycled products in the target culture(s).</p> <p><u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and other target-language speakers in the community in which they ask and respond to questions regarding products that are recycled.</p> <p><u>Presentational:</u> They use lists, chunks of language, and memorized phrases to compare recycled products in the home and target cultures.</p>		
Student Learning Objectives		
1. Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with recycled products of the target culture(s). (NJSLS for World Language 7.1.NM.A.1, 7.1.NM.A.4)		
2. Give and follow directions regarding recycled products. (NJSLS for World Language 7.1.NM.B.2)		
3. Ask and respond to memorized questions about recycled products using digital tools and face-to-face communication. (NJSLS for World Language 7.1.NM.B.1, 7.1.NM.B.5.)		
4. Produce a multimedia rich presentation that compares recycled products of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts. (NJSLS for World Language 7.1.NM.C.1, 7.1.NM.C.4)		

Interdisciplinary Standards
<p>NSLS-ELA Anchor Standards 1,2,3 for Reading;</p> <p>NJSLS-ELA Anchor Standards 1, 4 for Speaking & Listening</p> <p>NJSLS-ELA Anchor Standards 4,5 & 6 for Writing</p> <p>NJSLS-Science Standard ESS3 for Earth & Human Activity</p>

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21st Century Standards

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

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Technology Standards

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

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Unit Sequence	
Activities/Concepts	Formative & Summative Assessments
<ul style="list-style-type: none"> ● Symbols of recycling in target culture ● Vocabulary associated with symbols of recycling ● Recyclable categories ● Shapes and materials ● Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items ● Vocabulary of locations <p>The following items have already been assessed in other unit(s) and are being recycled in this unit:</p> <ul style="list-style-type: none"> ● Colors ● Numbers ● School supplies ● The structures necessary to: <ul style="list-style-type: none"> ○ Indicate location ○ Compare <p>Indicate direction</p>	<ul style="list-style-type: none"> • Identify recycled products of the target culture as found in authentic materials from electronic information sources and other sources. <ul style="list-style-type: none"> ● Give and follow commands related to recycled products. ● Ask memorized questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication. ● Respond to simple questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication. <p>Compare recycled products in home and target cultures.</p>

What It Looks Like In the Classroom
<p>*Note: Classroom lessons/instruction will be focused on the Following Student “Can Do” Statements:</p> <p><u>Interpretive Listening:</u></p> <p>I can understand some basic information related to reuse, recycle, and reduce as found in short video/audio clips.</p> <ol style="list-style-type: none"> a. I can recognize words associated with commonly recycled products such as plastic, cans, paper, cardboard, and batteries. b. I can identify common symbols of recycling and match them to the equivalent target language word. <p><u>Interpretive Reading:</u></p> <p>I can understand some basic information related to reuse, recycle, and reduce as found in short written text (e.g. poster, public service announcement and blog).</p> <ol style="list-style-type: none"> a. I can recognize words associated with commonly recycled products such as plastic, cans, paper, cardboard, and batteries. b. I can identify common symbols of recycling and match them to the equivalent target language word.

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Interpersonal:

I can tell my classmates and others which categories (size, color, quantity, and types) to place some recycled items.

I can categorize pictures (size, color, quantity, and types) of some recycled items based on directions given to me by my classmates and others.

Interpersonal:

I can use digital tools and face-to-face communication to:

- p. Ask memorized questions (yes/no, either/or, and short response) about quantity of recycled products.
- q. Answer simple questions (yes/no, either/or, and short response) about quantity of recycled products.
- r. Ask memorized questions (yes/no, either/or, and short response) about color of recycled products.
- s. Answer simple questions (yes/no, either/or, and short response) about color of recycled products.
- t. Ask memorized questions (yes/no, either/or, and short response) about types of recycled products.
- u. Answer simple questions (yes/no, either/or, and short response) about types of recycled products.

Presentational: Speaking and/or Writing – The focus for K-5 programs is on speaking in the presentational mode with limited emphasis on writing.

I can use technology and words, phrases, and simple sentences to compare which items we recycle in my community with items that are recycled in the target culture community based on what I have learned.

Unit Resources

To develop novice, intermediate and advanced language communicative proficiencies, **culturally authentic resources** can include online newspapers, magazines, blogs, wikis, podcasts, radio, videos, music, info graphics, government websites, etc. to provide current information on products, perspectives and practices of the target culture on local, national, and global problems/issues.

Some suggested online resources include online flashcards, using Skype to speak with native speakers, digital recording tools for podcasting, and/or creating digital video presentations.

Presentation/Digital Storytelling Tools: [Google Slides](#), [Prezi](#), [Go Animate](#), [Storybird](#), [ToonDoo](#), [ZooBurst](#), Online Speaking/Recording Tools: [Voicethread](#), [clear.msu](#), [Audacity](#), [Vocaroo](#), [Aviary](#), [Voki](#), Chatterpix Backchanneling: [TodaysMeet](#), [Polleverywhere](#), [Padlet](#) Video Tools: [YouTube](#), [TubeChop](#), [educanon](#), [blubbr.tv](#), [edpuzzle](#),

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QR Codes: [QR Code Generator](#) Game-based Response Tools: [Kahoot!](#), [Socrative](#),

Word clouds: [Tagxedo](#), [Wordle](#) Interpersonal Communicative Tools: [Skype](#), [Google Hangouts](#), [Twitter](#), Learning Management Systems such

as [Edmodo](#), [Schoolology](#), Canvas, Blackboard, etc. E-Portfolios: [Google Drive](#), [Pinterest](#), [LiveBinder](#) Self-Assessment Tools: [Can-Do Descriptors](#), [Linguafolio](#)

Modifications

At Risk Students:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Preferential seating to be mutually determined by the student and teacher

Assign a peer helper in the class setting

Students with Disabilities/504:

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

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Repetition and practice

Model skills / techniques to be

Extended time to complete class work

Assign a peer helper in the class setting

Preferential seating to be mutually determined by the student and teacher

ELL Students:

Multi-sensory approach

Pair Visual Prompts with verbal presentation

Provide repetition and practice

Restate Directions (verbal or written)

Model skills / techniques to be mastered

Use graphic organizers

Highlight key vocabulary

Extended time for assignment completion as needed

Gifted & Talented/Enrichment:

Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.

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Use of technological device to gain access to online resources in order to research and explore current events and cultural practices.

Use of authentic resources to promote a deeper understanding of culture.

Provide opportunities for open-ended, self-directed activities.