

**Egg Harbor City Public Schools District**

**World Language Curriculum**

**Grades Pre K – 8**

Revised October 2018

# Table of Contents:

Acknowledgement.....	3
Curriculum Alignment to NJSLS and NJQSAC Components.....	3
References .....	21
Introduction.....	22
Philosophy .....	23
Assessment.....	23
Components of World Language Education	
NJ Core Curriculum Content Standards.....	25
Select Terms .....	26
Objectives and Performance Outcomes Grades PreK to 8.....	27

## **Acknowledgements**

Developing the District's World Language Curriculum Guide was an exciting and challenging task that involved teaching professionals dedicated to the children of Egg Harbor City. Many hours of research, discussion, drafting and refinement went into this curriculum guide, the first to present the revised New Jersey Core Curriculum Content Standards, and the first to serve children as young as pre-K in the District. The Egg Harbor City Public Schools gratefully acknowledges the thoughtful contributions and outstanding efforts of the members of the World Language Curriculum Development Team.

## **Curriculum Alignment to NJSLS and NJQSAC Components**

### **Curriculum Design:**

#### **Addressing Grade Level Expectations –**

- Highlighted within the Lesson (Unit) Plan
  - Select Standards
  - State the Rationale (Goal)
  - Describe the Context (Objective)
  - Address a Timeframe
  - Identify Instructional Strategies
  - Present an Overview
  - Devise Essential and Guiding Questions
  - Determine Exit Outcomes and Indicators
  - Devise Learning Opportunities
  - Develop Assessment Opportunities
  - Use Data to Drive Instruction

- Provide appropriate Accommodations/Modifications
- Address Cross-Curricular Connections
- Integrate Technology and Career Readiness Skills
- Reflect on Teaching Practices

## **Accommodations/Modifications:**

### **Overview –**

- Accommodations Versus Modifications
  - Accommodations indicate changes to how the content is:
    - 1) Taught
    - 2) Made Accessible
    - 3) Assessed
  - Accommodations do not change what the student is expected to master.
  - The objectives of the course remain intact.
- Modifications
  - Indicates the what (content) being taught is modified.
  - The student is expected to learn something different than the general education standard

### **Special Education Students (IEP –Individualized Education Program) –**

- Implemented by Special Education Self-Contained Teachers
- Implemented by Special Education In-Class Resource Teachers
- Implemented by General Education Teachers (Supplemental Instruction)
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

### **504 Plan Students –**

- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)

- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

## English Language Learners –

- Implemented by ESL Teacher
- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines

Extra Time - Written Work

Positive Reinforcement

Mindfulness Activities

**Basic Skills Instruction Students or Students at Risk of School Failure (IPP –Individualized Program Plan) –**

- Implemented by Special Education In-Class Resource Teachers
- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests



Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

### Gifted and Talented Students –

- Implemented by General Education Teachers
- Implemented by Special Education In-Class Resource Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Encourage students to explore concepts in depth and encourage independent studies or investigations.	Use thematic instruction to connect learning across the curriculum.	Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
Expand students' time for free reading.	Invite students to explore different points of view on a topic of study and compare the two.	Provide learning centers where students are in charge of their learning.
Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.	Determine where students' interests lie and capitalize on their inquisitiveness.	Refrain from having them complete more work in the same manner.
Employ differentiated curriculum to keep interest high.	Avoid drill and practice activities.	Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
If possible, compact curriculum to allow	Encourage students to make	Allow for choice.

gifted students to move more quickly through the material

transformations- use a common task or item in a different way.

## **Assessments:**

**Formative** – (Refer to **Tools for Formative Assessment** on the Google Team Drive in the Staff Resources Folder under the Formative Assessment Folder for list of techniques to check for understanding and how to utilize each.)

- Analyzing Student Work (Homework, Classwork, Tests, Quizzes)
- Observation
- Round Robin Charts
- Strategic Questioning
- 3-Way Summaries
- Think-Pair-Share.
- 3,2,1 Countdown
- Classroom Polls
- Exit Slips
- Admit Slips
- One Minute Papers
- Thumbs Up and Thumbs Down
- Extended Projects
- Self-Assessment
- Portfolio Check
- Journal Entry
- Choral Response
- Story Map
- Quizlet

- Informal Reading Inventory
- DRA
- Fountas and Pinnel
- LinkIt Standards Based Assessments
- LinkIt Writing Rubric
- LinkIt Fluency Assessments

**Summative –**

- End of Unit Assessment
- End of Chapter Test
- Mid-Term Exam
- Final Exam
- LinkIt Writing Rubric
- LinkIt Benchmark Assessments
- Project Based Assignment
- LinkIt PMI and PSI Assessments
- ACCESS for ELL's Assessment
- New Jersey Student Learning Assessment ELA
- New Jersey Student Learning Assessment Math

**Benchmark –**

- Grades K-8 LinkIt Fall Benchmark
- Grades K-8 LinkIt Winter Benchmark
- Grades K-8 LinkIt Spring Benchmark

### **Instructional Materials:**

- Discovery Education Señora Caño narrated by Señor Morris K-1
- Discovery Education Señor Caño narrated by Señor Morris 2-8

### **Supplemental Materials:**

- Online Resources

### **Pacing Guide:**

- Refer to Matrix (where identified)
- Refer to Unit Plan Time Frames
- Identified on Lesson Plan

### **Interdisciplinary Connections:**

#### **Identified on Lesson Plan –**

- Subject Area
  - LAL
  - Math
  - Science
  - Social Studies
  - World Languages
  - Visual and Performing Arts
  - Comprehensive Health & Physical Education

## **Integration of 21<sup>st</sup> Century Skills through NJSLS 9 and Career Education:**

### **Identified on Lesson Plan –**

- Standards
  - New Jersey's Technology Standard 9 is composed of the Career Ready Practices.
    - The 12 Career Ready Practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers.
    - These are researched practices that are essential to career readiness.
  - New Jersey's Technology Standard 9.1 Personal Financial Literacy
    - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.
    - Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
  - New Jersey's Technology Standard 9.2 Career Awareness, Exploration, and Preparation
    - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
  - New Jersey's Technology Standard 9.2 Career and Technical Education
    - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Career Readiness Themes
  - Global Awareness
  - Financial
  - Economic
  - Business

- Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

- Career Readiness Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

- Mission

→ 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

- Vision

→ To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

1. Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
2. Uses effective communication and collaboration skills and resources to interact with a global society.
3. Is financially literate and financially responsible at home and in the broader community.
4. Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
5. Seeks to attain skill and content mastery to achieve success in a chosen career path.

→ In order for students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals.

→Integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

## **Technology through NJSLs and Career Education:**

### **Identified on Lesson Plan –**

- Standards
  - New Jersey's Technology Standards 8.1 Educational Technology 8.2 Technology, → New Jersey's Technology Standards 8.2 Technology, Engineering, Design and Computational Thinking blended to provide college and career readiness skills.
  
- Career Readiness Themes
  - Global Awareness
  - Financial
  - Economic
  - Business
  - Entrepreneurial Literacy
  - Civic Literacy
  - Health Literacy
  
- Career Readiness Skills
  - Creativity and Innovation
  - Critical Thinking and Problem Solving
  - Communication and Collaboration
  - Information Literacy
  - Media Literacy
  - Life and Career Skills
  
- Mission

→ Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity.

→ Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives.

→ The power of technology discretely supports all curricular areas and multiple levels of mastery for all students.

- Vision

→ The design process builds in our students the recognition that success is not merely identifying a problem but working through a process and that failure is not an end but rather a point for reevaluation. Whether applied as a skill in product development, in the learning environment, in daily life, in a local or more global arena, the design process supports students in their paths to becoming responsible, effective citizens in college, careers and life.

→ Computational thinking provides an organizational means of approaching life and its tasks. It develops an understanding of technologies and their operations and provides students with the abilities to build and create knowledge and new technologies.

#### **Additional Content-Specific Information/Resources –**

- National / International Technology Student Standards

- 8.1 Educational Technology

- [International Society for Technology in Education \(ISTE\) Standards for Student](#)
- [American Association of School Librarians \(AASL\) Student Standards for the 21st-Century Learner](#)
- [Common Sense Student Standards Alignment in the K-12 Digital Citizenship Curriculum](#)

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

- [K12 Computer Science Student Framework Statements by Grade Band](#)
- [International Technology and Engineering Educators Association Standards for Technological Literacy](#)

#### **Career Education:**

#### **Identified on Lesson Plan –**



- Integrated into 21<sup>st</sup> Century Skills (NJSLS 9) and Technology (NJSLS 8)
- Career Readiness Themes
  - Global Awareness
  - Financial
  - Economic
  - Business
  - Entrepreneurial Literacy
  - Civic Literacy
  - Health Literacy
- Career Readiness Skills
  - Creativity and Innovation
  - Critical Thinking and Problem Solving
  - Communication and Collaboration
  - Information Literacy
  - Media Literacy
  - Life and Career Skills

## References

The American Council on the Teaching of Foreign Languages

New Jersey Core Curriculum Content Standards for World Language

## Introduction

The Egg Harbor City Public Schools World Languages curriculum reflects two important beliefs: that students gain an understanding of and respect for the language, cultural perspectives, practices, and products of different cultures, and that language study provides all learners with a wealth of academic and cognitive benefits. The curriculum will help strengthen students' critical thinking skills through conceptualizing and reasoning as they learn to speak the language and understand the cultural diversity found among the Spanish speaking people and nations of the world. In addition, language study has also been shown to increase performance in core subject areas such as Language Arts literacy, mathematics, science, social studies, visual and performing arts, health, physical education and workplace readiness.

For Spanish heritage learners, those who claim Spanish as their first language, continued study of their native language will strengthen their overall language development in both Spanish and English.

Because all of these benefits have been found to accrue at a faster rate the earlier students begin their language exposure, the Egg Harbor City World Language curriculum presents an articulated, continuous sequence of language instruction beginning in pre-kindergarten and continuing through eighth grade. Instructional techniques and materials involve learners at all levels, from novice to experienced.

Finally, for all students, the curriculum supports the belief that after acquiring a second language, third and fourth languages come more easily. This will provide students with a competitive edge for meaningful, rewarding career choices that demand the ability to communicate in our ever-changing global society.

## Philosophy

Almost daily, new innovations in technology shorten time and distance among nations. Seeing live video from across the world, making international phone calls quickly and easily, and participating in video teleconferences thousands of miles apart are commonplace. However, as United States residents interact even more frequently with our global neighbors, it becomes increasingly important for us to seek an understanding of differences in language, cultural traditions, and religious customs. The World Language curriculum has been designed as a first step in educating children to learn that those who speak languages other than English, and follow customs and traditions unlike those in which they were raised are worthy of study and respect. Our goal is to help the children of Egg Harbor City become citizens who will coexist peacefully with their neighbors and prosper within the global society.

### **Egg Harbor City Public Schools World Language Program Assessment:**

Spanish-language learning skills build from each grade level for novice to mid-range learners, as well as for Heritage learners.

- ◆ By the end of *Pre K* and *Kindergarten* all students will recite the sounds of the Spanish alphabet and recall basic vocabulary to include greetings, numbers, classroom commands, the calendar, and colors.
- ◆ By the end of *First Grade* all students will demonstrate the ability to describe classroom objects, the weather, the body and the house in Spanish. Learners will express a connection or comparison to holidays in Spanish-speaking countries.
- ◆ By the end of *Second Grade* all students will itemize articles of clothing in Spanish and compare costumes in Spanish speaking countries to style and dress in the United States. The learner will recognize action words in Spanish and be able to describe typical student activities.

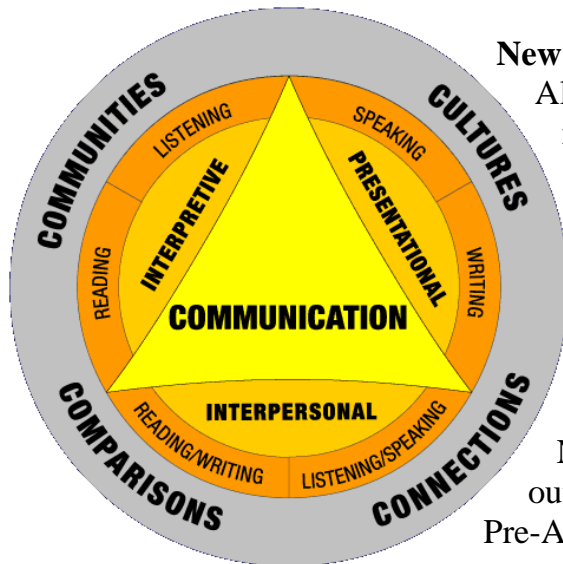
- ◆ By the end of *Third Grade* all students will be able to express greetings, common courtesies when encountering Spanish speakers, as well as likes and dislikes. Learners will be able to compose simple sentences using correct parts of speech and learn vocabulary related to animals.
  
- ◆ By the end of *Fifth Grade* all students will be able to expand their word knowledge with appropriate verb endings, and the grammar of formal and informal endings. Students will identify the Spanish-speaking countries of the world and regions of the United States where Spanish is predominant. Culturally, students will learn about the Día de los Muertos, the Day of the Dead.
  
- ◆ By the end of *Sixth Grade* students will compose short letters and emails to Spanish-speaking pen pals about themselves, their interests and their community. Students will learn about Spanish influences in music, with a study of lyrics, performers and instruments. Students will expand their food vocabulary by a focus on proper nutrition.
  
- ◆ By the end of *Seventh Grade* as students are becoming increasingly aware of themselves as young adults, vocabulary will focus on self-description, lifestyles, and sports. The focus will also be on students' command of basic travel terms.
  
- ◆ By the end of *Eighth Grade* students will recognize vocabulary and concepts related to increasing independence: careers, higher education and personal finance. They will learn about the cultural tradition of the Quinceañera, the Spanish coming of age ceremony. Issues relating to the environment will also be explored.

## Egg Harbor City School District

Egg Harbor City, New Jersey 08215

### World Language Curriculum

#### PreK to Grade 8 Scope and Sequence - Spanish



#### **New Jersey Core Curriculum Content Standard 7.1 World Languages:**

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

The Curriculum is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards with performance outcomes geared primarily for Novice to Mid-Level language learners. Differentiation in student performance outcomes will take place with students identified as Novice High, Intermediate Low and Pre-Advanced.

**Terms Used:**

**CPI** = Cumulative Progress Indicator, as mandated by the New Jersey Core Curriculum Content Standards

**Mode** = Three modes of communication as mandated by the New Jersey Core Curriculum Content Standards:

- **Interpretive** - Students understand and interpret through appropriate cultural context spoken and written communication. Interpretation implies the student not only comprehends but is able to read or listen “between the lines.”
- **Interpersonal** – Students engage in direct oral or written communication.
- **Presentational** - Students present, through oral or written communication, concepts and ideas to an audience with whom there is no immediate contact.

**Status** = Stages of learning: introduction, application, mastery.

**TPR** = Total Physical Response

**TLW**= The Learner Will

## PreK

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Sounds of Spanish</li> </ul>	<p><i>Language</i> – A mode of communication for all people. Intro Spanish through song, rhyming. TLW sing the Spanish alphabet. <i>ABC de colibrí</i>, Alphabet Song.</p>	7.1.	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Express greetings, questions of well-being</li> </ul>	<p>Time of day, Sr. Sra., respond to questions of well being. Buenos días. ¿Cómo estás? Estoy regular, bien, mal.</p>	7.1.	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Follow basic commands</li> </ul>	<p>Teacher will prompt the student to use TPR: Show me, jump, stand or muéstrame, salta, levántate...</p>	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Musical instruments of the culture</li> </ul>	<p>Introduction to <i>maracas, güiro, palitos, bongos</i>. TLW use instruments to accompany music from Puerto Rico that reflects Taino, Afro, Spanish roots.</p>	7.1	Presentational	Introduce
<ul style="list-style-type: none"> <li>Numbers 1-15</li> </ul>	<p>Recite, draw, recognize numbers in a pattern. Song: <i>Quince galletas</i>.</p>	7.1	Interpretive/ Interpersonal	Introduce, Apply

## Kindergarten

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Comprehensive review of PreK</li> </ul>	TLW recall alphabet, classroom routine, numbers, musical songs and chants.	7.1	Interpretive/ Interpersonal	Apply
<ul style="list-style-type: none"> <li>The Alphabet</li> </ul>	Recall language sounds through song, chants. <i>Let's Learn Spanish</i> , Coloring Book, images introduce new vocabulary for each letter of the alphabet.	7.1	Interpretive/ Interpersonal	Introduce, Apply
<ul style="list-style-type: none"> <li>Days of the week, months of the year</li> </ul>	Through singing, drawing, daily repetition TLW know the days of the week and months of the year.	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Colors</li> </ul>	<a href="http://www.spanishspanish.com/colors/colors_simon.html">http://www.spanishspanish.com/colors/colors_simon.html</a> Class follows interactive Spanish pronunciation of colors and repeats the pattern as they are called.	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Familiar word pairs</li> </ul>	<a href="http://www.nickjr.com/parenting/parenting_features/spanish-language-learning/index.jhtml">http://www.nickjr.com/parenting/parenting_features/spanish-language-learning/index.jhtml</a> Use a Dora & Diego video to reinforce vocabulary that goes together. Peinilla y cepillo, toallita y jabón. (comb and brush, towel and soap)	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Family</li> </ul>	Begin family vocabulary to include grandparents. Conclude with <i>El sancocho del sábado</i> by Leyla Torres.	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Numbers 15-30</li> </ul>	Numbers to 30. Play <i>bingo</i> to improve listening and interpretive skills.	7.1	Interpretive/ Interpersonal	Introduce



## Grade 1

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Comprehensive review of PreK and Kindergarten</li> </ul>	TLW recite greetings, day and months, numbers 1-30, family members, alphabet, colors.	7.1	Interpretive/ Interpersonal	Apply
<ul style="list-style-type: none"> <li>Classroom vocabulary and routine</li> </ul>	Student will identify objects in the classroom and know classroom rules in Spanish. ¿Me permite ir al baño?, ¿Puedo usar el sacapuntas? Repitan. Levántense. Inform students that it is OK to sound funny, to be brave, and willing to take a risk to learn a foreign language.	7.1	Interpretive/ Interpersonal	Introduce, Apply
<ul style="list-style-type: none"> <li>“We are a team”</li> </ul>	“Somos un equipo.” Discuss classroom rules and handout <i>El arcoiris de respeto</i> . Qualities of honestidad, respeto, humildad are discussed to set a tone for the school year.	7.1	Interpretive/ Interpersonal	Introduce,
<ul style="list-style-type: none"> <li>My body</li> </ul>	TLW gain understanding of body part vocabulary. Extensive use of TPR and Simón Dice exercises to sharpen language recognition abilities.	7.1	Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Opposites</li> </ul>	Grande, chiquito, gordo, flaco. A lesson on descriptive adjectives will tie in to the body. Intro to gender of nouns and adjectives in Spanish. Simple comparison of words ending in “o” are masculine and ending in “a” are feminine.	7.1	Interpretive	Introduce,
<ul style="list-style-type: none"> <li>The house</li> </ul>	Introduction to the rooms of the house to include el jardín, el sótano, el techo. TLW listen to a description of a pet going through the house and trace the correct path it makes. Culture: Compare houses in U.S. to Latin America. Learn vocabulary for hacienda, mansión, casa, rancho. Showcase <i>La Casa Azul</i> , famous house of Frida Kahlo & Diego	7.1	Interpretive/ Interpersonal	Introduce

<ul style="list-style-type: none"> <li>• Numbers 31-60</li>   <li>• The Weather</li> </ul>	<p>Rivera in Mexico City, Ciudad de México, D. F.</p> <p>Continue work with numbers. TLW can manipulate numbers 1-60. Perform simple math. Play bingo to reinforce.</p> <p>¿Qué tiempo hace? Hace sol, viento, frio, calor. TLW be able to describe the weather. Student will volunteer to “report” the weather. Class to illustrate a five day weather report and label in Spanish.</p>	<p>7.1</p> <p>7.1</p>	<p>Interpretive/ Interpersonal</p> <p>Interpersonal/ Presentational</p>	<p>Introduce</p> <p>Introduce</p>
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## Grade 2

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Comprehensive review of PreK, Kindergarten and Grade 1</li> </ul>	TLW recite greetings, numbers 1-60, family members, alphabet, colors, the house. TLW respond to TPR prompts using parts of the body.	7.1	Interpretive/ Interpersonal	Apply
<ul style="list-style-type: none"> <li>Classroom routine</li> </ul>	TLW be introduced to use of TPR and the simple commands: Stand up. Sit down. Stretch your left/right arm over the head.	7.1	Interpretive/ Presentational	Introduce, Apply
<ul style="list-style-type: none"> <li>The Weather</li> </ul>	A review of the weather will use song <i>¿Qué tiempo hace hoy?</i> to aid recall of weather vocabulary. Velour hand puppets prompt student to elicit correct weather expression in Spanish.	7.1	Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Evento Cultural: <i>La cueva de las manos, Argentina</i></li> </ul>	Using tempera paints and water, TLW make handprint images similar to ones in the caves of Argentina.	7.1	Presentational	Introduce
<ul style="list-style-type: none"> <li>Introduce action words: verbs and their function in language and expression</li> </ul>	Vocabulary related to student activities like riding a bicycle, swimming, singing, eating, and running will be learned.	7.1	Interpretive/ Interpersonal	Introduce
<ul style="list-style-type: none"> <li>The Spanish alphabet and accent marks</li> </ul>	TLW gain an understanding of how letters in Spanish are stressed through use of accent marks.	7.1	Interpretive/ Interpersonal	Introduce, Apply
<ul style="list-style-type: none"> <li>Clothing</li> </ul>	TLW identify items of clothing and review colors through TPR. Teacher will have a suitcase of clothing and students will fold and pack using the vocabulary.	7.1	Interpretive/ Presentational	Introduce
<ul style="list-style-type: none"> <li>Foods: La cocina mexicana</li> </ul>	TLW begin to identify food items that culminate in a	7.1	Interpretive	Introduce, Apply

	study of typical Mexican menu ítems.			
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### Grade 3

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Express greetings, questions of well-being, leave taking.</li> <li>Classroom Routine</li> </ul>	<p>Student will introduce himself...Me llamo.... Use time of day in greetings...Buenos días, tardes... Take leave of someone...Hasta luego, pronto Teach using TPR, role play, choral response, video. Compare greeting in U.S. to Spain, brushing a kiss on both cheeks.</p> <p>Operational expressions: ¿Me permite ir al baño? Teacher cues: Repitan. Levántense las manos. Abran sus libros.</p>	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>The Spanish Alphabet</li> <li>Grammar usage: Simple sentence</li> <li>Classroom Objects</li> <li>Numbers 1-31</li> <li>Colors</li> </ul>	<p>An introduction to the sounds of Español. A,e,i,o,u, ñ, rr, and tilde. Language as communication. Connect famous people in history to the Spanish language; they too speak/spoke Spanish. (Hispanic Heritage Month 9/15-10/15) TLW recite the Spanish alphabet.</p> <p>Introduce the simple sentence: nombres, verbos y adjetivos. Similar to English.</p> <p>Escritorio, maestra, alumnos, pizarra, lapiz, libro.</p> <p>To coincide with total days of the month, telephone numbers, simple addition, ej. <i>Dos más cuatro son seis.</i> (interdisciplinary)</p> <p>Connect use of colors as adjectives. Begin to describe the color of classroom objects. Review</p>	7.1	Interpersonal, Presentational	Introduce, Apply
		7.1	Interpretive	Introduce
		7.1	Interpersonal	Introduce
		7.1	Interpretive	Introduce, Apply
		7.1	Interpersonal	Introduce

<ul style="list-style-type: none"> <li>• The body</li> </ul>	<p>simple greetings and expressions of well-being.</p> <p>Begin learning parts of the body: pierna, estomago, brazo, mano, cabeza. Teacher uses TPR and appropriate rhyming music. TLW use verbs “tener” and “doler” to express wellness: Me duele...or Tengo dolor de...</p>	7.1	Interpersonal	Introduce
<ul style="list-style-type: none"> <li>• Days, months, seasons</li> </ul>	<p>Students will learn vocabulary related to calendar and change of seasons.</p>	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>• Animals</li> </ul>	<p>TPR introduction to the farm, pets, zoo. Compare and contrast to tropical countries and what kinds of animals inhabit rainforest-type climates.</p>	7.1	Interpersonal	Introduce
<ul style="list-style-type: none"> <li>• Expression of likes, dislikes, preferences</li> </ul>	<p>The use of <i>gustar</i> to express likes and dislikes. TLW be introduced to negation as in <i>No me gusta...</i> Scaffold animals lesson to express which animals the learner likes or dislikes. Singular/plural can be covered in this unit: <i>Me gustan los perros.</i></p>	7.1	Interpersonal, Interpretive	Introduce

## Grade 4

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Comprehensive review of Grade 3</li> </ul>	Greetings, Spanish grammar/pronunciation, wellness, classroom objects, the calendar, animals.	7.1	Interpersonal, Interpretive	Apply, Mastery
<ul style="list-style-type: none"> <li>Question words</li> </ul>	Introduction to ¿Qué?, ¿Cómo?, ¿Cuándo?, ¿Por qué? How to construct questions in Spanish.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Dates, birthdays</li> </ul>	Teacher will segway into student birthdays and how to write and say the date.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Verb structures and subject pronouns in Spanish</li> </ul>	-ar,-er, -ir verbs and the use of yo, tú, usted, él, ella.	7.1	Interpretive	Introduce
<ul style="list-style-type: none"> <li>Numbers 32-500</li> </ul>	Multiplication table practice (interdisciplinary). Play Bingo to practice and motivate.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Food vocabulary</li> </ul>	Include a review of colors, singular/plural. Integrate the topic of nutrition and eating a balanced diet. TLW design a balanced meal and draw/color on a plate handout. Culture: Compare American foods to Hispanic country of choice. Group: How to set the table and use good table manners.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Family</li> </ul>	Vocabulary: family members. Integrate question words: ¿Cuántos hermanos tienes? Tengo un hermano y dos hermanas.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Holiday traditions</li> </ul>	Compare contrast Christmas, Hanukkah, Kwanzaa holidays and New Year to Hispanic ones.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>Weather</li> </ul>	The verb <hacer> and how to describe weather activity. Complete expressions for all weather	7.1	Interpersonal,	Introduce

	situations. Watch authentic weather reports. Create a five day weather outlook as seen in <i>El Diario</i> .		Interpretive	
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## Grade 5

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>Review Grades 3, 4</li> </ul>	Greetings, numbers, family, animals, calendar, verbs, subject pronouns, adjectives, colors, food.	7.1	Interpersonal, Interpretive	Apply
<ul style="list-style-type: none"> <li>Introduce regular –ar verbs</li> </ul>	Viajar, estudiar, cantar, jugar. Learn present tense – ar endings.	7.1	Interpersonal	Introduce
<ul style="list-style-type: none"> <li>Geography: Spanish-speaking countries and U.S. regions.</li> </ul>	Review countries and U.S. regions where Spanish is spoken. Vocabulary related to maps and countries: mapa, país, estado de ____, Estados Unidos, lengua, gente, países de habla hispana.	7.1	Interpersonal	Introduce, Apply
<ul style="list-style-type: none"> <li>Hispanic Heritage: ¡Béisbol!</li> </ul>	Compare sport in Caribbean countries to U.S. Showcase famous players: <i>Roberto Clemente</i> , <i>Sammy Sosa</i> , Phillies, Mets, Yankees Latino players.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>Day of the Dead</li> </ul>	Examine customs in Mexico and treatment of death and the afterlife. Create an ofrenda in class. See video of authentic traditions.	7.1	Interpersonal, Interpretive, Presentational	Introduce, Apply
<ul style="list-style-type: none"> <li>The House</li> </ul>	Vocabulary: rooms of the house. Discuss what makes a house a home. Casa vs. hogar. Compare to house and upbringing of author/painter <i>Carmen Lomas Garza</i> , Chicana, who grew up in Southern Texas.	7.1	Interpersonal	Introduce, Apply

<ul style="list-style-type: none"> <li>• The formal/informal usted/tú forms</li> </ul>	<p>Include singular and plural forms and when to use.</p>	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>• Short readings-Cultural</li> </ul>	<p>Use graphic organizers to review readings. Comprehension questions and class discussions. Consider <i>Francisco Jimenez, Ph.D.</i>, Santa Clara U., migrant farm worker as a child, children's author. <i>Cajas de cartón</i></p>	7.1	Interpersonal, Interpretive	

## Grade 6

Content Objectives	Student Performance Objectives	CPI	Mode	Status
<ul style="list-style-type: none"> <li>• Review Grades 3, 4, 5</li> </ul>	<p>Comprehensive review to recall and review Spanish speaking and auditory skills.</p>	7.1	Interpersonal, Interpretive	Apply
<ul style="list-style-type: none"> <li>• Electronic email</li> </ul>	<p>Discuss computer vocabulary: raton, computadora, correo electrónico. Practice writing skills by composing prototype email sample to a new pen pal in a Spanish-speaking country. Email to contain prescribed components.</p>	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>• Hispanic Heritage: Famous singers: <i>Celia Cruz, Gloria Estefan</i></li> </ul>	<p>Two famous singers and their connection to Cuba. A short study of the island of Cuba, foods, government and why the U.S. does not trade with Cuba. Little Havana in Miami, FL, a U.S. concentration of Cuban immigrants.</p>	7.1	Interpretive	Introduce
<ul style="list-style-type: none"> <li>• Proper Nutrition</li> </ul>	<p>By way of the USDA Food Pyramid, student will Review food vocabulary to construct Mi Piramide or My Food Pyramid. Instructional materials in Spanish from <a href="http://www.mypyramid.gov/sp-index.html">http://www.mypyramid.gov/sp-index.html</a></p>	7.1	Interpersonal, Interpretive, Presentational	Introduce, Apply
<ul style="list-style-type: none"> <li>• Jobs/Careers</li> </ul>	<p>Examine the vocabulary for careers: cartero, enfermera, medico, profesor. What do you want to be? Introduce ser/estar and their differences.</p>	7.1	Interpretive	Introduce, Apply



<ul style="list-style-type: none"> <li>• Introduce –er, -ir verbs</li> </ul>	Present tense conjugations of verbs escribir, correr.	7.1	Interpersonal, Interpretive	Introduce, Apply
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### Grade 7

Content Objectives	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>• Review Grades 3,4,5,6</li> </ul>	Recall learned Spanish grammar.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>• Hispanic Heritage: <i>Sandra Cisneros</i></li> </ul>	<i>La Casa en Mango Street</i> : Review author's work in English. TLW compare their lives to characters in story. Traditions, feelings, values vocabulary examined in Spanish.	7.1.	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>• People &amp; Personality</li> </ul>	Focus on adjectives that describe us. Group activity: describe a person and class guesses who it is. Color exercise. What colors we like describe our personalities.	7.1 7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>• Clothing – Shopping</li> </ul>	Take a trip to the (virtual) mall. Buy shoes in the shoe store. Cultural: Stores in Spanish-speaking countries cater to specific things: Zapateria, juguetería, librería. www.elcorteingles.com Go to El Corte Ingles, Spain's department store, on the internet. Buy items within a budget. Convert price of ítems in euros to dollars.	7.1	Interpersonal, Interpretive	Introduce, Apply

<ul style="list-style-type: none"> <li>• Activities/Lifestyle</li> </ul>	Examine a healthy lifestyle and activities students like to do. Sports: Los deportes.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>• Places in the city</li> </ul>	Examine a typical Hispanic town and know la biblioteca, el ayuntamiento, el parque, la plaza. Compare our towns to towns in South American countries: el zócalo, o centro de la ciudad.	7.1	Interpersonal, Interpretive	Introduce, Apply
<ul style="list-style-type: none"> <li>• Prepositions of location</li> </ul>	Connecting words of location like encima de, en frente de, al lado de. Students will examine street map of a Spanish-speaking town and learn how to give and follow directions.	7.1	Interpersonal, Interpretive	Introduce, Apply

### Grade 8

Content Objective	Student Performance Outcomes	CPI	Mode	Status
<ul style="list-style-type: none"> <li>• Review Grades 3,4,5,6,7</li> </ul>	Recall learned Spanish grammar.	7.1.	Interpersonal, Interpretive	Apply, Mastery
<ul style="list-style-type: none"> <li>• Feelings/emotions</li> </ul>	A review of <i>ser</i> and <i>estar</i> by describing emotions.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>• The near future/careers</li> </ul>	Introduce <i>ir+infinitive</i> to describe the near future. Tie in to career vocabulary and what students want to do after high school.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>• Hispanic Heritage: <i>Diego Rivera, Artist</i></li> </ul>	Interdisciplinary: Mexican history, mural art, life with Frida Kahlo. Class to create a mural. Hang in hallway	7.1	Interpersonal, Interpretive, Presentational	Introduce, Apply

<ul style="list-style-type: none"> <li>• Personal finances</li> </ul>	Bank related vocabulary: banco, chequera, ahorrar.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>• Qualities of a good person</li> </ul>	Further study of adjectives that describe people. Students will be reminded of those qualities they need to strive for in their lives.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>• Coming of Age: <i>La quinceañera</i></li> </ul>	History & tradition of young woman in Latin American countries coming of age. List the activities that take place, the attendants, the food; compare with Venn diagram festivities in P.R. and México, Perú.	7.1	Interpersonal, Interpretive, Presentational	Introduce
<ul style="list-style-type: none"> <li>• Modern Latinos in U.S. government: <i>Sotomayor, Villaraigosa</i></li> </ul>	Government career opportunities and two famous people who serve the Supreme Court and the City of Los Angeles.	7.1	Intrepretive	Introduce
<ul style="list-style-type: none"> <li>• The environment and global warming</li> </ul>	Students are the stewards of the earth. Examine connection to rainforest conservation, products of the rainforest and Indigenous cultures.	7.1	Interpersonal, Interpretive	Introduce
<ul style="list-style-type: none"> <li>• 8th grade Virtual Vacation</li> </ul>	Students will create a trip itinerary within a set budget detailing transportation, lodging and meals to an international destination of their choosing.	7.1	Interpersonal, Interpretive Presentational	Introduce, Apply