

Audubon Public Schools



Grade 3-6 Spanish Curriculum Guide

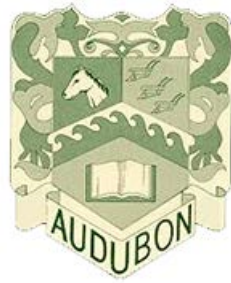
Curriculum Guide

Developed by:

August 19, 2020

Table of Contents

Cover Page	Page 1
Table of Contents	Page 2
Course Description	Page 3
Overview / Progressions	Page 4
Unit 1	Page 6
Unit 2	Page 9
Unit 3	Page 12
Unit 4	Page 14
Appendix A: Previous Curriculum Documents	Page 19



Course Description

3-6 Spanish Curriculum Guide

World language education provides learners with the essential language skills and cultural understandings necessary to live and work in a global, culturally diverse world. This course will develop the ability to communicate in the target language through listening, speaking, reading and writing practices. Students will learn to appreciate foreign cultures by developing an understanding of cultural similarities and differences, celebrating holidays, and appreciating art, dance, and music from the target cultures. All lessons should be aligned to the New Jersey Student Learning Standards. Teachers will use a multitude of approaches to promote student growth, including whole group, small group, and individual teaching techniques in the classroom that incorporate technology.

Overview / Progressions

Overview		Interpretive Mode	Interpersonal Mode	Presentational Mode	
Unit 1 Introduction to Spanish Language Basic Conversation	Focus standards (Objectives)	7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3	7.1.NL.IPERS.1 7.1.NL.IPERS.4 7.1.NL.IPERS.5	7.1.NL.PRSNT.1	
	Ancillary standards (Review)				
Unit 2 Basic Conversation - Describing Self and Expressing Preferences	Focus standards (Objectives)	7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.IPRET.4	7.1.NL.IPERS.2 7.1.NL.IPERS.3	7.1.NL.PRSNT.2 7.1.NL.PRSNT.4 7.1.NL.PRSNT.5	
	Ancillary standards (Review)		7.1.NL.IPERS.1 7.1.NL.IPERS.4 7.1.NL.IPERS.5	7.1.NL.PRSNT.1	
Unit 3 Pastime Activities	Focus standards (Objectives)	7.1.NL.IPRET.4 7.1.NL.IPRET.5	7.1.NL.IPERS.1 7.1.NL.IPERS.3 7.1.NL.IPERS.6	7.1.NL.PRSNT.3 7.1.NL.PRSNT.5	
	Ancillary standards (Review)	7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3	7.1.NL.IPERS.2 7.1.NL.IPERS.4	7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.4	
Unit 4	Focus standards (Objectives)	7.1.NL.IPRET.3 7.1.NL.IPRET.4	7.1.NL.IPERS.1	7.1.NL.PRSNT.1 7.1.NL.PRSNT.3	

Family and Culture				7.1.NL.PRSNT.5	
	Ancillary standards (Review)	7.1.NL.IPRET.1 7.1.NL.IPRET.2		7.1.NL.IPERS.4	7.1.NL.PRSNT.4

Subject: Spanish	Grade: 3-6	Unit: 1 Introduction to Spanish Language and Basic Conversation	8 Weeks: 1st MP
Focus Standards: Interpretive Mode - Performance Expectations		Critical Knowledge and Skills	
<p>Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.</p>	<ul style="list-style-type: none"> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). 	<ul style="list-style-type: none"> • Identify Spanish-Speaking Countries • Identify letters of the Spanish Alphabet and the sounds they make. • Identify differences and similarities between English and Spanish 	
<p>Focus Standards: Interpersonal Mode</p> <p>Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.</p>	<ul style="list-style-type: none"> • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using 		

	<p>memorized words and phrases, often supported by gestures or visuals.</p> <ul style="list-style-type: none"> • 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. • 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 	
<p><u>Focus Standards: Presentational Mode</u> Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.</p>	<ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. 	
Ancillary Standards		
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> • Warm Up Activities • Written and Oral Practice and Participation 		<ul style="list-style-type: none"> • Test • Midterm • Projects • Common Assessment
Suggested Primary Resources		Suggested Supplemental Resources
<ul style="list-style-type: none"> • Ven Connmigo Text and Resources 		<ul style="list-style-type: none"> • Online Resources: Quizlet, Kahoot, Utex.com, Ven Connmigo online resources
Cross-Curricular Connections		
<ul style="list-style-type: none"> • Mathematical practices with Spanish numbers • English language connections 		
Enduring Understanding		Essential Questions

<ul style="list-style-type: none"> ● Learning another language offers many benefits relating to careers, travel, and enjoyment of learning about other cultures. 	<ul style="list-style-type: none"> ● How will I be able to pronounce Spanish Words ● How is Spanish similar and different from English ● How can learning another language benefit me ● How will I be able to make new friends using the target language
---	--

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

Subject: Spanish	Grade: 3-6	Unit: 2 Basic Conversation	8 Weeks: 2nd Marking Period
Focus Standards: Interpretive Mode		Critical Knowledge and Skills	
<p>Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.</p> <p>Culture: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p>	<ul style="list-style-type: none"> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts. 	<ul style="list-style-type: none"> ● Identify and use appropriate register ● Conduct basic conversations that include the following information: greetings, ask/tell names, how you are doing, where you are from, age, likes/dislikes, discuss preferences, needs and wants, farewell ● Describe class schedules using words to describe sequence ● Ask/tell time (and numbers up to 199) ● Identify subject pronouns and verb conjugations of common verbs to express needs and wants. ● Describe people and places ● Describe likes and dislikes and describe them using the target language ● Enjoy music and dance from the target cultures 	

<p><u>Focus Standards: Interpersonal Mode</u></p> <p>Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.</p>	<ul style="list-style-type: none"> • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 	
<p><u>Focus Standards: Presentational Mode</u></p> <p>Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.</p>	<p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <ul style="list-style-type: none"> • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures 	
Ancillary Standards		
	<p>7.1.NL.IPERS.1 7.1.NL.IPERS.4 7.1.NL.IPERS.5</p>	<p>7.1.NL.PRSNT.1</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation 	<ul style="list-style-type: none"> ● Test ● Midterm ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Ven Connigo Text & Resources 	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Mathematical practices with Spanish numbers ● English language connections (similarities and differences) ● Music & Dance from spanish-speaking countries 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Mastering questions and answers to simple questions enables me to communicate basic information ● Identifying how to use conjugated forms of the verbs will allow me to expand my range of communication 	<ul style="list-style-type: none"> ● What vocabulary is needed to be able to exchange basic information to be able to meet new friends ● Why is using appropriate register important ● How does verb conjugation work ● How will I use conjugated forms of common verbs to express needs and wants

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation 		<ul style="list-style-type: none"> ● Problem Solving ● Communication

<ul style="list-style-type: none"> ● Critical Thinking 	<ul style="list-style-type: none"> ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

Subject: Spanish	Grade: 3-6	Unit: 3 Pastime Activities	8 Weeks: 3rd Marking Period
Focus Standards: Interpersonal Mode		Critical Knowledge and Skills	

<p>Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.</p>	<p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <ul style="list-style-type: none"> • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts. 	<ul style="list-style-type: none"> • Describe likes and dislikes as they relate to pastime activities (gustar + infinitive) • Discuss what you do in your free time (conjugation of -AR,-ER,-IR verbs, words of sequence) • Ask/tell the date, seasons, and weather conditions
<p><u>Focus Standards: Interpersonal Mode</u></p> <p>Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.</p>	<ul style="list-style-type: none"> • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 	
<p><u>Focus Standards: Presentational Mode</u></p> <p>Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.</p>	<ul style="list-style-type: none"> • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the 	

	target culture(s) and in students' own cultures.	
Ancillary Standards		
7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3	7.1.NL.IPERS.2 7.1.NL.IPERS.4	7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.4
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> • Warm Up Activities • Written and Oral Practice and Participation 		<ul style="list-style-type: none"> • Assessments • Projects • Common Assessment
Suggested Primary Resources		Suggested Supplemental Resources
<ul style="list-style-type: none"> • Ven Connigo Text and Resources 		<ul style="list-style-type: none"> • Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections		
<ul style="list-style-type: none"> • English language connections • Geographical connections 		
Enduring Understanding		Essential Questions
<ul style="list-style-type: none"> • Being able to utilize more complex grammatical structures to describe pastime activities. 		<ul style="list-style-type: none"> • How will I be able to use conjugated forms of verbs to expand my range of communication • How will I be able to describe the date, seasons and weather conditions

--	--

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

Subject: Spanish	Grade: 3-6	Unit: 4 Family & Cultural Connections	8 Weeks: 4th Marking Period (& when appropriate throughout the year)
Focus Standards: Interpersonal Mode		Critical Knowledge and Skills	

<p>Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.</p>	<ul style="list-style-type: none"> • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts. 	<ul style="list-style-type: none"> • Describe relationships between family members • Compare cultural aspects of family life in the target cultures vs. the United States • Identify and explore the holidays and cultural celebrations in the Spanish-speaking countries • Explore the cuisine of the Spanish-speaking countries • View works of art and be able to identify different artistic styles of the artists of Spanish-speaking countries • Practice dance and learn other traditions • Explore popular and traditional music
<p><u>Focus Standards: Interpersonal Mode</u></p> <p>Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.</p>	<ul style="list-style-type: none"> • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 	
<p><u>Focus Standards: Presentational Mode</u></p> <p>Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals</p>	<ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using 	

	<p>memorized words and phrases that are supported by gestures or visuals.</p> <ul style="list-style-type: none"> • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 	
Ancillary Standards		
<p>7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPERS.4 7.1.NL.PRSNT.4</p>		
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> • Warm Up Activities • Written and Oral Practice and Participation 		<ul style="list-style-type: none"> • Assessments • Projects • Common Assessment
Suggested Primary Resources		Suggested Supplemental Resources
<ul style="list-style-type: none"> • Ven Conmigo Text and Resources 		<ul style="list-style-type: none"> • Online Resources: Quizlet, Kahoot, Utex.com, Ven Conmigo online resources
Cross-Curricular Connections		
<ul style="list-style-type: none"> • Connections with historical events in Spanish-speaking countries • Music, Art, Foods 		
Enduring Understanding		Essential Questions
<ul style="list-style-type: none"> • Describing family and friends • Learning about holidays, cultural celebrations, art, music and foods helps to develop a deeper appreciation for the Spanish-speaking cultures. 		<ul style="list-style-type: none"> • How will I describe family and friends • How do holidays and celebrations vary in the Spanish-speaking countries • What foods are typical in these countries • What music, art and dance do I appreciate

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

Appendix A

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Emily R. Klinke
Approved: June, 2017

Course Title: World Language (Spanish) **Unit Name:** World Language **Grade Level:** 3 – 6

<p>Content Statements</p> <p>In this phase students will learn how to describe self in regards to likes/dislikes of foods and activities. Students will learn to describe others such as; friends, family and culturally relevant groups/individuals</p>	<p>NJSLS:</p> <p>7.1.NM.A.1 7.1.NM.B.1 7.1.NM.C.1 7.1.NM.A.2 7.1.NM.B.2 7.1.NM.C.2 7.1.NM.A.3 7.1.NM.B.3 7.1.NM.C.3 7.1.NM.A.4 7.1.NM.B.4 7.1.NM.C.4 7.1.NM.A.5 7.1.NM.B.5 7.1.NM.C.5</p> <p>Companion Standards:</p> <p>RST 6-8.5-9 WHST 6-8 All</p>
<p>Overarching Essential Questions</p> <ol style="list-style-type: none"> 1. How do I tell about my likes and dislikes? 2. How can I describe myself? 3. How do I describe others? 4. How do I describe culturally relevant individuals/groups? 	<p>Overarching Enduring Understandings</p> <ol style="list-style-type: none"> 1. Spanish allows me to converse and interact with those of other countries and cultures 2. Learning Spanish is helpful in learning other content 3. Spanish allows me to travel and interact with others with more ease

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. How do I ask and tell about name, age, birthday? 2. How do I ask and tell about likes/dislikes? 3. How do I ask and tell about favorite foods? 4. How do I ask and tell about favorite activities? 5. How do I ask and tell about myself and others? 6. How do I describe one’s appearance? 7. How do I tell about my family? 8. How do I tell about my friends? 9. How do I tell about my school community? 10. How do I describe culturally relevant groups? 11. What dances, music, customs, foods and norms are associated to what cultures, countries and regions? 12. How do I compare and contrast myself with others? 13. How do I compare and contrast cultures? 14. How do I compare and contrast specific countries and regions? 	<p>Unit Enduring Understandings</p> <p>I can:</p> <ul style="list-style-type: none"> ● Ask and tell about myself and others ● Ask and tell about likes and dislikes ● Ask and tell about favorite foods and activities ● Ask and tell about family, friends and school community ● Describe self and others based on appearance, likes and dislikes ● Describe different cultures, countries and regions of the world where Spanish is spoken
<p>Unit Rationale</p> <p>Students will have a general knowledge of Spanish in which they are able to have basic communication with other Spanish speakers. Students will have a foundation of basic Spanish from which to build upon for future learning and language acquisition.</p>	<p>Unit Overview</p> <p>Through performing skits, conversations, re-enacting stories and dramatizing songs and dance students will use and reinforce essential vocabulary in order to describe self and others, as well as practice cultural gestures and norms through interpersonal interactions (with puppets, hand-made aids and song/dance)</p> <p>Through written and oral presentations students will ask and tell about selves and others according to likes/dislikes and culturally relevant information</p>
<p>Authentic Learning Experiences</p> <p>Student led conversations and skits</p> <p>Interactive songs and videos reinforcing vocabulary</p> <p>Dramatization of songs/poems/chants/stories</p> <p>Personalized books – pertaining to families, cultures, likes/dislikes</p>	

Written and oral presentations on varied unit topics
<p>21st Century Skills and Themes</p> <p>Global: Comparing and contrasting customs, traditions, norms and activities of Spanish speaking countries to those of the United States</p> <p>Collaboration: Conversations, skits, dramatizing songs, poems, chants and stories are collaborative both in groups as well as whole class</p> <p>Problem solving: Applying language skills to an actual conversation, song or story. Synthesizing learned vocabulary to describe self and others and discuss like and dislikes regarding foods and activities</p> <p>Technology: Accessing interactive videos, music and flashcards to aid in language acquisition and cultural awareness</p>
<p>Unit Learning Targets/Scaffolding to CPIs</p> <p>This unit builds on vocabulary that students have learned in K-2 unit in which they introduce and describe selves, objects and animals, as well as the knowledge that people come from all different places and speak many different languages. When students enter upper levels of Spanish they will be prepared to introduce and describe selves, as well as tell about personal likes and dislikes. They will be prepared to further explore the cultural differences between Spanish speaking countries and the USA and between Spanish speaking countries.</p>
<p>Key Terms</p> <p>Cognates: A word that sounds similar or is written similarly in Spanish and English</p> <p>Culture: Customs, traditions, behaviors, attitudes, beliefs, habits including food, music, dance, work etc. of a group of people</p> <p>Body language: Using facial expressions, gestures, surroundings and general environment to aid in understanding of language</p> <p>Circumlocution: Using the vocabulary you already know to describe an object or word for which one does not have the exact vocabulary</p> <p>Idiom: A group of words whose meaning is different from the individual words</p>
<p>Instructional Strategies</p> <p>Model and demonstrate</p> <p>Observe and monitor</p> <p>Cooperative learning</p> <p>Educational games</p> <p>Songs/dance</p> <p>Stories – reading, writing, dramatizing</p>
<p>Customizing Learning/ Differentiation</p> <p>Special Needs</p> <p>Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs.</p>

ELL

Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students' families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region's biodiversity is invaluable to the group's work.

Gifted Learners

Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.

Mainstream Learners

Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.

Formative Assessments

Total Physical Response – Simon Dice, Follow commands in Spanish

Conversations in partners, using puppets, visual aids and exaggerated gestures

Complete graphs and surveys as class, in groups and individually about class, music, likes/dislikes, food, activities

Complete self surveys telling about self – name, age, descriptions, likes/dislikes

Written practice reinforcing and reviewing vocabulary and reading comprehension

Interdisciplinary Connections

Language Arts – reading, writing, dramatizing and re-enactment of stories, songs, poems, chants and dances

Music – singing along and dancing to culturally and linguistically appropriate songs

Art – creating culturally relevant art pieces, recognizing culturally relevant artwork and artists

Science – classifying people, animals and objects based on appearance and habitat

Social Studies – comparing societal norms of USA to Spanish speaking countries, Comparing norms between different Spanish speaking countries, recognizing maps and flags of the Spanish speaking world; engaging in social interactions with peers

Resources

Youtube.com (Spanish songs/videos for introductions, descriptions, culturally relevant dance/music/photos)

123teachme.com

<http://www.colorincolorado.org/glossary>

Languages and Curriculum Making the Match: New Languages for Young Learners, Grades K-8 4th Edition

by: Helena Curtain and Carol Ann Dahlberg (ISBN#978-0-205-53548-4)

Teacher's Handbook: Contextualized Language Instruction by: Judith L. Shrum and Eileen W. Glisan

Introduction to Language Development by: Scott McLaughlin

Teach Them Spanish Grades K-5 by: Winnie Waltzer-Hackett

Diez Deditos – Ten Little Fingers – (CD and Songbook) Songs, chants and poems by: Jose-Luis Orozco
Letras, Numeros y Colores CD/songbook – Jose-Luis Orozco
Festejemos CD/DVD set – De’MoJo Records CD/DVD Big D
Inca, Aztec, Maya Read and Color Learning Fun – Elizabeth Adams & Edupress
Spanish Elementary Skills for Success – Carson-Dellosa Publishing Co, Inc

Suggested Activities for Inclusion in Lesson Planning

Hands on activities – tangible products

- Collage – photos, vocabulary pertaining to specific topics and presenting orally/written to class/groups
- Written work – follow dictated instructions, color by number, use vocabulary to appropriately label/color flags, maps, people, cultural objects
- Drawing – draw self, family, friends, peers and describe written or orally

Experiential learning – Conversations with puppets, peers, teacher

- Using the language in skits – re enact modeled conversations, re enact stories, repeat and use appropriate gestures in songs and dance, create conversations with partners and dramatize
- Students sing along to music, interactive videos and teacher introduced songs, poems and chants

Have students teach and act as assistant

- Students take teacher role after observing teacher model (Commands in Simon Dice & Total Physical Response, Bingo dictation, Conversation, Read stories)
- Students aid teacher in holding and passing out visual aids, materials, naming objects, using flashcards, puzzles, books
- Students aid teacher in modeling communicative activities

Unit Timeline

3 – 6